

Ткаленко Антоніна Миколаївна

старший викладач кафедри іноземних мов

Київський національний університет

технологій та дизайну (м. Київ)

TEACHING ENGLISH USING INTERACTIVE TECHNOLOGIES

The effectiveness of foreign language learning depends first and foremost on the introduction of innovative learning technologies that are based on a competency-based approach and meet current didactic goals. In particular, with the change of the educational paradigm in higher education, it is quite natural to switch to interactive technologies, focused on the personal development and self-development of each participant in the educational process.

The goal of the report is – theoretical substantiation of interactive technologies implementation in teaching English for students in institutions of higher education. **The task** is to prove the effectiveness of the introduction of interactive technologies in the process of teaching English in institutions of higher education.

The results of the study. The current stage of the country's entry into the market economy, the development of an independent Ukrainian state, the democratization of society, the humanization of higher education, requires a rethinking of the higher education paradigm itself. The center of all educational activities should be a student and, accordingly, all ways and forms of organization should be subordinated to the purpose of his well-rounded personal and professional development.

The scientific basis for the use of interactive technology in institutions of higher education is the concept of personally oriented learning [1, с. 51]. The development of interactive teaching technology should be based on a dialogical approach that defines subject-subject interaction and increasing the degree of freedom of participants in the educational process, self-actualization and self-presentation of the

future specialist's personality. Personally oriented technologies imply a change in the position of the teacher and the student towards the democratization of their relations, which will facilitate the actualization of the student's personal functions, his professional self-development, and create the conditions for his self-realization.

The problem of student activity in the educational process as a major factor in achieving the goal of education, development of his personality and professional training requires a fundamental understanding of the most important elements of learning (content, forms, methods, techniques) and the inclusion of not only intellectual, but more importantly, personal and social activity of its participants. This can be solved with the help of an interactive technology of teaching.

The most widely used interactive methods are discussion, brainstorming, role playing, cluster. Discussion requires to study the lexico-grammatical material on the theme before starting discussion. This method helps the learners logically express their ideas by presenting grounds for their utterances. Brainstorming is a technique for generating new ideas on a topic. It is also used when you need to find out the awareness or attitude of participants to a specific issue. Students give different variants of solving the problem. Teacher should accept any student's answer, inspire students to give as many variants of solving the problem as they can. It is important not to give an assessment of the expressed points of view immediately, but to accept everything and write everyone's opinion on a board or piece of paper. Participants should be aware that they are not required to justify or explain their answers.

Role playing has educational and also social aims because some life situation are modeled here. This activity creates favorable conditions for cooperation and partnership, helps to form practical skills and habits. During the role playing such skills as creativity, self managing are formed and improved. The next method is cluster. In presenting new topic a teacher writes a new word on the blackboard. And then learners tell the words that can be used together with the given word. This method involves all the learners into active work. [3]

As we can see, interactive learning methods in the classroom help to activate the thinking process of students during their inclusion in the overall discussion process; students remain active throughout the class because they need to follow the responses of others [2, с. 29]; it should be noted a high degree of independence of judgment, responsibility for their own actions, emotionality, constant interaction of students with each other and the teacher.

Conclusion. Thus, higher education institutions can be guided by interactive learning technology as a concrete way of mastering certain educational material within the subject of study, topic, question and within the chosen interactive technology, focused on achieving the ultimate guaranteed result - the development of the student's personality. The main features of the introduction of interactive technologies include: setting specific goals aimed at the development of communicative functions of the future specialist, clear planning and organization of their implementation by using the system of interactive exercises.

СПИСОК ЛІТЕРАТУРИ

1. Пехота О.М. Особистісно орієнтована освіта і технології. Наукові праці: Збірник. Серія «Педагогіка». 2000. – Т. 7. С. 112.
2. Старєва А.М. Підготовка майбутнього вчителя історії до реалізації особистісно орієнтованого навчання // Професіоналізм викладача вищої школи: освітні технології (до 90-річчя заснування МДУ): Матеріали міжнародної науково-практичної конференції. – Миколаїв: Вид-во „ІЛЮН”, 2004. – 274 с.
3. Азамжонова Х. Н. Interactive methods of activities in teaching foreign languages [Текст] // Актуальные проблемы филологии: материалы II Междунар. науч. конф. (г. Краснодар, февраль 2016 г.). — Краснодар: Новация, 2016. — С. 79-81. — URL <https://moluch.ru/conf/phil/archive/177/9583/>