



THE STUDY OF PEDAGOGICAL COMPETENCE OF INTERACTIVE TECHNOLOGIES IN PROMOTING FOREIGN LANGUAGE LEARNING

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ABSTRACT

The purpose of this article is to study the possibility of effective use of interactive teaching methods in the process of forming the communicative competence of students in English lessons. The orientation towards the new educational goals should be a good knowledge of modern teaching technology using interactive technologies suitable for intensive teaching of a foreign language in the methods and forms of organizing the educational process. The combination of traditional intensive teaching methods and modern interactive methods illuminates the methods of effective teaching of a foreign language.

KEYWORDS

Method, intensive, interactive, educational, effective, objective, teaching methods, communicative.

INTRODUCTION

Education is one of the important areas of human activity and a decisive factor in human development. Many countries of the world have long understood that the future belongs to a civilization that maximally develops the intellectual and creative potential of its citizens. Education, together with science, socio-political institutions, mass media and culture, is an important factor in creating a highly efficient economy and an important means of forming a civil society. In

the conditions of globalization, new geopolitical changes in the world, education faces new problems, solving them is of great importance not only for future education, but also for the development of society as a whole. The most important task of the modern education system is to create conditions that allow modern youth to actively participate in learning, to creatively apply this knowledge in practice. For this purpose, teachers use various modern technologies and techniques in practice. The task is to make each



lesson interesting and develop its cognitive interest, encourage students to actively participate in the learning process.

The problems of interactive education were studied in the first decades of the last century. Laboratory and project methods, alternating compositional pair work, field trips and practicals were used at that time. Further development of interactive educational elements was illustrated in the works of V.Sukhomlinsky and in the works of innovative teachers of the 1970-80s (Sh. Amonashvili, V. Shatalov, E. Ilin, S. Lisenkov, etc.).

Methodological aspect of interactive technologies has been studied by V. Vorontsov, I. Kazantsev, S. Melnikova, A. Pometun, G. Selevko, L. Pirozhenko, and D. Johnson. In scientific works, various forms and methods of interactive education were analyzed and classified, and their influence on the effectiveness of acquiring new knowledge and skills was determined.

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MATERIALS AND METHODS

The interactive method means to interact, to be in a conversational mode along with to communicate with someone. In other words, in contrast to active methods, interactive methods focus on wider interaction of students not only with the teacher, but also with one another and the superiority of student activity in the learning process. The role of the teacher in interactive lessons is reduced to facilitate student activity to achieve lesson goals.

Innovative competence of a teacher is understood as a system of motivations, knowledge, skills, and personal qualities of a teacher that ensure the effectiveness of using new pedagogical technologies in working with learners. Interactive (from the English interaction-interaction) - based on interaction; means that there is feedback between the teacher and the students.

Interactive education is a type of activity that includes the student's interaction with the learning environment, which serves as a source of learning experience [1]. Interactive methods do not compete with traditional forms of teaching. Its purpose is to integrate all forms of teaching. The use of interactive technologies (learning in interaction) allows you to develop creative thinking and solve the ability to argue your arguments, which is necessary to solve any problems.

Interactive education develops the communication skills of both the teacher and the student, helps to establish relationships between the participants of the educational process, contributes to the achievement of educational goals, because it teaches to work in a team, to listen to their opinion. Interactive learning helps build science and teaching skills; directs the development of communicative qualities development of life values; creating an atmosphere of cooperation, interaction [2].

Interactive teaching technology is effective, its purpose is to form interest towards English language. The teacher provides dialogic learning. He works only as a moderator. Telling children everything, explaining everything to them in the best possible way attracts young teachers and does not give the desired result if students remain only listeners[3].

Organization of interactive education includes modeling of life situations, use of role-playing games,



joint problem solving. Interactive learning has both positive and negative aspects.

