Use of Interactive Methods in Teaching Foreign Languages

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Abstract: The article aims to analyze the effectiveness of using interactive technologies in the process of teaching a foreign language at a higher educational institution. The principal result of the research is the analysis of the influence of using interactive techniques on acquiring communicative competence and personal development.

Keywords: interactive methods, origin of distance learning, teamwork, integrated skills, brainstorming, ice-breaker method.

INTRODUCTION.

Language is one of the most considerable basic parts of the society as it represents the whole nation. Learning a foreign language is not an easy matter, however it gives a great many opportunities to the humanity like communicating each other, exchanging information and sharing the news as well as new technologies to the entirely world. Knowing the language, knowing the people as it gives many opportunities to the person and country with the help of the language learner. So many developed countries have been paying a great attention to their young generation and learning foreign languages. Nowadays, the importance of teaching a foreign language effectively has grown significantly in the world. A more appropriate term for the term interactive method might be "interactive learning," which encompasses all methods of purposeful student engagement with material aided by students interacting with others (instructor or peers) and themselves. Interactive methods are very essential as they encourage the development of practical skills and can be great ways for children to learn the importance of teamwork, enhance their listening skills, as well as develop their practical abilities. Firstly, Palincsar, a professor in University of Michigan, put forward the concept of interactive teaching in classroom in 1970s, which is now called interactive learning or interactive teaching.

MATERIALS AND METHODS

Technologies have developed over the centuries and of course affected the spheres of social life. Though it may seem that online education had its beginnings in the late 1900s, the concept of distance learning first came into practice in the mid 19th century when the U.S. Postal Service was developed. With the help of computer technologies, distance learning became catching on. Distance education was common beginning in the late 1800s, but its rapid growth began in the late 1990s with the advance of the online technical revolution.

Distance education is defined as a method of teaching where the student and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the Internet (Roffe, 2004). Today's version of distance education is online education, which uses computers and the Internet as the delivery mechanism with at least 80% of the course content delivered online (Allen & Seaman, 2011; Shelton &Saltsman, 2005).

Interactive learning is a hands-on/real life approach to education founded upon building student engagement through guided social interaction. Carefully designed and structured activities facilitate learning in groups, fostering a challenging but encouraging space for students to wrestle with novel concepts and develop practical skills. Typical "homework" activities like applying course topics, solving problems, working through issues, are done together in class, while the classic "classroom" activities, such as hearing course topics explained, are done at home by watching videos, reading and using online resources. Students then come to class with their curiosity piqued by engaging with topics in advance and are then given a problem, a project, a case to role-play or some other active learning exercise which engages them with their peers and teaching staff in an interactive and energetic learning environment.

Interactive technologies can be characterized by the presence of a dialogue, exchange of opinions and arguments for and against the disputable matter. Any lesson based on discussion is effective if the participants have basic knowledge of the issue and if a teacher has planned the main stages and key points in advance. During the planning stage a teacher chooses and formulates an issue, plans ways of stimulating and monitoring participants' activity. He must prepare necessary equipment to record students' ideas. When the discussion starts, the teacher performs as an intermediary. It is very important to perceive different points of view on a particular problem, to have his own opinion, to be able to make conclusions and evaluate achievements. You can use various techniques of introducing the topic to the audience: describe problematic situation, put problem questions, show video, role play of the situation, presenting a few opinions on an issue. A discussion should comprise different points of view which at the end evolve the decision.

Interactive learning is a holistic methodology that has both online and offline components, which together make a complete educational experience.

RESULT AND DISCUSSION

Great teachers are nimble, observant, and responsive, they always try to keep an open mind about how to engage their students and get them excited about learning—and that means considering trying out different *interactive* teaching styles in the classroom. The teaching styles are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive teaching is also beneficial for educators as the teacher in a number of ways, including:

➢ Measurable student accomplishments: Teachers making use of interactive teaching styles are better equipped to assess how well students master a given subject material.

➢ Flexibility in teaching: Applying training methods that involve two-way communications will enable you to make quick adjustments in processes and approaches.

➢ Practice makes perfect: Interactive instruction enhances the learning process.

➢ Student motivation: Two-way teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.

One of the most effective activities is a discussion on various topics at the lesson. Discussions on professionally-oriented topics are useful for students' future communication at a working place, enriching their vocabulary in a definite sphere. A teacher should involve students in a discussion after reading an article or a text which is connected with their future job. A teacher organizes, facilitates the discussion by formulating the questions, pointing out interesting, original ideas, contradictive issues, helping to settle disagreements. There several interactive methods that have been used for decades efficiently, like brainstorming, ice-breaker, think-

pair-share, incident process, buzz session and many other ways of teaching have been used for teaching process by professional teachers over the past years.

CONCLUSION

To sum up all ideas, interactive methods can be effective during teaching process. Becaouse these methods are new and make students learn more and in interesting ways. Watching videos being based on the theme, playing roles, teamworking, individual working, debating processes, doing puzzles and crosswords are the optimal and most choosen ways of interactive teaching around the world. Applying interactive technologies in a foreign language classroom at the university has proved very effective and motivating for students of any age group and level of mastering a foreign language. Students usually like playing roles of managers, businesspeople. When they act, they do not think much about grammar mistakes, and a teacher shouldn't correct them while speaking. Necessary correction can be done after the activity without mentioning names.

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