

THE WAYS OF USING INTERACTIVE METHODS AT THE LESSONS OF FOREIGN LANGUAGES

The author analyzes the modern interactive teaching methods at the lessons of foreign language, considers their essence, structural and methodological components; discloses the basic methods and techniques of their use; analyzes the structure of an interactive lesson; finds organizational and pedagogical aspects of foreign Language training for students with the use of modern media and Internet technologies.

Key words: *interactive technologies, methods, foreign languages, heuristic conversation, didactic games, video presentation*

The modern process of Ukraine's entry into European educational space is marked by the active borrowing of educational standards, one of which is perfect knowledge of foreign languages. Ukrainian pedagogical science and practice, mastering the values of European society, redefines the previous achievements of domestic pedagogy, actively studies foreign experience, makes corrections in all components of educational and educational process.

The new paradigm of foreign education needs a conceptually new approach to its realization; reforming the entire foreign language learning system and its target component; creation of the didactic-methodical resource of this process; modernization of the preparation process. Teachers of foreign languages, able to provide a competent approach in their pedagogical activities. Foreign language training still lags far behind the requirements of the present, but needs to be comprehensive modernization.

Currently there are contradictions between: the innovative nature of modern educational process and the traditional formulation of the main goals of teaching foreign languages; the old content of foreign education, the forms, methods and means of teaching foreign languages as the need for their modernization in accordance with the European Recommendations with language education; the orientation of curricula to determine the ultimate goals of learning and the lack of scientific developments of the above-mentioned aspect in this area.

This problem became actual in the works of V. Andrushchenko, V. Astakova, K. Astakova, V. Viktorov, B. Gershunsky, D. Zvinchuk, A. Dzhurinsky, M. Zgurovsky, I. Zyazyun, I. Kalenyuk, S. Klepka, K. Korsak, V. Kremen, V. Kudin, V. Kushertsya, V. Lugovy, M. Lukashevich, V. Lutaia, M. Mikhalchenko, O. Navrotsky, S. Nikolayenko, V. Ogarenko, V. Ognevyuk, L. Ryzhak, M. Rozov, M. Romanenko, P. Talanchuk, V. Shynkaruk and others.

The goal and the specific tasks of the article is to analyze the ways of using modern interactive methods in the process of foreign language education. Consider their essence structural and methodical components; to reveal the main ways techniques and methods of application; analyze the structure of the interactive lesson; to determine perspectives of using modern multimedia and Internet technologies in educational the process.

A characteristic feature of modern society is its overflow of information and technical means of training. At the same time, the educational process is not always ready to react at all innovations, because they quickly change. In this regard, the amount of knowledge acquired by teachers subjects in educational institutions, becoming insufficient after 5 years of professional activities. The objective need to find new forms and teaching methods has led to actively studying and attracting foreign experience. In particular, using interactive training, which involves the organization and development of dialogic speech aimed at interaction, mutual understanding, problem solving, is an important indicator the effectiveness of the learning process.

The word "interactive" (translated from inter is interchangeable, act means action) means interact. "Interactive learning" can be defined as the interaction between a teacher and a student in the process of communication and learning in order to solve linguistic and communicative tasks. Interactive activities include the organization and development of dialogical broadcasting, aimed at interaction, mutual understanding, solving problems important to each participants of the educational process [1, p. 23].

Interactive learning methods – this is a model of open discussion that develops skills argue, discuss and solve certain tasks [1, p. 28].

The interactive teaching methods include discussion lessons, presentation, heuristic conversations, role plays, "brainstorming", contests with practical tasks and their further discussion, designing business plans, projects, holding creative events, the use of multimedia computer programs and the use of English-language specialists.

The modern communicative methodology offers an active introduction into the educational process non-standard methods and forms of work. The following species showed high efficiency activities: individual, pair, group and team work. The most famous forms of paired and group work: internal (external) circles (inside / outside circles); brainstorm; reading zigzag; think-pair-sharing; pair interviews, pair interview method (case study).

