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INTERACTIVE METHODS OF ENGLISH LANGUAGE TEACHING AND FORMS OF INTERACTIVE COMMUNICATION

Abstract

Interactive methods of teaching English are innovative. Based on the research of A. L. Andreev, we understand the innovation process as “a purposeful, motivated process aimed at creating, mastering and using modern ideas that are relevant and adapted to specific conditions and meet clear criteria”. Teaching English is an integral system, the main goals of which are to form and develop foreign language communicative and cultural competence of students. At the same time, the focus should be on the individual characteristics of students, their active learning activities. The teacher needs to make every effort to form a positive motivation for learning English. At the same time, the contradictions between the demands of society and the low motivation of students to learn foreign languages in general indicate the need to use effective methods and forms of education that contribute to the formation of communicative competence.

Key words: interactive communication, classification, discussion, interactive strategies, brainstorming, improvement, cognition process.

Introduction

It should be noted that teaching interactive interaction requires the use of teaching material taken from life in English lessons, which, in properly organized conditions, contributes to natural communication in the language being studied. In order to create situations of interactive interaction, it is necessary to exclude the limitation of work by tasks in which students need to imagine themselves in any situation. On the contrary, tasks are expedient, the very wording of which contains the need for interactive interaction. Such tasks are built in such a way that they cannot be done independently.

We adhere to the opinion of S. B. Suvorova, who states that “interactive learning is a way of cognition; it is carried out only under the condition of joint activity of students. Interactive learning is built on the interaction of students and the learning environment, which is an area of experience, based on the psychology of human relationships and interactions. Such learning is considered as a joint process of cognition, in which knowledge is obtained in the process of joint activity through a dialogue, a polylogue”.

S. B. Suvorova offers her own classification of interactive teaching methods based on communicative functions. In this classification, all methods are divided into three groups:

- 1) discussion (dialogue, group discussion, analysis and analysis of life situations);
- 2) gaming (didactic games, business games, role-playing games, organizational and activity methods);
- 3) psychological group of interactive methods (sensitive and communicative training, empathy).

It should be noted that interactive methods of teaching English can be widely used in high school when studying regional studies and social topics. As interactive approaches, we single out interactive lectures, role-playing, simulation, educational games, which include, for example, “Student as a teacher”, “Everyone knows everyone”, “Interview”, etc. Active mental activity of students is caused by such tasks as “A dozen questions”, “Choice”, during which students need to demonstrate their own perception of the world around them. Creative tasks under the names “Associations”, “Choice of aphorism” are distinguished by a communicative character. The tasks “Reflexive circle”, “Wish chain” are based on the methods of organizing reflexive activity and are aimed at developing introspection skills [1-3].

Interactive methods also include discussions, business games, brainstorming, trainings, case method, game-based classes, etc. In front of students, specific situations are simulated that are close to real ones. Students need to solve a certain problem, which leads to active involvement in the process of teaching English.

Further, we note that one of the most popular forms of conducting interactive classes is a role-playing game, that is, a game based on the performance by students of certain role-playing functions and actions that involve the adoption of a particular decision. Role-playing involves imitation by the participants of the behavior corresponding to the role received. A properly organized role-playing game is an effective means of developing decision-making skills.

An equally popular form of conducting English classes is a business game, in which students develop professional thinking and acquire the skills to apply their theoretical knowledge in practice. The business game contributes to the development of the ability to work in a team, conduct discussions and speak in public.

Relevant is the case method game, which is the study and analysis of real situations, followed by the proposal of possible solutions to the problem situation.

One of the most effective forms of stimulating the creative activity of students is brainstorming, the essence of which is that before starting work with students, the teacher forms a problem, asks students a series of questions in order to get answers. During the lesson, students think about possible solutions to this problem. At the end of the lesson, the teacher and students summarize and highlight the most creative ideas[3-6]

Interactivity in English lessons comes down to replacing theoretical questions with practical tasks and solving problem situations. Interactive teaching methods allow high school students to actively participate in the educational process, form and develop their cognitive activity. As correctly noted in the article by E. Yu. Petrashunas "Interactive technologies in the development of students' language competences" interactive approach is "the basis of the principles of building a business game, as they include the integration of content, scientific methods, didactic goals, which allows forming the interactive nature of professional competencies". Note that games provide an opportunity to go beyond the traditional lesson both in a foreign language and in other subjects. This form of organization of the learning process increases the capabilities of both the teacher and students, and encourages them to communicate, to dialogue in English in their group, gives each student the opportunity to get acquainted with the realities of foreign language communication without leaving the school. Role-playing games, in comparison with traditional forms of conducting English lessons in high school conditions, have the following advantages:

