

## РОМАНСЬКІ, ГЕРМАНСЬКІ ТА ІНШІ МОВИ

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### INTERACTIVE APPROACH TO STUDY OF FOREIGN LANGUAGE

The problem of activating cognitive activity of students has always been one of the most relevant in the theory and practice of learning. In search of ways to solve it, teachers have mastered research and search methods, non-standard forms of conducting classes, etc. Recently, the interest of teachers is aimed at the development of active and interactive forms and methods of learning, based on the activity and dialogue forms of knowledge.

It is already clear to the theorists and practitioners of education that the main factors of personality development are the subject-practical activity and interaction between people. Indeed, as many years of experience in vocational education show, teaching is effective and achieves good results if:

- students are open to study and are actively involved in the relationship and cooperation with other participants in the educational process;
- get an opportunity to analyze their activities;
- can practically prepare for what they will have to face in the near future in life;
- can be they; do not be afraid to express their own opinion, to allow mistakes.

Almost all of these requirements are met if an interactive training mode is used, based on dialogue, cooperation and cooperation of all subjects of study. Therefore, from the whole variety of approaches and methods, we will focus on interactive learning technologies.

In the methodology of teaching foreign languages there has been a tendency for the transition from a communicative approach to its kind – an interactive approach, which was proposed by Western Methodists. However, an unambiguous understanding of the term “interactive approach” has not yet been developed. Therefore, there is a contradiction between the possibilities of using interactive forms of activity and the weak development of this issue in the methodological literature. Hence the problem: how to use interactive forms of activities in English classes in order to develop skills of speaking.

By using an interactive approach to learning English, you can optimize the process of mastering the basic foreign language skills and make it more effective in general education and training in a professional direction. On the basis of the foregoing, it can be assumed that interactivity in the study of a foreign language plays an important role.

The language, in this case, provides communication between the interlocutors, helps to understand the person who informs the information by encoding it in the meanings of the words selected for this purpose, and the one who accepts this information, decoding it, that is, deciphering these values and changing on the basis. This information has its own behavior.

The person addressing the information to another person (the communicator) and the recipient (the recipient), for the purposes of communication and joint activity, must use the same system of codification and decoding of values, that is, to speak in one language that is understandable to each other. That is what interactivity is. If communicator and recipient use different codification systems, they cannot achieve mutual understanding and success of joint activity.

The Biblical legend of the construction of the Babylonian tower, which broke out as a result of the unexpected “mixing of languages” of builders, reflects the fact of the inability to interact with the blocking of codification and decoding, because speaking in different languages people cannot agree with each other, which makes their joint activity impracticable. The exchange of information becomes possible only if the values assigned to the characters used (words, gestures, characters, etc.) are known and participate in communication between individuals.

Language as a means of accumulation and transfer of social experience arose in the process of labor and began to develop even at the dawn of a pre-class society. To transfer each other significantly relevant information, people began to use sounds, which fixed certain values.

Through communication through the language of reflection of the world in the consciousness of an individual is constantly replenished by what is reflected or reflected in the minds of other people – there is an exchange of views, the transfer of information.

In communication, a person continuously learns to separate essential from the inessential, necessary from the random, to move from the images of individual objects to a consistent reflection of their common properties in the sense of words, in which the essential features that are inherent in the whole class of objects and thus relate to a particular subject, on which is being discussed. The words have a certain meaning, that is, some sort of attribution to the subject world. At present, due attention is paid to interactive teaching methods, in which the learning process is combined with the communication process. Interactive means beneficial for interacting with or staying in conversation mode, dialogue with anything (for example, a computer) or with anyone (a person). So, interactive learning – is, above all, dialogue training, during which the interaction of the teacher and student. Interactive learning relates to pedagogical technologies based on the effectiveness of managing and organizing the learning process (as well as forward education, child-centered learning, programmed, collective, group learning) [5, p. 150-160]. The main feature of “interactive” is a special form of cognitive activity, the educational process is organized so that practically all students are encouraged to the process of cognition, they have the opportunity to understand and reflect on

what they know and what they think should be the atmosphere of benevolence, mutual support – the form of cooperation and cooperation.

The classroom organizes an individual, pair, group work; applied research projects, role games, work with documents, various sources of information, used creative forms of work [7, p. 190; 86, p. 135; 87, p. 192]. Interactive is called special tools and devices that provide a continuous dialogue of interaction between the two parties. Principles of interactive work:

– Simultaneous interaction – all students work at the same time.

– Same participation – the same time is given for each student to complete the assignment.

– Positive interaction – the group carries out tasks at successful work of each student. – Individual responsibility – when working in a group, each student has a task [2, p. 220-223].

The ways of integrating interactive methods into the learning process are virtually unlimited. Interactive teaching methods should include discussions, role plays, simulation games, classes – panoramas, classes – press conferences. During a class – a seminar or a press conference – it is advisable to prepare groups for joint work.

Based on all of the above, the importance of using an interactive model in learning a foreign language should be noted. The word “interactive” came to us from English from the word interaction, where inter – mutual, action – action. Thus, interactive – capable of interactions, dialogue. Interactive learning is a special form of organization of cognitive activity that has a concrete, predictable goal – to create comfortable learning conditions in which each student feels his or her success, intellectual ability.

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## **SOURCES OF THE FRENCH AND UKRAINIAN PHRASEOLOGICAL UNITS WITH THE NAMES OF RESIDENTIAL BUILDINGS**

1. The paper focuses on phraseological units (hereinafter – FU) in the French and Ukrainian languages. The scope of study is restricted to FU with essential elements of the thematic group “Names of Dwellings” that includes such general names of residential buildings as *maison* in French (hereinafter – Fr.) and *xata* in Ukrainian (hereinafter – Ukr.). For example, Fr. *maison hantée* ‘a haunted house’, *faire une bonne maison* ‘to get rich’, literally ‘make a good house’; Ukr. *xata rozata* ‘to have many things to be done’; *моя хата з краю* ‘it’s no business of mine’.

A rapidly developing branch of phraseological science is comparative phraseology, aimed at identifying differences and similarities between two or more languages. The linguistic study of certain phraseological groups is currently topical and relevant for scholars, though there are a number of papers on semantics and structure of phraseologisms that have been issued so far.

The comparative study of phraseology is abundant in approaches for analysis [5, p. 123-124]. The work of Yu. Lebedenko focuses on the phrase-semantic group “Housing” in the Ukrainian language. Yu. Lebedenko, however, provides the structural classification of certain lexical types of FU, though this classification is divergent and conducted on the basis of different approaches [2, p. 7-9]. The attempt to classify the FU with the elements “*maison / xata*” according to structural and semantic features was made on the basis of the English and German languages [3; 4]. The study of French phraseology with the *maison* component has not been carried out by this time. The analysis of FU does not have an established traditional scheme, so it is relevant.

It is of vital importance to carry out a complex approach to systematize the FU according to different structural, semantic and syntactical criteria in phraseological science. N. Venzhynovych says: “Through structural and semantic modeling of FU