УДК 373.5.016: 811.11

Anhelina Fedak

INTERACTIVE METHODS OF TEACHING IN THE PROCESS OF STUDENTS' COMMUNICATIVE COMPETENCE FORMATION AT THE ENGLISH LESSONS

The article discusses the essence of interactive learning, its relevance and practical value, which are characterized by constant, active interaction of all participants in the educational process, where students, and teachers are equal subjects of learning, modeling of life situations, using role games, common solution of the problem on the basis of the analysis of the situation and the situation; In particular, the question of the effectiveness of the use of interactive methods in the process of forming the communicative competence of students in English lessons – in the beginning, in the main part and in reflection; the basic principles of interactive learning of written speech – activity, personality development, integrative interconnection; The focus is on issues that may arise when using interactive technologies.

In the process of writing the article there are clearly drawn conclusions about the skillful use of international methods of teaching, their leading role in the personality–oriented approach in the educational process.

Keywords: foreign language, English language, interactive learning, interactive methods, reception, technology, forms, interaction of students and teachers, educational process, communicative competence, interactive learning of written speech, stages of learning, partnership, mutual trust.

The current stage of development of our state demands from the younger generation the flexibility, sociability, rapid adaptation to various life situations, critical thinking, ability to overcome conflicts and be prepared for intercultural and interpersonal communication and cooperation, and significantly changed the status of a foreign language in Ukrainian society. The rapid entry of Ukraine into the international community provided a huge demand for knowledge of foreign languages. Possession of skills of foreign language competence has been considered as a means of socialization, a tool that unites states and peoples. That is why today it is necessary to pay serious attention to the efficiency and quality of the learning process of foreign languages. The primary task of the teacher is to create such conditions for learning where the students without harm to

themselves, could "train", "try" themselves in adult life situations. This fact stipulates the **topicality** of the presented work.

The objective of the article is to explore the possibility of efficient use of interactive teaching methods in the process of forming the communicative competence of students in English lessons.

The problem of the analysis of innovative teaching methods of foreign languages is reflected in scientific works of many scholars. Communicative competence formation was investigated by O. Romanova, O. Chemeryska; innovative approaches in the foreign language teaching were analysed by O. Andrushchenko, I. Bashmakova, O. Plotnikova; project method of teaching was described by I. Zymnia, M. Papahutina, O. Pluhatariova, I. Serpovska, etc.

The choice of the latest teaching methods is conditioned by knowledge of innovative technologies. The effectiveness of their application depends on whether they are selected in accordance with the tasks that can successfully be solved with their help. Since pupils need to learn a foreign language as a means of communication, be able to use it in oral and written form, to support the conversation, to offer their subject, to express their wishes, to share thoughts, to exchange views, in English lessons it is important to create situations in which the teacher, and the student will become full subjects of the education system, and the basis of education will be an equal dialogue between those who teach and those who study [7, p.28].

The essence of interactive learning is that the learning process takes place under conditions of constant, active interaction of all students; it is co-education, mutual learning (collective, group learning in cooperation) [8, p. 5], where both the disciple and the teacher are equal, equal subjects of learning, understand what they are doing, reflect on what they know, know how and exercise. Interactive learning involves modeling life situations, using role games, solving a problem on a case-by-case basis. It effectively promotes the formation of skills and abilities, the development of values, the creation of an atmosphere of cooperation, interaction, allows the teacher to become a leader in the team [1, c. 31].

According to O. Pometun, L. Pyrozhenko, the benefits of interactive learning before the traditional are the following:

- all students in the class are involved in the work;
- students learn to work in a team;
- a benevolent attitude towards the opponent is formed;
- every child has the opportunity to offer his opinion;
- creates a "situation of success";

- In a short time, a large amount of material is absorbed;
- skills of tolerant communication are formed;
- the ability to argue your opinion, find an alternative solution to the problem [6, c. 192].

In English lessons, it is worthwhile to use methods that stimulate students to create creative, productive work, and cause a desire for active action, communication and expression of their own thoughts in English. Well-known interactive teaching methods, which can be considered as creative activities that allow creating situations of speech interaction, contribute to the improvement of the communicative experience of students. Creative communication tasks can be performed in various forms, in particular individually and collectively (pair, group work). The most complete of this is manifested during role-playing thematic games, design work, in the process of solving educational speech situations, the content of which provides monologue, dialogue and polylogical communication of participants in the educational process. Types of activity actively implemented in the process of teaching foreign languages of modern high school, convincingly indicate the presence of trends in the use of educational training, reorientation of its types from the subject to procedural and motivational aspects [7, p. 31].

The main purpose of teaching a foreign language is to form students in communicative competence, which involves the ability to use a foreign language as a means of communication in various spheres of life, and during the course of writing, interactive forms of work are used in rare cases. Interactive speech writing in high school should form and develop skills for discussion, analysis, cross-checking and mutual evaluation [4, p. 4]. The analysis of works shows that students usually build connected statements based on linguistic experience, and not on knowledge of the construction of the text, and therefore do not know how to streamline the text in accordance with structural and semantic and communicative features, do not make an entry, a peculiar background component of the text , or write too long an introduction, the limb of the coherent statement does not correlate with its beginning [3, c. 27].