- 1) in a role-playing game, it is possible to achieve a higher level of communication than in the process of traditional learning, because role-playing includes the implementation of specific activities, such as discussing a project, participating in a conference, talking with colleagues;

- 2) role-playing is a collective activity that involves the active participation of the entire group as a whole and each of its members individually;

- 3) the performance of various tasks leads to a specific result, as a result of which the students have a sense of satisfaction from joint actions and a desire to set and solve new tasks.

The use of role-playing games in the process of teaching English in high school is possible only through the simulation of natural communication in a foreign language, in the process of which the principle of nurturing education is implemented. The success of the role-playing game depends on the precise modeling of the content plan and the expression plan. At the preparatory stage, students need to master the skills of language design of communicative intentions, which will be needed to achieve the goal of communication. In the process of direct preparation of a role-playing game, the teacher processes the material that he receives from students, determines the type of game, the composition of the participants, the goals of each project participant, plans possible ways to achieve the goals, predicts problem situations that may appear when solving the tasks.

Thus, in the process of teaching English to high school students, the use of interactive methods is very important, because it ensures the formation of communicative competence. In addition to knowledge of the English language, students get the opportunity to develop their personality, to form

the skills necessary for both future professional work and everyday life, communication skills with other people.

To date, a large number of forms of interactive learning are known in Pedagogy.

Among the main forms of an interactive approach in teaching speaking, the following can be distinguished:

- creative tasks
- group work
- role-playing games
- project development
- viewing and discussion of video materials
- method of problem solving (“brainstorming”)
- trainings
- discussion of complex and debatable issues (take a position, scale of opinions, PRES-formula)
- educational discussion (debate round table)
- “case-study” (analysis of specific, practical situations)
- clusters
- aquarium
- snowball

To ensure the effective organization of teaching speaking when using forms of interactive learning, it is important to comply with some requirements.

A mandatory requirement is the inclusion of all students in the work. Interactive forms of learning provide a role for each student during the course of the lesson. The role of the teacher lies in the competent organization of the educational process.

At the beginning of the lesson, the teacher should take care of the psychological preparation of students. It is important to note that not all students are ready to immediately interact with each other, as well as engage in speech activity. Students may feel stiffness and enslavement in front of a given speech situation. Also, new teaching methods used by the teacher for the first time can be negatively affected. That is why the lesson should begin with a warm-up and preparation of students for vigorous activity.

Productive and high-quality work in a group is possible under the condition of a small number of students. It is important to remember that every student must be heard, everyone must have the opportunity to speak on the stated problem.

The room for the lesson, which includes interactive activities, should provide the opportunity to organize the workspace in such a way that it is easy for all students to interact with each other, as well as change seats during work. At the beginning of the lesson, the teacher should say all the organizational points. There should be an agreement between students about respect for each other. For a detailed disclosure of the interactive approach in teaching English speaking at the middle stage, it is important to characterize the main forms that can be used.

Creative tasks are learning tasks that require students to be creative. Students should not just present information, but approach it from the point of view of creativity. The creative task is the basis of any interactive method.

Tasks where students need to show their creativity help to increase the motive for learning. The creative task should have a direct connection with the life of students. A particularly practical, life-like task gives meaning to learning. As part of the creative task, students will have to find their individual solution, based on their personal experience, on the experience of classmates. This principle contributes to the development of communication skills during the interaction of participants in the educational process. To teach speaking, a creative task must meet the following requirements:

- the submitted task should have a multilateral focus, that is, have several solutions;
- the task should be useful for students so that they can use the acquired knowledge not only within the lesson;

- the task should be interesting for students so that they can reason on the proposed topic;
- the assignment must be related to the topic being studied.

Group work (work in small groups) is one of the most popular forms. In small groups, all students are given the opportunity to work. The advantage of this form of education is the psychological factor: even shy students can perform in small groups. In small groups, students practice collaboration and interpersonal skills. The ability to actively listen, resolve emerging differences is developed, students strive to come to a common opinion. Often all this is not possible in a large team.

The organization of group work requires compliance with certain requirements. The teacher must make sure that all students have sufficient knowledge and skills necessary to complete the group task.

