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IN THE STUDY OF ENGLISH

Summary. The present article deals with implementation of interactive learning for English classes. Some examples of interactive techniques are provided and means of its conducting are analyzed. The technological revolution has put the community on the issue of readiness for innovation. The personal success of the individual depends on the ability to think creatively, to be able to navigate the world quickly changes, and the ability to rationally combine innovation with classical methods. In the modern educational process of learning English, much attention is paid to interactive methods. Interactive teaching methods include presentations, heuristic conversations, role-plays, discussions, brainstorming, competitions with practical tasks and their further discussion, design of business plans, projects, use of multimedia computer programs and involvement of English-speaking professionals.

Keywords: creative education, innovation, interactive teaching, learning technologies, activity.

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Національна академія внутрішніх справОСОБЛИВОСТІ ЗАСТОСУВАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ
ПРИ ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ

Анотація. У цій статті розглядаються особливості застосування інтерактивних методів навчання на уроках англійської мови. Наведено їх приклади та проаналізовано способи їх проведення. Технологічна революція поставила суспільство перед питанням готовності до інновацій. Особистий успіх особистості залежить від вміння творчо мислити, вміння швидко орієнтуватися в змінах світу, вміння раціонально поєднувати новаторство з класичними методами. В сучасному навчальному процесі вивчення англійської мови, велика увага приділяється інтерактивним методам навчання. Інтерактивні методи навчання включають презентації, евристичні бесіди, рольові ігри, дискусії, мозковий штурм, конкурси з практичними завданнями та їх подальше обговорення, розробку бізнес-планів, проектів, використання мультимедійних комп'ютерних програм та залучення англомовних фахівців. Гра – це найдоступніший для учнів вид діяльності, спосіб опрацювання вражень, отриманих від зовнішнього світу. У грі яскраво проявляються особливості мислення та уяви, емоційність, активність, розвиток потреби в спілкуванні. Завдання вчителя: створити в групі сприятливі умови для висловлення власної думки кожним учасником, ознайомити учнів з чітко визначеними правилами інтерактивної гри та направити учнів у потрібне русло. Якісна мовна підготовка студентів неможлива без використання сучасних освітніх технологій. Інтерактивна взаємодія характеризується високою швидкістю спілкування між учасниками. Використання мультимедійних технологій можливе як доповнення до тренінгів та лекцій. Головною перевагою інтерактивного навчання є поєднання з традиційними методами. Інтерактивність методики навчання англійської мови виявляється в синтезі вищевказаних технологій, у різноманітності форм проведення занять. Саме із залученням інтерактивних технологій навчання підвищується активність на уроці, увага, мотивація учнів. Учасники відчувають себе не пасивними слухачами, а активними учасниками заходу, розвивають вміння прислухатися до думки інших, погоджуються з ними чи відстоюють власну, самостійно шукають аргументи, пояснюють логіку та послідовність своїх думок англійською мовою. Викладач стає наставником самостійної навчально-пізнавальної та творчої діяльності студентів. Найбільша помилака викладача – використання одного методу навчання. Необхідно урізноманітнювати ігри та поєднувати інтерактивні методи навчання з традиційними.

Ключові слова: креативна освіта, інновація, інтерактивне навчання, технології навчання, діяльність.

Formulation of the problem. The main goal of teaching a foreign language is forming communicative competence. The technological revolution has put the community on the issue of readiness for innovation. Today we are witnesses of processes globalization, which is manifested in the expansion and deepening of international relations, interdependence of the world community, there are many problems that went beyond individual states and concern the interests of all mankind.

Classical educational methods cannot fully meet the needs of society in educating competitive specialists with high academic, social and computer skills.

The personal success of the individual, as well as the progress of the state of which he is a citizen, depends on the ability to think creatively, to be able

to navigate the world quickly changes, and the ability to rationally combine innovation with classical methods.

Creative education is a relatively new branch of national education. According to modern scientists, whose work is devoted to the study of psychological readiness of graduates secondary schools to study at university and to activities in general, the structure psychological readiness of secondary school graduates includes, in particular, intellectual readiness, also provides the appropriate level of intellectual development and availability of the necessary knowledge, skills and abilities, language readiness, sharp increasing the function of attention, memory, emotional stress [5].

Therefore, the most important the stage of education of a person who intends to receive quality

higher education is considered to be senior school. Creativity was at certain stages a mandatory component of training.

But the vast majority of both domestic and foreign methodists and psychologists draw a line between the two terms, because creativity is inherent in each person, and creativity can be developed [2, p. 27]. This is the task to motivate young people to the development of nature creative abilities, arose before the modern pedagogy.

