

THE PECULIARITIES OF THE USE OF AN INTERACTIVE TECHNOLOGY IN THE TEACHING OF THE ENGLISH LANGUAGE

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The article considers the peculiarities of the use of an interactive technology in the teaching of the English language. The author gives the characteristics of the components of its structure and studies the specific of the selection of lexical material.

Keywords: an interactive technology, the English language, the effectiveness of studying, principle of collective interaction

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ИНТЕРАКТИВНОЙ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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В статье рассматриваются особенности применения интерактивной технологии в процессе преподавания английского языка, характеризуются компоненты ее структуры и исследуется специфика отбора лексического материала.

Ключевые слова: интерактивная технология, английский язык, эффективность обучения, принцип коллективного взаимодействия

Education based on an interactive training technology is a set of collective educational actions related to the mobilization of the reserve possibilities of the group and the personality of each student in their close correlation and interdependence. In this article, we assume that learning technology is a system of scientifically proved actions of the participants in the learning process, the implementation of which will lead to the achievement of learning goals [1].

Interactive technology is considered as an optimal implementation of the most progressive trends in the fields of general pedagogics, psychology and methodology, in particular, in the sphere of upbringing. Taking part in such activity contributes to the integrated formation of all aspects of communicative competence: linguistic, cognitive, linguistic-cultural and sociocultural. We can also speak about the formation of such communicative-cognitive skills of students as: search and selection of relevant information, its classification, generalization and its analysis. This technology significantly enrich and diversify the teaching of foreign languages. In place of monotonous work comes an intellectual creative search, in the process of which a new type of personality is formed: active and purposeful, oriented to constant self-education and development.

In this aspect, the educational potential of the interactive technologies of the education of the English language seems to be very important. The leading way for the introduction of moral and ethical standards in the educational process is the

organization of personal and diverse communication, which is aimed at creating a favorable psychological climate in the educational team and in the classroom. Such communication is a necessary condition not only of learning but also of the formation of a moral, humane personality, capable of empathy. Therefore, the effectiveness of this technology is determined by one of the leading principles – the principle of collective interaction.

Collective activities lead to the formation of the fund of information on the subject, in which everyone contributes. Thus, communication with partners becomes the basic means of mastering the subject that unites the team, creates the good-natured attitude and confidence of success overcoming learning difficulties. In the process of such communication, the main emphasis is put on the development of figurative thinking, on the understanding of cause-effect relationships and the logic of events, on the self-realization and self-expression of students as well as teachers. The interactive technology requires teacher's careful preparation for the lesson, professional skills and erudition. One of the main conditions for the effectiveness of educational activities is the atmosphere of mutual understanding, trust, creativity, encouragement of cognitive activity of students. A lesson based on such technology – is a unique opportunity for truly communicative learning of a foreign language. Such lessons increase students' cognitive interests, develop their imagination, thinking, speech and memory, help them feel relaxed during the lesson. Besides, such lessons can be held practically on any topic within the program material.

The adoption of this principle largely facilitates the learning material: the content of the textbooks, discussions on the chapters of the book for home reading, formation of the communicative tasks, singing songs, etc. The selection of the lexical material of the textbooks is extremely important in this regard. Taken in the traditional methods of language teaching criteria for the selection of vocabulary, such as thematic, the frequency of use in speech, stylistic neutrality etc. are important for interactive training. However, the qualitative characteristics of this technology of education in the selection of lexical material can be represented by the following interrelated criteria and principles:

- 1) actuality (the compliance with the goals and objectives of the study);
- 2) accordance with pupils age characteristics and their interests;
- 3) functionality (the representation of lexical means, which provide speech interaction in a variety of situations);
- 4) variation (the selection of lexical units of the most extensive compatibility, conception and ambiguity);
- 5) studying of idioms (purposeful use of proverbs, sayings and expressions);
- 6) expressiveness (expression of feelings and emotions, relationships, and estimation);
- 7) language interference (the possibility of transferring in the interaction of native and foreign languages);
- 8) a wide variety of paradigmatic relations in the lexical system of the English language.

It should be noted, that these principles and criteria of the selection of the lexical material in this technology provides the communication on the level of personal meanings, which leads to motivation and learning effectiveness.

With the help of an interactive technology in the teaching of the English language the following tasks are solved: a) the student's outlook widens, b) the lexicogrammatical material is strengthened, c) the teacher gathers a lot of methodological material on various topics with presentations and video projects. Thus, such technology allows teachers to realize not only educational tasks, but also socio-cultural, tasks of humanization of the educational process. The results are obvious: this technology makes it possible to study the topic more deeply, to develop the creative abilities of students, to communicate, to use grammatical structures, and to lessen the fear of conducting a conversation in a foreign language.

The role of the teacher in the interactive technology is very large. He becomes the standard of high morality, kindness, sensitivity and he is one of the most important factor in creating a supportive, stimulating psychological climate in the group that is the key to mutual success. In addition, the interactive technology being rather effective and fascinating for a teacher helps him to reveal himself as a creative person involved in research work on a par with his students. Of course, the interactive technology is not a solution for all problems, but it is a step forward in teaching a foreign language. Such technology is a powerful tool for teaching, controlling and managing the educational process, since it is the most important aspect of the modern socio-cultural system.

It is the teacher, who implements the principle of personality-oriented communication. The essence of which is to create a motivation of all participants of educational process in a specially organized educational activities – communicating in the English language in educational situations, resulting in the development of the ability to communicate in a foreign language. Students become more and more active, interested in participation in the process of a so-called “independent learning activities” of a foreign language. Thus, each student is transformed from a passive object of the teacher's influence into an active participant of the educational process. The student is offered exactly the kind of knowledge system that he needs at a given level of his development, which subsequently gives the opportunity to solve the problems of the next level. This interactive technology provides the creation in the classroom the atmosphere of mutual understanding, which contributes to the formation of motivation of affiliation, removal of psychological barriers and the disclosure of psychological potential and personality itself in the process of their collective highly motivated activities. In the process of such activities special acts of speech are performed in accordance with the capacity of students, their interests, personal tastes, mood, mental state at the time the action is executed and sympathies towards each other.

Interactive training technology allows us to transform an English lesson and the whole learning process into an interesting and entertaining action in which each student reveals himself, his intellect, realizes his inner resources, his creativity and asserts himself as individual in the team. Analyzing the application of an interactive technology in the teaching of the English language, we believe that this is one of the most powerful incentives for motivating of learning foreign languages, the most creative kind of activity, because all students are involved in such work, regardless of their abilities and their knowledge of a foreign language. In the process of this technology, they can easily apply in practice the acquired knowledge and formed speech skills and abilities, can think creatively and multiply their knowledge. In addition, the presence of various problem situations and the variety of forms and types of this technology presuppose the presence of intersubjective connections, which allow the students to get a vivid idea of the world in which they live. Besides, we can speak of the interconnection of phenomena and objects, mutual assistance, and the diversity of cultural aspects.

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