One of the interactive techniques that has gained popularity abroad is Case Study (case method, method of situation analysis), developed by English scholars M. Shever, F. Eediam and K. Yeats. Case (from the English case-box, case, bag) means "all-round active studying material, both under the direction of the teacher, and in the group, in order to obtain as much as possible more information on the problem being studied for analysis and optimal adoption solution of the practical situation" [2].

The essence of the method is to use specific cases (situations, stories, texts, which are called "case") for joint analysis, discussion or decision making students. The value of this method lies in the fact that both practical solu-

tions are solved simultaneously problem and actualizes the complex of knowledge that needs to be mastered when it is solved. This method successfully combines educational, analytical and educational activities that are effective in realization modern educational functions. The following types of problem situations are distinguished by case-method: case-needs, case-selection, crisis case, conflict case, case-fight, innovative case [2, p. 16].

While working in pairs you can do the following exercises: discuss problematic tasks, mini-texts; interview, conduct a survey of the partner's opinion on a particular one problems, statements; carry out a critical analysis of the work; to formulate a summary the subject being studied etc.

Discussion forms of learning are purposeful and orderly exchange of thoughts, statements in order "to find the truth" or to form participants in a certain point of view.

The main conditions are the restriction of one question or topic, the expressed opinion should be reasoned one of the effective discussion forms can be considered *Brain assault (Brainstorm)*, which contains a joint problem solving. The purpose of this didactic game is ensuring the generation of ideas for the extraordinary solution of a particular problem. Let's consider list of necessary conditions for «brainstorming» with students:

- 1) necessary express as many ideas as possible and fix them;
- 2) recorded all the ideas expressed;
- 3) the absence of any criticism;
- 4) all participants have the same rights to express their own thought [3, p. 8].

Here is an example of using this method in practice. The teacher writes on the board "Rules for carrying out a brainstorming attack", namely:

- 1) write down every idea that came to mind;
- 2) think of as many ideas as possible;
- 3) do not criticize any idea.

Each student has an envelope with a task, for example: The most important ecological problems are <...> When students prepare their answers; they actively discuss them and exchange views.

No less interesting is the "*Six Thinking Hats method*". It's simple and effective a system that greatly increases labor productivity. In the proposed system of thinking divided into six categories, each of which is correlated with the metaphorical hat of a certain color. When a question is discussed, each of the presenters applies a specific one to it a hat and everyone think of one scheme. Each hat color fulfills its functions.

- *White Hat*: Detailed and necessary information. Only facts. What else is needed information?
- *Yellow Hat*: Symbolic reflection of optimism. Studies are possible successes and positive sides. Advantages.

Why does this work?

– *Black Hat*: Cautions and makes you think critically. What can happen to a bad person or what's wrong? Caution. (Not abuse it.)

- *Red Hat*: Feelings, ideas and intuitive insights. (And do not try explain them.) What feelings do I have?

– *Green Hat*: focus on creativity, alternative solutions, new opportunities and ideas. This is an opportunity to express new concepts and concepts.

- *Blue Hat*: Manage Mental Processes [4].

For frontal technologies of interactive learning it is worth using didactic game "*Microphone*". This method of teaching gives you an opportunity to express your opinion either position, at a fast pace. Students need to imagine what they have in their hands microphone and they are on the stage. They listen to a certain saying or proverb, on which should respond quickly, and justify your answer. For example, to express an opinion with respect to the folk proverb: "The apple does not fall far from the tree. (Like father, like son)".

This game is most similar to the "*Unfinished Succession*", which acts on the same principle. The constructive approach is the didactic game "Tree of Solutions". The group of students is divided into 3 or 4 teams with the same number of participants. Each team discusses the problem questions and writes a vision of the solution of this problem on his "tree" (sheet of paper), then groups change places and add their own ideas to the neighboring trees.

We also took excursions to interesting interactive lessons foreign language, creating video presentations or video reports by students.

