

# **INTERACTIVE TEACHING METHODS IN LANGUAGE TRAINING OF FOREIGN STUDENTS**

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The presence of Ukraine in the international arena requires significant changes in all spheres of the national development, particularly in education. The requirements for employees of the highly competitive labor market have changed in the new realities. Currently, graduates must not only gain knowledge, but what is the most important, be able to apply them in practice, make quick decisions and orient in all changes at work. Considering the high rate of the society's integration development, the professionals must be able to acquire knowledge independently and develop themselves. Nowadays, the reformation of the national education system involves updating and modernizing teaching methods, because the use of traditional methods is not enough to ensure the high level of education of the students. The modern concept of education is based on the personally oriented approach to the process of teachings as well as to the student. Therefore, much attention in the learning process is devoted to the interactive methods aimed at developing cognitive, creative and aesthetic potential of students, as well as the formation of their communication and professional skills.

The term «teaching methods» is defined as means of joint activities both teachers and students, aimed at training and personal development during the educational process. The result of this activity is mastering the relevant knowledge and skills.

The word «interactive» (from the English «inter» – mutual and «act» – act) is defined as «interaction». Therefore, the interactive learning means the interaction between the teacher and the student in the communication

and learning processes. Accordingly, the interactive learning defines the ability to interoperability, training in the mode of conversation, dialogue (polylogue) and the activity itself. In this case, the student is not only a listener or a passive observer, but he is an active participant in the process, who has the right to actively express his/her points of view.

According to the results of the research of the National Training Center (USA), aimed at defining the role of the interactive learning, «the highest level of learning can be achieved by using interactive teaching methods (50% – discussions, 75% – the practice through action, about 90% – while teaching others or direct application of the learned information), the lowest results of the research are given in the process of delivering a lecture (5%) and reading (10%)» [1, p. 13 – 14].

The same ideas were expressed in the research of H. Mayhner: «The person in the passive perception memorizes 10% of what he/she has read; 20% of what he/she has heard; 30% of what he/she has seen; 50% of what he/she has seen and heard; but 80% is kept in mind in the process of active perception of what he/she says himself/herself, and 90% of what he/she makes or creates independently» [2, p. 35].

Thus, the use of interactive teaching methods contributes to a better memorization of the training material, its identification and its further practical implementation. It depends entirely on the learning conditions, comfort which affects the interaction between teachers and students, and students' interaction with each other.

It is necessary to note that interactive teaching methods are based on the interactionism (this concept is popular in social psychology). The essence of the concept – the human interaction within interpersonal communication is determined by the person's ability to imagine how the

partner perceives him/her in the process of communication, and according to it, to analyze the situation and behave.

The main features of the interactive learning are the following: dialogical and equal interaction between the teacher and students, the atmosphere of success, conscious regulation and activation of behavior, the formation of cognitive independence of the students and the development of their abilities for communication. The interactive learning methods can be defined as: 1) «methods, which are based on communication. They have a clear theme, purpose and didactic tasks» [4, p. 18]; 2) «a special form of the cognitive activity organization that provides a specific purpose – to create a comfortable conditions for learning process where the person who is learning feels his/her success and personal intellectual capacity» [3, p. 8].

Depending on the purpose of the lesson and forms of the students' activity organization, the interactive methods can be divided into four groups (by L. Pyrozhenko and A. Pometun): interactive technologies for the cooperative learning, interactive technologies for the team and group training, technologies of the situational modeling, technologies for discussions [3, p. 49].

In modern practice of language teaching for foreign students, the use of a variety of interactive learning methods both group and frontal can be considered as the most effective. Generally, they are: independent work under the supervision of the teacher, problem and creative tasks, work in pairs, questions from student to teacher and vice versa, discussions in groups, reports on a particular topic etc.

Among the most common interactive teaching methods in the foreign language lessons are the following: blitz poll; a variety of didactic games («Find a pair», «game – contest», games «Fourth extra» and «Microphone» etc.) – at the stage of repetition, generalization and systematization of the

material that has been studied; interactive modeling games (or situational role-plays) as well as audio and visual methods, the report on the conference etc. The main role among all of them has been given to the interactive game as one of the most accessible and interesting activities for students, which shows the features of personality's thinking, his/her imagination, emotions, activity, ability to fluent communication. However, we shouldn't abuse this method using it consistently. For the efficiency and diversity it is appropriate to use different interactive learning methods.

In conclusion it is necessary to stress that the main component of the effective professional training of students is the organization of educational process in the following way: professional competence of the teacher, creative approach and careful planning of lessons using both traditional and modern interactive learning methods and technologies.

#### **References:**

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