The Council of Europe has developed "Key Competences for Europe", which will help to form the creativity of the individual. For the modern young people the following competencies are considered the most important: the tendency towards a clearer understanding values in relation to a specific goal; tendency to control their own activity; involvement of emotions in the process of activity; willingness and ability to learn independently; self-confidence, self-control; adaptability; a tendency to think about future; habit of abstraction; attention to achievement issues set goals; independence of thinking, originality; critical thinking [9].

Among the advanced methods in the modern educational process of learning English, much attention is paid to interactive methods based on a person-centered approach to the student, aimed at developing not only the creative potential of the student, but also the ability to think and react quickly, improving communication skills.

Analysis of recent research and publications. The aspect of interactive technologies is studied by such well-known scientists as G.M. Bros, M.W. Claren, L.W. Pyrozhenko, N.F. Fomin, O.I. Pometun, N. Suvorova and others.

For L.V. Pyrozhenko and O.I. Pometun determine the conditional working classification of interactive technologies by forms of learning (models) in which interactive methods are implemented. They are divided into four groups depending on the purpose of classes and forms of organization of student activities: interactive technologies of cooperative learning, interactive technologies of collective – group learning, technologies of situational modeling, technologies of discussion issues [9, p. 49].

Interactive methods are working methods, both within the group and outside it. Although the role of the teacher in interactive classes is secondary, attention should be paid to the process of preparation and distribution of roles for the audience. The task of the teacher is: to create favorable conditions in the group for the expression of each participant's own opinion, to acquaint students with the clearly defined rules of interactive play and guide students in the right direction. From a group of students who hold their own views, it is necessary to make a team of which the teacher is a part, to divide the created team into groups, uniting students according to interests or for the teacher's own reasons.

As a rule, working in a group, students have improved communication skills, both team spirit and the characteristics of the leader of individuals. Thus, conditions are created for individual self-expression within the group, the ability to work in a team, develops a spirit of rivalry, which motivates students to expand knowledge to improve communication and verbal consolidation of their positions. tasks of the Bologna process.

Selection of previously unresolved parts common problem. A special place is a must be given to such forms of training that provide hear the participation of each student in the lesson, increase the authority of knowledge and individual responsibility of students for learning outcomes activities. In my pedagogical practice I try to actively implement these forms. These tasks can be successfully solved thanks to information technology.

Forming the goals of the article. The present article deals with implementation of interactive learning for English classes. Some examples of interactive techniques are provided and means of its conducting are analyzed.

Presentation of the main material of the study. The word "interactive" (translated from English "inter" – mutual, "act" – to act) means to interact. "Interactive learning" can be defined as the interaction of teacher and student in the process of communication and learning in order to solve linguistic and communicative problems. Interactive activities include the organization and development of dialogic speech aimed at interaction, mutual understanding, solving problems important to each of the participants in the learning process.

The technology of educational activities in pairs was first proposed by O.H. Rivin in 1911, but only in the 90's gradually gained popularity. It was proved that the activity of students becomes effective, most effective and at the same time frees up the teacher's time for control and corrective actions.

Interactive interaction is characterized by a high rate of communication between participants, their direct communication, changing the methods and forms of communication used, which helps to diversify the perception of information, thereby improving its assimilation [9, p. 35].

The use of interactive teaching methods encourages not only the student but also the teacher to constant creativity, promotes the development of pedagogical abilities, focuses on finding unique qualities of students, the peculiarities of their thinking. The main components of the effectiveness of the lesson are thorough theoretical knowledge of students, careful planning of the lesson and the creative approach of the teacher.

The structure of English lessons with the use of interactive technologies takes place in four stages:

1) Preparation. This stage includes organizational aspects, such as handouts, venue issues and necessary technical means.

2) Introduction. At this stage, it is important to explain the rules, goals, technically formed task, division into groups, division of roles and reminding students about the amount of time allotted for the "game".

3) Conducting. It is mandatory to discuss the situations set by the teacher, independent or group search for solutions, the formation of answers.

4) Reflection and results. Elements of this stage are the discussion of the results of the "game", evaluation, feedback [4, p. 7].

Interactive teaching methods include presentations, heuristic conversations, role-plays, discussions, brainstorming, competitions with practical tasks and their further discussion, design of business plans, projects, creative activities, use of multimedia computer programs and involvement of English-speaking professionals.

Game is the most accessible type of activity for students, a way of processing the impressions received from the outside world [6, p. 7]. The game clearly shows the features of thinking and imagination, emotionality, activity, developing a need for communication. An interesting game increases the student's activity level, and he can solve a more difficult task than in a regular class. But this does not mean that all classes should take place in the form of a game. Playing is just one of the methods, and it gives good results only in combination with others: listening, talking, reading and others.