Positive ones include:

expanding the cognitive capabilities of learners (obtaining, analyzing, applying information from various sources);

high level of knowledge acquisition;

optimal teacher supervision;

interaction between the teacher and students;

it is necessary to look for an alternative approach to the assessment of students' knowledge. Independent studies conducted by various scientists have shown that when using interactive teaching methods, the level of mastering and applying the material increases almost 4 times. The time needed to learn a specific material is saved on average by 30%, and since all the active actions of the students are involved in the learning process, the acquired knowledge is stored in memory much longer [4]. Compared to traditional methods, the advantages of interactive education are:

participation in the work of all learners;

forming the ability to work in a team;

develop a friendly attitude towards the opponent;

the ability to express your opinion;

create a "successful situation";

the ability to absorb a large amount of material in a short time;

formation of tolerant communication skills;

the ability to argue your point of view, find an alternative solution to a problem,

The following interactive educational technologies can be used in teaching English:

1) interactive technologies of cooperative education:

- "Carousel";

- "Circle of ideas"; "general project";

"Aquarium" etc.;

2) interactive technologies of group education:

- "Microphone";

- "Brainstorming";

- "Mosaic" etc.;

3) interactive situation modeling technologies:

- "Simulation games";

- "Role-playing games" etc.;

4) interactive discussion technologies

The game clearly shows the specific features of the development of the need for thinking and imagination, emotion, activity, communication. An interesting game increases the student's activity level, and he can solve a more difficult task than a simple lesson. But this does not mean that all lessons should be in the form of games. The game is only one of the methods, it gives good results only in combination with others: listening, speaking, reading, etc. Game is of great importance for personality development. The success of the educational game is determined by the capabilities of the participants, as well as the age characteristics. Successful games are always accompanied by changing and productive activities. With the help of games, students develop competencies that form their professional training. The more diverse the approaches and techniques used in the educational process, the less boredom, the higher the interest in learning, the more clearly the creative inclination of students is manifested. The classes conducted in the interactive mode allow to involve all students in active work, to ensure that every student participates as much as



possible in solving problems. As a result, the weak feel confident in their abilities, and the strong feel the benefit of helping their peers understand the material. If in the traditional education system the teacher and the textbook were the main and most basic sources of knowledge, then based on the new paradigm, the teacher acts as an organizer of students' independent knowledge activities, a competent consultant and assistant, and students receive knowledge as a result of active knowledge activities. In the process of interactive work, they develop communication skills, the ability to cooperate and interact, develop critical thinking necessary for their future professional activities. Among the interactive approaches of modern pedagogy, the following can be distinguished: creative tasks; working in small groups; educational games (role games, simulations, business games and educational games); project methodology (social projects, contests, newspapers, films, exhibitions, performances); learning and strengthening of new material (interactive lecture, working with visual aids, video and audio materials, "student in the role of teacher", "everyone teaches everyone", mosaic (open saw), use of questions, Socratic dialogue); discussion of complex and controversial issues and problems ("scope of ideas", POP formula, projection techniques, "one - two-all together", "change your position", "carousel", "television talk show style discussion", discussion, symposium); problem solving ("Decision tree", "brainstorming", "case analysis", "negotiations and mediation", "ladders and snakes"); Cluster, comparison chart, puzzle, target reading etc[5].

Technique of "POPS formula". The importance of this technological technique is that it allows students of history, philosophy, philology to briefly and comprehensively express their position on the studied topic. In this case, students are asked to write four sentences reflecting the following four points of the

POP formula: P - position; O - explanation (or justification); P-example; C is a consequence (or judgment). In this method of assessment, it is noted which criteria the student meets or does not meet. For example, the position is formulated in a clear, concise, understandable language for the audience, etc. The explanation contains references to social values, laws, etc. Explanation supports the stated position. The example provides enough, but not excessive, detail. The sentence briefly repeats the essence of the position, summarizes the speech and suggests concrete actions to solve the problem.

Usually, in school and secondary vocational education, not one method, but their combination, mixture is used. Innovative methods and technologies are being introduced from schools because they have not yet been adapted to universities.