When organizing group work, you should pay attention to some of its aspects. You need to make sure that students have the knowledge and skills necessary to complete the group task. Lack of knowledge leads to the fact that students refuse to make efforts to complete tasks. The teacher's instructions should be clear, the best performance is provided by tasks written on the board or cards. Each group should have enough time to complete the task.

Role-playing games are a fairly popular form of learning. As part of the role-playing game, each student has his own role, which he must perform in a given situation. The interests of the participants in a role-playing game are often opposite. Students need to make one or another decision during the game.

Role-playing games are aimed at developing communication skills, and they also contribute to the formation of such important skills as the ability to work in small groups, independent thinking. The teacher is required to have a lot of preliminary methodological preparation when conducting role-playing games: the ability to predict the results and draw appropriate conclusions.

Role play is carried out in small groups (3-5 participants). Participants receive a task, distribute roles, play out the situation and present in front of the whole group. The advantage of this form is that each of the participants can imagine themselves in the proposed situation, feel the consequences of certain actions and make a decision.

Project allows students to think big. Students are required to draft their actions on the issue under discussion.

The project involves not only the manifestation of creativity, but to a greater extent requires the ability to present it. The presentation of the project contributes to the development of speech skills. A group or each student defends his project in front of others. During the defense, controversial situations may arise, different points of view may appear, which leads to the development of communication between students.

Watching and discussing videos arouses interest and activates the cognitive activity of students. In accordance with the topic being studied, you can use video material to teach speaking. Before showing the video material, it is necessary to pose several key questions to the students, which will serve as a basis for further discussion. You can stop the film at pre-selected frames and have a discussion with students. At the end, it is necessary, together with the students, to summarize and voice the conclusions.

As part of the problem-solving method, the most popular form of organization is brainstorming. Brainstorming provides an approach in which any response from students to a question is accepted. It is impossible to give an assessment of the expressed points of view immediately. It is necessary to hear all opinions, write down everyone's opinion on a board or paper. Students are not required to explain their answers.

Brainstorming is used when it becomes necessary to find out the attitude of the participants to a particular issue. The brainstorming algorithm includes the following steps:

1. Ask participants a specific question for discussion.
2. Offer to express their thoughts and their point of view.
3. Write down all statements in their original form.

4. After all the ideas are expressed, the teacher needs to repeat the task, and list all the ideas expressed by the students.

5. At the end of the work, the teacher asks the students about what, in their opinion, conclusions can be drawn from the results obtained.

Brainstorming is used to discuss contentious issues, stimulating students to make decisions in discussions. This form helps to collect a large number of ideas in a short period of time.

Training is a training in which the main attention is paid to the practical development of educational material. In the process of modeling specially given situations, students have the opportunity to develop communication skills. The training is aimed at developing interpersonal interaction skills among students.

The training ensures the active involvement of all participants in the learning process. To achieve effective results during the training, the following requirements must be observed:

1. The training room should be designed in such a way that participants can freely interact with each other.

2. At the beginning of the lesson, students should be familiar with the goals and objectives of the training

3. All students must respect each other's feelings and opinions.

4. At the end of the lesson, you need to summarize. The training includes 2 stages:

1. Information stage presenting the theoretical foundations

2. Practical stage, including communicative activity.

In the discussion of complex and debatable issues, the most interesting form of conducting classes is the PRES-formula (Position-Reason-Explanation (or Example)-Summary) is the legal technology of law professor D. McCoyd-Mason from South Africa. This form is used when organizing disputes and discussions. The essence of this form is that the student expresses: P-position, explaining what his point of view is; R-reason - the student not only explains his position, but also proves it; E-example - when explaining his position, he uses specific examples; S-summary - the student draws a conclusion as a result of discussing a certain problem. The performance of each student takes about 1-2 minutes. Each student gets the opportunity to express their point of view. Time for speaking is allotted in the lesson for each student.

The educational discussion consists in conducting training sessions on a specific problem in relatively small groups of students (from 6 to 15 people). The discussion involves the exchange of views. The educational discussion involves the discussion of issues related to the participants in the discussion. The teacher must anticipate the result. The purpose of the educational discussion is a search that leads to objectively known, but subjectively, from the point of view of students, new knowledge. During the discussion, students develop and express their own opinions, using personal experience. A variety of discussions are such forms as debates and a round table, where students also exchange opinions, and the time allotted in the lesson gives each student the opportunity to express their position [7].