The game is important for personal development. The success of the educational game is determined by the capabilities of the participants, as well as age. Educational business game has the following functions:

1. Developing – provides during educational activities the development of creative potential of students, their independence in mastering the methods of obtaining the necessary knowledge.

2. Communicative – is realized through the organization of communication, regulation of interpersonal relations, the emergence of a mechanism of self-regulation of behavior.

3. Activating – involves the stimulation of cognitive processes, interests, needs.

4. Information – is manifested in the focus of the content of the game on social, psychological and methodological issues.

5. Functions of knowledge integration provides interdisciplinary links between courses of general objects of study [9, p. 45].

By choosing a certain interactive method, namely "Interview", "Round Table", "Reflexive Circle", "Hot summary", "Project", "Expert Groups", "Dozens of questions", "Excursion", the teacher forms in students the appropriate skills. In addition, the interaction of communication is mutual learning of both parties.

Let's consider further examples of the most interesting interactive games for students. The following games involve mastering the vocabulary of the studied topic and common words.

Grab a minute – a game in which a student is given 1 minute to present a term written on an interactive map. The participant should provide the most information about the subject / term, its meaning, use, etc. The student who provided the most complete and coherent information about the subject or term indicated in the card wins. Knowledge test: vocabulary on a certain topic in combination with grammar. A good way to consolidate the material passed. Features of the game: improves the skills of quick response, critical thinking.

An item description – a game in which you need to describe the word or phrase indicated on the interactive cards, without naming the root of the word and without using gestures. The rest of the group, which has to guess the word, plays an active role. Knowledge test: vocabulary on a certain topic in combination with grammar. Can be used as a Warm up activity. Features of the game: quick response skills are improved, the search for synonyms in English is intensified. Direct communicative contact with the group has a positive effect on the relationship within the group.

Chainstory – a game of logic, a manifestation of imagination and individuality. The essence of the game is to continue the story of the previous student. Knowledge test: vocabulary on a specific topic and general vocabulary in combination with grammar. Features of the game: it improves the skills of quick response, logical thinking, increases attention, no less important is the focus on the plot of the story, which helps to develop memory.

The above games can be held in the second part of the lesson, to increase student activity and improve the perception of information. They do not require significant training and depend on the theoretical level of knowledge of students. Regarding the discussion group forms, which will be given below, in addition to the theoretical basis, there must be argumentative answers.

The following topical discussion forms force students to analyze their thoughts before voicing them, as it is necessary not only to speak, but also to explain the course of their own thoughts.

- 1) "Roundtable" (Collective game to solve a common problem).

- 2) *Scientific debate*.

- 3) *Competition in small groups* (Motivational game that encourages students to be active).

- 4) "Brainstorm" (Game that develops critical thinking).

- 5) *Situation* (A game that develops the ability to react quickly and fantasize).

- 6) *Judicial sitting* (Game with the distribution of roles and the search for constructive answers).

- 7) *Training* (a form of learning using different forms of work with a small group to improve skills in the process of modeling situations that are close to reality).

- 8) *Debriefing* (Analysis and discussion of the results of previous work; structuring the experience gained; Identifying and evaluating their own achievements and failures by teachers and students; planning further activities).

- 9) *Six Thinking Hats* by the method of Edward de Bono (systematization of thinking).

Debatable forms of learning is a purposeful and orderly exchange of ideas, statements in order to "find the truth" or the formation of a certain point of view. The main conditions are the restriction of one question or topic, the opinion expressed must be substantiated.

One of the most active forms of discussion is Brainstorm, which involves joint problem solving. The aim of this game is to generate ideas for an extraordinary solution to a problem. Let's look at the list of necessary elements of "brainstorming".

- 1) It is necessary to express as many ideas as possible and record them.

- 2) Record all the ideas expressed, even at first glance, meaninglessly.

- 3) Lack of any criticism.

- 4) All participants have the same right to express their opinion.

Equally interesting is the "Six Thinking Hats" method. This is a simple and efficient system that significantly increases productivity. In the proposed system of thinking is divided into six categories, each of which is associated with a metaphorical hat of a certain color. When the issue is discussed, each of those present applies a specific

hat to it and everyone thinks in the same direction. This hat provides more effective concentration and ease of managing your own thoughts. Each color has its own functions.

White hat: Detailed and necessary information. Just the facts. What other information is needed?

Yellow hat: A symbolic reflection of optimism. Research of possible successes and positive sides. Benefits. Why will it work?