RESULTS

The educational business game has the following features:

1. Developing - it ensures the development of students' creative potential and independence in mastering the methods of acquiring the necessary knowledge in developing-educational activities.
2. Interesting - carried out through a communication company, the emergence of a mechanism of regulation of interpersonal relations, self-regulation of behavior.
3. Activation-includes stimulation of cognitive processes, interests, needs.
4. It manifests itself in the orientation of information-game content to social, psychological and methodological problems.
5. Knowledge integration functions provide interdisciplinary connections between courses of common learning objects. [6]



By choosing a specific interactive method, i.e. "interview", "round discussion", "reflective circle", "hot summary", "project", "expert groups", "dozen questions", "excursion", the teacher will teach the relevant skills for the applicants. forms. In addition, as a result of the interaction of communication, mutual learning occurs on both sides. Knowledge test: vocabulary on a specific topic combined with grammar. A good way to consolidate past material. Game Features: Improves quick response, critical thinking skills. Knowledge test: vocabulary on a specific topic combined with grammar. Features of the game: quick response skills are improved, the search for synonyms in English is activated. Direct communication with the group has a positive effect on relationships within the group. A chain story is a game of logic, a manifestation of imagination and individuality.

When working with the text, students are divided into groups. Everyone gets a small topic or piece of text to develop. It is suggested to make a note on the edge ("v" - already knew, " + " — new, " - " - otherwise I thought, "?" - I don't understand, there are questions). Then there is information sharing and discussion in the group. The entire team will report on the completed topic.

"Everyone teaches everyone" technique. Students teach each other rotating composition in pairs. The teacher prepares cards in advance depending on the number of participants. Definitions of concepts, descriptions of concepts, facts and more. written to them (up to 5 sentences). Each participant receives a card, which must be read carefully. The teacher, in turn, must make sure that everyone understands the meaning of the text. The principle of transfer: each participant in turn should explain the information on his card to another, as well as make sure that the interlocutor understands and remembers the new material (ask what is unclear, ask to tell the essence of

the new information). Each participant moves freely around the audience. Then the students switch roles. The conversation of each pair lasts 2-3 minutes, then the participants disperse and form new pairs. The student's job is to teach as many people as possible and absorb as much information as possible.

"Ideological carousel" reception. Each member of the microgroup (4-5 people) is given a sticker-one sheet and everyone is asked the same question. Without verbal exchange, all students write the words of the answers on their paper. Then they exchange. When receiving a sheet of notes, each member of the group must make a new entry without repeating the existing ones. Students then discuss the answers among themselves and highlight the most important or obvious formulas. In conclusion, all groups share their results.

An interesting method of vocabulary dictation, when the teacher says not the words, but their meanings. Students have to identify and write the words according to their meanings. This method requires students to have a certain vocabulary and perform various lexical exercises in the preparatory phase.

Students add various explanations, definitions, details, and components to the basic concept of the topic in such a way that a detailed diagram is obtained showing the relationship between the various elements of the diagram. Possibilities of using this technique: in systematization, repetition of the past; helps in working with the text.

Rules of organization of interactive education.

1. All participants of the educational process should be involved in work in one way or another. For this purpose, it is useful to use technologies that allow all participants of the seminar to be included in the discussion process.



2. It is necessary to take care of the psychological preparation of the participants. The fact is that not everyone who comes to the class is ready to directly participate in certain forms of work.

3. The third rule. There should not be many students in interactive technologies. The number of participants and the quality of teaching can be directly related. It is important that everyone is heard, and each group is given a chance to speak on the issue.

4. The fourth rule. Pay attention to the preparation of the room for work. The audience should be prepared in such a way that it is easy for the participants to work in large and small groups. Certain comfort should be created for students in the room. It is better to put the tables so that each student has the opportunity to refer to the small group. It is better if the materials needed for creative work are prepared in advance.

5. The fifth rule. Talk to students about class routines and speech rules. It should be remembered that all participants must tolerate any point of view, respect everyone's right to freedom of speech.