Case-study - analysis of specific practical situations. This method involves the transition from the method of accumulation of knowledge to the activity approach. "Case-study" is not only a method of teaching decision-making skills, but also problem solving.

The purpose of this method is to teach students to analyze information, identify key features, choose reasonable solutions, evaluate them, and find the best course of action.

Case analysis involves a combination of individual work of students with a problem situation and group discussion of proposals prepared by each member of the group. This encourages students to develop group work skills. As a result of individual analysis, group discussion, identifying problems, finding alternatives, choosing actions and a plan for their implementation, students get the opportunity to develop speaking skills[8-13].

When studying a specific situation and analyzing a specific example, students must enter into the role of the situation, assess the situation, determine whether there is a problem in it and what its essence is.

The “clusters” form presents a search for keywords and issues on a specific mini-topic.

An aquarium is one of the varieties of a business game. It is proposed to beat the given situation by 2-3 participants. The rest of the students observe and analyze not only the actions of the participants, but also the options and ideas proposed by them.

An interactive approach to teaching provides for different options for the spatial arrangement of the group. Among the main and more significant locations are:

1. Circular arrangement (Fig. 4)
2. Herringbone desks (Fig. 5)
3. “Live line” (Fig. 6)
4. Frontal arrangement (Fig. 7)
5. Distribution into groups (Fig. 8)

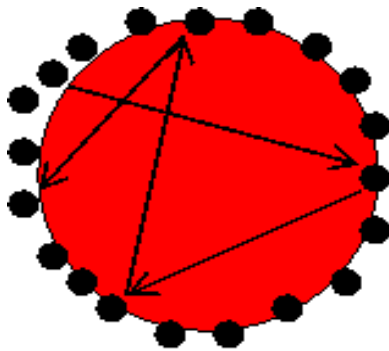


Figure 4 Circular arrangement

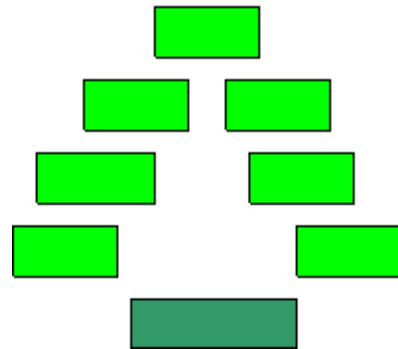


Figure 5 Herringbone desks

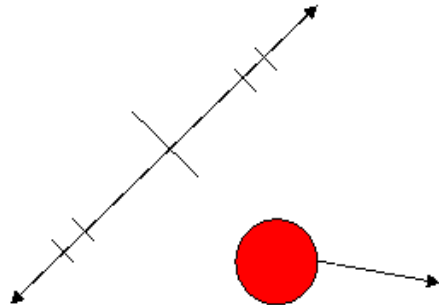


Figure 6 Live line

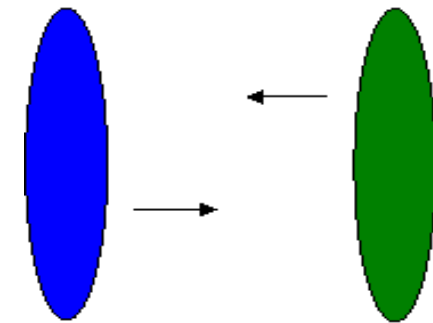


Figure 7 Frontal arrangement

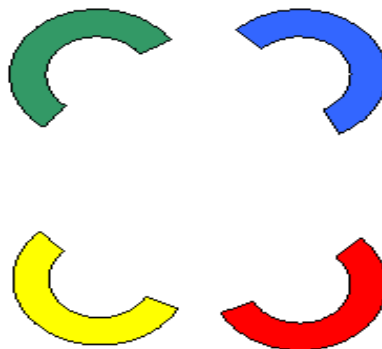


Figure 8 Distribution into groups

The circular arrangement of students is provided for collective work. In the process of work, it is convenient for students to interact with each other, everyone can see each other. Questions can be discussed in a circle, or from student to student.

Herringbone desks are convenient for working in small groups with the subsequent exchange of information received.

“Live line” is used in such forms of work as trainings, or others, when there is a selected person in front of the line, directly influencing the course of training[14-21].

Frontal arrangement - used in such forms of work as, for example, debates. Students are divided into groups for interaction not only within the group, but also between opponents.