Black Hat: Warns and makes you think critically. What could go wrong or go wrong? Caution. (Don't abuse it.)

Red Hat: Feelings, ideas and intuitive insights. (And don't try to explain them.) What feelings do I have?

Green Hat: Focus on creativity, alternative solutions, new opportunities and ideas. It is an opportunity to express new concepts and concepts.

Blue Hat: Management of mental processes. Guarantee of observance of all six hats.

Use of this reception allows to reduce time of the decision of problems by more than for 40% and to increase efficiency of results of activity.

The *Debriefing* method not only promotes the development of personal qualities of students but also teaches an objective assessment of knowledge and skills acquired during previous work, analysis of the level of application of personal qualities, activity levels and patterns of behavior. The only limitation of this method is that it requires more time than other methods.

Among the interesting extracurricular interactive activities, we included tours in English and filming a video report. An important stage of the extracurricular activity is the preparation: distribution of roles among students, approval of the route list, independent search of information by students and its approval by the teacher, who acts as an expert.

The main problem of attracting interactive games is that the student often does not have his own opinion, and if he has, he is afraid to express it openly, for the whole class. Continuous interactive classes significantly improve students' communication skills, as a result of which the student's internal limitations disappear. In the process of communication, students learn: to communicate with different people, to express alternative opinions, to make informed decisions, to participate in discussions.

From the given examples, we see that there are a large number of forms of interactive classes. The teacher's biggest mistake is to use one teaching method or choose one form of interactive task.

Keep in mind that the channels of perception of information are not one-sided, so different forms should be involved.

With the development of the information revolution, the technological process is rapidly improving, students are accustomed to constant updating of information, change, integration of the Bologna process, so it is necessary to attract a variety of new interactive teaching methods to implement in-depth rapid learning of constantly updated knowledge. The role of multimedia in conducting an interactive lesson cannot be underestimated.

In the oral presentation of the material per minute the listener perceives and is able to process up

to one thousand conventional units of information, and in the "connection" of the visual organs up to 100 thousand such units. As we can see, the largest number of students are visuals who better absorb information through the visual channel. During the perception of the material, it is possible to keep records that include motor memory and improves the process of memorization. Therefore, the high efficiency of the use of multimedia in teaching, the basis of which – visual and auditory perception of the material is obvious. The use of multimedia tools increases the level of perception of memorization by 30-40% due to the simultaneous multi-channel interaction of the student with information.

High-quality language training of students is not possible without the use of modern educational technologies. Modern technologies in education are professionally-oriented foreign language learning, use of project methods, application of information and telecommunication technologies, work with educational computer programs, distance learning courses of foreign languages, creation of presentations in Open Office Impress, Microsoft PowerPoint software environment, use of resources world wide web. Multimedia learning tools are a promising and highly effective mechanism that allows you to process and present more information than traditional sources of information.

It should also be remembered that the multimedia teaching aids used in the educational process must meet a system of psychological, didactic and methodological requirements.

The presentation of educational material should correspond not only to the verbal-logical, but also to the sensory-perceptual level of the cognitive process. Its presentation should be focused on the vocabulary and linguistic composition of a particular age group and the specifics of student training.

Interactive games with the involvement of multimedia technologies include the method of projects "Presentations", demonstration of video projects "Video projects", interactive games "First Million", "The brain of the class", "Blinking frames" and others. The use of multimedia technologies is possible to complement trainings and lectures. The main advantage of interactive learning is the combination with traditional methods. The interactivity of English language teaching methods is manifested in the synthesis of the above technologies, in a variety of forms of classes.

Involvement of multimedia projects in group tasks will facilitate the research search and solution by a group of students of a problem important to them in order to obtain a real result.

Conducted classes with students of different courses of different specialties showed that it is with the involvement of interactive learning technologies increases activity in the classroom, attention, motivation of students. Participants feel not passive listeners, but active players of the event, develop the ability to listen to the opinions of others, agree with them or defend their own, independently seek arguments, explain the logic and consistency of their opinions in English, having terms of professional orientation.

Conclusions from this study and prospects for further development. Taking into account the above material, we can conclude that the use of in-

terative forms and methods in the implementation of a person-centered approach and teaching English in the classroom, are interesting for students, help learn the material and use it in future classes. Perform didactic and various developmental functions. Thus, the teacher becomes a mentor of independent

educational and cognitive and creative activities of students. While there are many advantages, you should also keep in mind the disadvantages: with frequent use, the perception of interactive games becomes mechanical, loses creative interest, so it is necessary to diversify games and combine interactive teaching methods with traditional ones.

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