The methodology of organizing interactive learning of written speech is guided by the basic principles of teaching English described by S. Nikolaieva:

a) activity - all students are involved in each stage of writing and are responsible for developing their abilities. The use of interactive learning methods involves active interaction between pupils, mutual assistance and participation in group work, which reduces the number of errors when writing text;

b) personal development - students have all the conditions for personal development, cognitive activity and creative autonomy, acquire the most important social skills;

c) the integrative interrelation of the development of written speech with other types of speech activity: listening, reading and oral speech [5, p. 48–52].

From the foregoing, it follows that the introduction of interactive methods and techniques of learning should be gradual, starting with simpler, using in parallel both frontal and group methods, taking into account age-related features of students. In order to engage students in active linguistic interaction, they should always explain that every thought is important that they are all partners in communication.

The skillful use of interactive methods in learning contributes to the formation of critical thinking skills and cognitive interests of students. Students begin to feel confident, freely express their thoughts and calmly perceive remarks, consider themselves to be active participants in the educational process.

Interactive methods contribute to the effectiveness and quality of the learning process. In interactive lessons, students have the opportunity to:

- to expand their cognitive abilities;
- absorb a large amount of material over a short period of time;
- to interact with the teacher as an equal participant in the situation;
- work in a team;
- express their own opinion;
- create a "situation of success".

To sum up, we can say that the use of interactive learning technologies at different stages of the foreign language lesson is not only a way to increase the motivation of students to learn a language, but also to improve the atmosphere in the classroom, which will encourage collaboration and understanding between students and teachers. Mutual trust, equality, partnership in communication causes students the satisfaction of the educational process, the desire to participate in it. However, it is necessary to constantly monitor the process of achieving the goals set, and in the event of failure to change the tactics of work, to seek and correct shortcomings.

Interactive methods should not be an end in themselves – they must be a means to create a comfortable atmosphere that will enable a person-centered approach to be realized.

References

1. _Інноваційні_ технології навчання від А до Я / упор. В. Волкова. – К. : Шкільний світ, 2011. – 96 с.

2. *Коваленко О.* Концептуальні зміни у викладанні іноземних мов у контексті трансформації іншомовної освіти / О. Коваленко // Іноземні мови в навчальних закладах. – Педагогічна преса, 2003. – С. 4–10.

3. *Комунікативні* методи та матеріал для викладання англійської мови; перекл. з англ. мови та адаптація Л. В. Биркун. – Oxford University Press, 1998. – С. 20–48.

4. *Литвин С. В.* Система вправ для навчання писемного спілкування учнів старших класів середньої загальноосвітньої школи / С. В. Литвин // Іноземні мови. – 2001. – № 1. – С. 4–9.

5. *Методика* викладання іноземних мов у середніх навчальних закладах / кол. авторів під керівн. С. Ю. Ніколаєвої. – Вид. 2–ге, випр. і перероб. – К. : Ленвіт, 2002. – 328 с.

6. *Пометун О.*, Пироженко Л. Сучасний урок. Інтерактивні технології навчання / О. Пометун, Л. Пироженко. – К. : А.С.К., 2005. – С. 192.

7. *Редько В.* Інтерактивні технології навчання іноземної мови / В. Редько // Рідна школа. – 2011. – № 8–9. – С. 28–36.

8. *Шевченко Є.* Використання інтерактивних технологій для розвитку пізнавального інтересу на уроках англійської мови / Є. Шевченко // Англійська мова та література. – 2005. – № 24. – С. 4–6.

Ангеліна Федак

ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ У ПРОЦЕСІ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ УЧНІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

У статті обговорюється сутність інтерактивного навчання, її актуальність та практична цінність, які характеризуються постійним, активним взаємодією всіх учасників навчального процесу, де студенти та викладачі рівні предмети навчання, моделювання життєвих ситуацій, використання ролевих ігор , загальне вирішення проблеми на основі аналізу ситуації та ситуації. Зокрема, питання ефективності використання інтерактивних методів у процесі формування комунікативної компетенції учнів на уроках англійської мови – на початку, в основній частині і в рефлексії; основні принципи інтерактивного вивчення письмової мови – активність, розвиток особистості, інтегративне взаємозв'язок; Основна увага приділяється питанням, які

можуть виникнути при використанні інтерактивних технологій.

У процесі написання статті є чітко висловлені висновки про майстерне використання міжнародних методів навчання, про їх провідну роль в особистісно-орієнтованому підході у навчальному процесі.

Ключові слова: іноземна мова, англійська мова, інтерактивне навчання, інтерактивні методи, прийом, технологія, форми, взаємодія студентів та викладачів, навчальний процес, комунікативна компетенція, інтерактивне навчання письмової мови, етапи навчання, партнерство, взаємна довіра.