Bukesova R.M., Ikhsanova B.Zh., Nadirova E.S.

West Kazakhstan innovative-technological university
Faculty of Languages and management

Characteristics of interactive methods of teaching foreign languages

Abstract. In recent years, the method of teaching foreign languages has tended to move from a communicative approach to its variety - an interactive approach that was proposed by Western methodologists. However, there has not yet been a clear understanding of the term "interactive approach" itself.

Some authors (A.A. Leontyev, N.V. Bagramova) identify it with a communicative approach, believing that "an interactive model of language mastery assumes that learning occurs during and in the process of participating in language acts (speechevents)." Others (B.D. Parygin) define the interactive method as a modified direct method, including a number of other methods.

Using an interactive approach to teaching a foreign language, it is possible to optimize the process of mastering the skills of basic school foreign language communication and make it more effective in the context of a general education school.

Key words: interactive approach, interaction, pedagogical interaction, interactive methods.

Today, teachers of a foreign language in schools are acutely faced with the problem of finding ways to increase the cognitive interest of students in learning the language, strengthening their positive motivation in teaching. One of the solutions to this problem is the use of interactive learning technology. Interactive learning technology can be defined as a set of methods of targeted enhanced inter-object interaction between a teacher and students, the consistent implementation of which creates optimal conditions for their development.

The key concept that defines the meaning of interactive methods is "interaction." Interaction is understood as direct interpersonal communication, the most important feature of which is the ability of a person to "accept the role of another," represent how

he is perceived by a communication partner or group, and accordingly interpret the situation and design his own actions.

Pedagogical interaction is the exchange of activities between a teacher and students, in which the activities of one condition the activities of others.

Interactive pedagogical interaction is characterized by a high degree of interaction between its participants, their communication, exchange of activities, change and variety of their types, forms and techniques, purposeful reflection by the participants of their activities and interaction. Interactive pedagogical interaction, the implementation of interactive pedagogical methods are aimed at changing, improving models of behavior and activities of participants in the pedagogical process.

The leading features and tools of interactive pedagogical interaction are: polylog, dialogue, sequencing, meaning-making, inter-object relations, freedom of choice, creation of a success situation, positivity and optimism of evaluation, reflection, etc.

In the pedagogical interpretation, a polylog is the ability of each participant in the pedagogical process to have their own individual point of view on any problem under consideration; Willingness and opportunity for participants to express this view; and any view, whatever it may be, has the right to exist.

The dialogue involves participants in the pedagogical process perceiving themselves as equal partners and subjects of interaction.

As an essential feature of interactive methods, follow-up consists in organizing intensive thought activities of the teacher and students; not the teacher's translation into the consciousness of students of ready-made knowledge, but the organization of their independent cognitive activity; organization of problematic training; students perform various thought operations on their own, such as analysis, synthesis, comparison, generalization, classification, etc.; a combination of different forms of organization of mental activity of students (individual, paired, group); the process of exchanging thoughts between participants in pedagogical interaction.

Meaning-making is a process of conscious creation by students and teachers of new meanings, content of objects and phenomena of the surrounding reality on the

discussed problem; this is the perception by participants of the pedagogical process of the surrounding reality through the prism of their individuality, the expression of their individual attitude to phenomena and objects of life.

The freedom of choice of students and teachers consists in their conscious regulation and activation of their behavior, pedagogical interaction, which contribute to optimal development and self-development.

The creation of a situation of success consists in the purposeful creation by the teacher of a set of external conditions that contribute to the students' satisfaction, joy, manifestation of a spectrum of positive emotions and feelings. Success is considered as a motive for self-development, self-improvement. To create a situation of success, a variety of pedagogical means and conditions are used. The leading condition is the positivity, optimism of the assessment of students.

The positive and optimistic assessment of each other by the participants of pedagogical interaction is manifested in their desire to elevate the achievements of the individual, to evaluate themselves and the other as a condition of self-development. This ability of the teacher in assessing the activities of students to emphasize the value, uniqueness, significance of the achieved result, individual personal achievements, the desire to note and emphasize positive changes in the state of development of the student.

Reflection is introspection, self-esteem by participants in the pedagogical process of their activities, interaction. This is the actualization by the teacher and students of their knowledge, experience in an educational situation. This is their need and readiness to record changes in the state of development, determine the causes of such changes, assess the effectiveness of the pedagogical interaction that has taken place, and create pedagogical conditions for their development.

You can classify interactive methods by their leading function in pedagogical interaction into methods:

• creation of favorable atmosphere, organization of communication;

• organization of activity exchange;

• organization of research activities;

• organization of meaning-making;

• organization of reflexive activities.

Methods of creating a favorable atmosphere, organizing communication with their procedural basis have a "communicative attack" carried out by the teacher at the very beginning of the organized pedagogical interaction (at the beginning of the lesson, occupation, extracurricular affairs, etc.) at the stage of introducing foreign-language communication into the atmosphere for the prompt inclusion of each student in the joint work. The methods of this group contribute to the self-actualization of all students, their constructive adaptation to the developing pedagogical situation.

The methods of organizing the exchange of activities involve a combination of individual and group collaboration of participants in pedagogical interaction, joint activity of both the teacher and students. The leading characteristic of these methods is the unification of students into creative groups for joint activity as the dominant conditions for their development.

The use of interactive methods in the pedagogical process encourages the teacher to constant creativity, improvement, change, professional and personal growth, development. After all, getting acquainted with one or another interactive method, the teacher determines his pedagogical capabilities, identifies with the features of students, the content offered, and tries on his individuality. And this innovative activity does not leave the teacher until he realizes that interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technology in the pedagogical process is a prerequisite for the optimal development of both those who study and those who teach.

The project method is to shift the focus from various types of exercises to active mental activity of students, which requires proficiency in certain language means for their registration. The peculiarity of the work of a teacher practicing the case method is that he not only realizes his abilities as much as possible, but also develops them. The system of lessons within the cluster method includes three stages of assimilation and fixation of material: calling, understanding, reflection. The use of the brainstorming method in the educational process allows students to creative assimilate

educational material; forms the ability to focus attention and thought efforts on solving an urgent problem.

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