The stage of extracurricular activities is its preparation: distribution of roles between students, approval of the route sheet, independent search of information and assertion by its teacher, who acts as an expert.

The main problem of interactive games is that students often cannot express. Own thoughts, or do not dare to do this because of helplessness. Communicatively saturated situations require an appropriate level of knowledge of foreign student's language, self-confidence. In addition, they should be used systematically to students are accustomed to this kind of activity. The biggest mistake the teacher would have been using only one method or one form of interactive task.

The main type of lesson during which you can use interactive methods are:

- a lesson in studying new material and initial consolidation of new knowledge;
- combinational lesson;
- a lesson in systematizing knowledge.

High-quality foreign language training is not possible without the use of multimedia and Internet-technologies. Nowadays, new information technologies are intensively implemented in educational institutions process. Interactive curricula have become an important source of learning.

We can refer to interactive methods involving multimedia technologies method of projects “Presentations”, “Demonstration of video projects”, “Video projects”, holding interactive games “First Million”, “The brain of the class”, “Blinking frames” and others.

The advantage of interactive learning is its combination with traditional methods. The interactivity of foreign language teaching methods is manifested in the synthesis of the above technologies and a variety of forms of conducting classes. Use is quite effective. Internet in the process of learning foreign languages. All this is done with the help of distance learning, work with educational and informational sites, E-mail correspondence with schoolchildren from other countries, creation and conducting joint telecommunication projects, the ability to read books in the original language, participate in Olympiads, review of educational video films, video footage [5, p. 229].

Using interactive forms and methods in foreign languages education enable to significantly increase the communicative level of students, are interesting for them, help to learn the educational material in an interesting and arbitrary form, diversify the educational process by activating educational and cognitive and creative activities students, perform didactic and developmental functions. This achieves several goals education and upbringing – there is an improvement of the acquired knowledge and skills, development search-research, communicative, informational competencies, formation.

Creativity is the establishment of interdisciplinary connections and increases motivation to study of foreign languages.

Taking into account all the benefits, one should keep in mind the drawbacks of interactive forms of learning: with the prolonged use of the perception of interactive games becomes mechanical, loses creative interest, so you need to diversify the game and combine interactive methods traditional learning.

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Кравчук Л. В. Шляхи використання інтерактивних методів навчання на уроках іноземних мов

Автором здійснено аналіз сучасних інтерактивних методів навчання на уроках іноземних мов. Розглянуто їх сутність структурний та методичний компонент; розкрито основні способи, прийоми та методи їх застосування; проаналізовано структуру інтерактивного уроку; виявлено організаційно-педагогічні аспекти іноземної підготовки учнів із використанням сучасних мультимедійних та Інтернет-технологій.

Ключові слова: інтерактивні технології, інтерактивні методи, урок, іноземні мови, евристичні бесіди, дидактичні ігри, відео презентації.

Кравчук Л. В. Способы использования интерактивных методов обучения на уроках иностранного языка

Автором проведен анализ современных интерактивных методов обучения на уроках иностранного языка. Рассмотрено их сущность структурный и методический компонент; раскрыты основные способы, приемы и методы их применения; проанализирована структура интерактивного урока; выявлено организационно педагогические аспекты иноязычной подготовки учащихся с использованием современных мультимедийных и Интернет-технологий.

Ключевые слова: интерактивные технологии, интерактивные методы, урок, иностранные языки, эвристические беседы, дидактические игры, видеопрезентации.

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Кучерява К. В.

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ТА РОЗВИТКУ САМООСВІТНЬОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ВИКЛАДАЧІВ ЕКОНОМІКИ

Сьогодні професійної освіти пов'язане з активним впровадженням у педагогічний процес нової освітньої концепції – компетентнісного підходу. Варто вказати, що домінуючою ідеєю компетентнісної освіти є підготовка всебічно розвинутої особистості засобами інноваційних технологій навчання. Зважаючи на це, сучасні педагогічні технології