The distribution into groups is convenient when several aspects need to be disclosed within the same question. Students are divided into groups to work out the task and further disclosure

Conclusion

As a result of studying theoretical sources on the research topic, we came to the following conclusions:

1) learning to speak is effective only if both communication in a foreign language and interaction are taught at the same time. All this, in turn, indicates the need to use interactive learning technology, which is based on dialogic communication, allows students to express themselves and reflect;

2) the formation of foreign language communicative competence is the goal of teaching a foreign language. Communicative competence is understood as the ability of students to enter into a dialogue in a real life situation in the language being studied. At the same time, communicative competence is interconnected with the perception of the realities of a foreign language, which leads to the need to perceive someone else's reality and generate one's own statements in it, and this is possible when teaching interactive communication in foreign language lessons;

3) interactive learning is based on the interaction of students with each other, the teacher and the learning environment, which should be organized in such a way that students have the opportunity to immerse themselves in the atmosphere of foreign language communication. With interactive learning, students are participants in the learning process, and the lesson itself is built on the basis of their interests and life experience. The teacher acts as a partner, not offering ready-made knowledge, but encouraging students to independently solve problematic issues;

4) the use of interactive methods in foreign language lessons seems to be very important, because with such training, students have the opportunity to develop, form the necessary skills for communicating with people around them, get used to independent decision-making and reflection on various issues;

5) taking into account the practice of conducting foreign language classes of both domestic and foreign teachers, we concluded that interactive methods help relieve stress in the classroom, encourage thinking about problem situations, making decisions, developing tolerance for other people's opinions, the ability to listen and build own valid statements.

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АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ ИНТЕРАКТИВТІ ӘДІСТЕРІ ЖӘНЕ ИНТЕРАКТИВТІ ҚАРЫМ-ҚАТЫНАС ФОРМАЛАРЫ

Түйін

Ағылшын тілін оқытудың интерактивті әдістері инновациялық болып табылады. А.Л.Андреевтің зерттеулеріне сүйене отырып, біз инновациялық үдерісті «өзекті, нақты шарттарға бейімделген және нақты критерийлерге жауап беретін заманауи идеяларды жасауға, меңгеруге және пайдалануға бағытталған мақсатты, уәжделген процесс» деп түсінеміз.

Ағылшын тілін оқыту біртұтас жүйе, оның негізгі мақсаты студенттердің шет тілінің коммуникативтік және мәдени құзыреттілігін қалыптастыру және дамыту болып табылады. Бұл ретте оқушылардың жеке ерекшеліктеріне және олардың белсенді оқу іс-әрекетіне басты

назар аудару қажет. Мұғалім ағылшын тілін үйренуге оң мотивация жасау үшін бар күш-жігерін салуы керек. Сонымен қатар, қоғам талаптары мен студенттердің жалпы шет тілдерін оқуға деген ынтасының төмендігі арасындағы қайшылықтар коммуникативті құзыреттілігін қалыптастыруға ықпал ететін оқытудың тиімді әдістері мен формаларын пайдалану қажеттілігін көрсетеді.

Кілтіік сөздер: интерактивті байланыс, жіктеу, пікірталас, интерактивті стратегиялар, миға шабуыл, жетілдіру, таным процесі.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА И ФОРМЫ ИНТЕРАКТИВНОГО ОБЩЕНИЯ

Аннотация

Интерактивные методы обучения английскому языку являются инновационными. Опираясь на исследования А. Л. Андреева, мы понимаем инновационный процесс как «целеустремленный, мотивированный процесс, направленный на создание, освоение и использование современных идей, которые актуальны и адаптированы к конкретным условиям и отвечают четким критериям».

Обучение английскому языку представляет собой целостную систему, основными целями которой являются формирование и развитие иноязычной коммуникативной и культурной компетенции учащихся. При этом основное внимание следует уделять индивидуальным особенностям учащихся, их активной учебной деятельности. Преподавателю необходимо приложить все усилия для формирования положительной мотивации к изучению английского языка. В то же время противоречия между запросами общества и низкой мотивацией учащихся к изучению иностранных языков в целом свидетельствуют о необходимости использования эффективных методов и форм обучения, способствующих формированию коммуникативной компетенции.

Ключевые слова: интерактивная коммуникация, классификация, дискуссия, интерактивные стратегии, мозговой штурм, совершенствование, процесс познания.

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