6. The sixth rule. Divide the workshop participants into groups. Initially, it is better to build it on a voluntary basis. Then it is appropriate to use the principle of random selection. [7]

In recent years, electronic interactive whiteboards have become the most universal technical means of teaching. Interactive whiteboards are an effective way to introduce the electronic content of educational materials and multimedia materials into the educational process and provide an impetus for the active and productive activity of the student. Pre-prepared texts, tables, pictures, music, maps, thematic video clips allow you to effectively transfer the material, conduct lessons dynamically, use different teaching methods, develop creative activity, passion

for the subject, which ultimately ensures the effectiveness of learning a foreign language.

An interactive whiteboard allows you to:

- active interpretation of the material: adding information through electronic markers with the ability to highlight, clarify, change the color and thickness of the line;
- simultaneous work with text, graphics, video and audio materials;
- to stimulate the intellectual and creative activity of students and the development of whole group work with significant time savings.

Pedagogical research results show that the use of innovative approaches to learning foreign languages in non-linguistic universities develops interactive speech influence skills, intercultural communication skills.:

- 1) formation of stable motivation of students to learn a foreign language in the process of perceiving bright, interesting educational material both in terms of content and in terms of its design, using large-scale search and research methods that correspond to students' personal interests and are clearly focused on real practical results.
- 2) systematization of a foreign language dictionary on the studied topic and formation of a terminological reserve among students by specialty.
- 3) improvement of monologic and dialogic speech skills on the basis of performing tasks that stimulate interest in problems related to the acquisition of a certain amount of knowledge on the subject being studied.
- 4) creating a database from the multimedia information space:
- 5) experimental verification of the reliability of the created multimedia materials, proving their



effectiveness and introducing the developed complexes into the practice of teaching foreign languages at the university. Data on monitoring changes in the level of development of interactive speech skills confirm that this form of education is one of the ways to activate the communicative activity of future university graduates, increase motivation to learn a foreign language, and develop activity and creativity. The introduction of interactive technologies will lead to fundamental changes in the field of teaching foreign languages.

The created multimedia programs make it possible to more fully implement the entire complex of methodological, didactic, pedagogical and psychological principles and make the learning process more interesting and creative. Interactive complexes developed on the basis of the principle of visualization of educational material - creating a learning environment with the use of visual representation of information, color and sound, affect the emotional and conceptual areas, which helps to master the language more deeply.

The combination of visual image, text and sound series creates great opportunities for comprehensive development of speaking skills of foreign language learners. This process is interactive due to two-way communication, the possibility of communication with the computer, in which the trainee and the computer can ask each other questions, get answers to them, the computer can give corrective advice, and you can refer to it.

The essence of the interactive approach is to stimulate students' interest in learning a foreign language, which involves acquiring a certain amount of knowledge, and it is necessary to solve one or a series of problems to demonstrate the practical application of the acquired knowledge. Favorable conditions for the formation of

a creative thinking person are provided by the use of a problem-based educational method, which does not need to be proven useful.

CONCLUSIONS

Thus, problem solving is effectively used to control the level of mastering of the text material and the ability to work with additional information on the problem under discussion. According to our plans, the development and implementation of interactive methods in teaching foreign languages is successfully implemented in the process of teaching the project, because it is this technology that develops collaborative creative abilities and independent cognitive work skills of foreign language students.

The introduction of multimedia technology to the teaching of a foreign language on the basis of a professionally oriented project is a technique that significantly increases the effectiveness of the educational process in the acquisition of knowledge, skills, abilities, as well as in the development of knowledge and creative abilities. Interactive course activities conducted by teachers are characterized by diversity, effectiveness and increased interest of foreign language learners, because the teacher can adjust the training programs based on the interests and capabilities of individual students. When learning to listen, the whole group will have the opportunity to hear speech in a foreign language, while learning to speak, everyone can pronounce phrases in a foreign language into the microphone. In teaching writing, there is an opportunity to work on abstracts, annotations, essays and other types of creative works required in modern life.

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