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USE OF INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES AT THE HIGHER EDUCATIONAL ESTABLISHMENTS

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Resume:
Use of interactive methods of teaching foreign languages is one of the aims of educational process at the higher educational establishment which specializes on teacher training. The article dwells on the theoretical aspects of the problem of readiness to innovative activity and provides the analysis of the concepts of "interactive methods" and "innovative activity".

Анотація:
Танана Світлана. Використання інтерактивних методів навчання іноземних мов у вищих навчальних закладах.
Використання інтерактивних методів у навчанні іноземних мов є одним із завдань начально-виховного процесу у вищому навчальному педагогічному закладі. У статті розглянуто теоретичні аспекти проблеми готовності до інноваційної діяльності, проаналізовано зміст понять «інтерактивні методи» та «інноваційна діяльність».

Аннотация:
Танана Светлана. Использование интерактивных методов обучения иностранным языкам в высших учебных заведениях.
Использование интерактивных методов при обучении иностранным языкам является одним из заданий учебно-воспитательного процесса в высшем учебном педагогическом учреждении. В статье рассмотрены теоретические аспекты проблемы готовности к инновационной деятельности, проанализировано содержание понятий «интерактивные методы» и «инновационная деятельность».

Key words:
interactive methods, professional competence, professional training, innovative activity, innovation technologies, effectiveness of teaching, teaching of foreign languages.

Ключові слова:
інтерактивні методи, професійна компетентність, професійне навчання, інноваційна діяльність, новітні технології, ефективність навчання, вивчення іноземних мов.

Ключевые слова:
интерактивные методы, профессиональная компетентность, профессиональное обучение, инновационная деятельность, новационные технологии, ефективность обучения, изучение иностранного языка.

Relevance of the problem. The growing globa-?ization in economic scale makes changes in all spheres of human life – personal, social and cultural. The political and technical progress has led to the unprecedented freedom of speech lately. Ukraine wishes to commit to the European dimension of higher education by adopting measures from the Bologna Declaration. At the same time, certain issues relating to the Bologna Process objectives remain to be addressed. One of the issues is to develop learners' professional language competence.

The democratic and humanization reforms which take place in Ukraine require renovating the process of teaching foreign languages, re-comprehending aims, tasks and contents of education, imple-?entation of new educational technologies to master foreign communicative competence successfully.

The problem of using the interactive methods of teaching foreign languages at the higher educational establishments was also studied by R. Blair, S. Martinelli, L. Konoplianyk, O. Siutkina, H. Stern, Y. Polat, M. Tailor and others.

The aim of the article is to examine some of the new methods that have attracted the attention of the scientists in recent years, to show reasons for interest in them, in the issues they are exploring, the principles and ideas that guide them.

General analysis of the problem. Innovations in methodology used in the educational process at higher institutions are connected with the use of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language commu-?ication [3, p. 47]. Interactive teaching is this kind of learning and cognition activity, which is realized in the form of a dialogue (student, teacher, student-student) with continuous adjustment of the learning content according to the analysis of the subject of teaching activity. On conditions of use of interactive methods in the teaching process, almost all the students are involved in the learning process. The purpose of interactive methods in the process of learning a foreign language is to create such learning conditions in which all the students interact among ourselves.

So, in terms of methodology, the meaning of a category of interactive training will be considered as: a) a dialogue training in the course of which interaction between a teacher and a student occurs; b) training, the purpose of which tackles linguistic, communicative and action tasks. Interactive training activity involves the organization and development of dialogue speech aimed at mutual understanding, interaction, solving of modern and general but significant tasks for every participant of the educational process [1, p. 146].

The main principles of cooperative learning within the interactive training system are:

1. positive interdependence – when each student performs his (her) job well, the group succeeds;

2. individual responsibility – when working together in a group each student has a different job;

3. equal participation – each student is given the same amount of time to speak or complete a task ;

4. simultaneous interaction – when all students are involved at the same time [5, p. 84].

In the process of dialogue training the students learn: to solve complex problems on the basis of analyzing the circumstances and corresponding information, to consider alternative opinions, to take well-considered decisions, to take part in discussions, to associate with different people.

It's necessary to organize different forms of activity in the foreign language group that is indiv-?dual, pair, and team ones. Among the most well known forms of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E.g., jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic.

It is necessary to point out that all above-mentioned forms of interactive training are efficient in case a problem is discussed as a whole and the students have previous experience and ideas which they have acquired earlier at their classes or in a course of their private life. In the process of work the teacher should take into consideration the fact that the topics which are to be discussed in the classroom must not be limited or very narrow. One of the most common peculiarities which are characteristic of the interactive forms are those that these forms of training motivate the student not only to express their own opinion but after some argumentation of their partners in the process of work to change the point of view [4, p. 26].

The following advantages of interactive cooperative learning are determined:

– friendly atmosphere and relationships between learners are formed;

– learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes;

– it will help the learners to overcome the problems of language barrier confidence and fear of making mistakes;

– learners talking time is longer, it is good for communication;

– a teacher does not dominate;

– a teacher has an opportunity to give the task to every student. All learners are involved in the work;

– it is good for individual work;

– learners can use their background knowledge.

The language is the social product, and as the form of existence of human intellectual activity it embraces all spheres of individual and social life. Perhaps one of the most essential pedagogical principles of language teaching is one that emphasizes the study of language in a cultural context. One of the main tasks of teaching foreign languages is the penetration into the culture of the peoples whose language is learnt, into the system of their world perception. The language is the result of theoretical and practical activity of both an individual and society. The culture of people, social conditions of life and the language are inseparably connected.

The priority of education development for the economics department at the State Higher Educa-?ional Establishment «Hryhoriy Scovoroda Pereyaslav-Khmelnytsky State Pedagogical University» is the implementation of modern information technologies that provide the access to the network of high quality databases, widen the possibility of students to apprehend complex infor-?ation. It is realized through the construction of individual module teaching programs with various complexity levels depending on specific needs, the use of the interactive methods, introduction of distance education, production of electronic textb-?oks.

Conclusion. Thus, interactive methods of teach?-ng a foreign language give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, to help establish emotional contact with the student, provide with realization of educational task, that is: to train them to work in a team, to consider somebody's opinion. As seen from the experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main tasks of the lesson [2].

To summarize, the interactive methods of teaching give the foreign language teachers the possibility to master some new communicative methods of foreign language training. Risk taking and

conversational interaction play a major part in language acquisition. It is hoped that this brief survey will encourage many language teachers to learn more about the interactive methods of training. Such knowledge will give some healthy perspective in evaluating the innovations or new approaches to methodology that will continue to emerge over time.

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