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INTERACTIVE METHODS AS A POWERFUL TOOL OF FOREIGN LANGUAGE TRAINING

There is a widespread agreement that high quality interaction between teacher and learners is an important element of effective teaching. However, we well know that in the traditional model of direct teaching, the only interactive resource available to the learner is the teacher. The traditional methods of the university educational process (tests, lectures, drills, explanations, exercises, etc.) are certainly important for professional development. However, their limitations are acutely felt at present when a complex phenomenon such as competence is formed. Therefore, the main objective of modern education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative as well as have a good command of foreign languages.

Transition to competence-based approach in the process of training requires using various interactive forms (computer simulations, business and role-playing games, analyses of concrete situations, psychological and other trainings) in combination with out-of-class work. Recently such concept as «interactive training» was widely adopted. The term «interactive» comes from English «interact» («inter» – «mutual», – «to work» with «act»). Therefore, «interactive methods» can be translated as «the methods allowing students to interact among themselves». «Interactive training» is considered as «the way of knowledge which is carried out in the forms of joint activity which are trained». In fact, training happens in interaction of all students and the teacher [3]. A brief survey of literature suggests that the idea of interactivity in teaching is very much a British construct. However, a similar approach is adopted by Alexander (2004), who finds from his work in international comparative pedagogy that most teaching is based on a basic repertoire of three types of classroom talk: rote, recitation and instruction/exposition. He suggests these are unlikely to offer the types of cognitive challenge required to

extend students' thinking, and he characterizes dialogic teaching as collective, reciprocal, supportive, cumulative and purposeful. The basic repertoire allows teachers to remain in control of the discourse but the addition of discussion and dialogue gives more freedom to children to explore and challenge the ideas being considered. He concludes that students should be encouraged to ask questions, provide explanations and see answers as leading to further questions. Teacher–student exchanges should provide a model for dialogue, which students can adopt for themselves [1].

Kevin Yee who is known to be the author of interactive techniques, finds interactive methods to be the most effective ones. His collection of more than 100 teaching strategies aims at involving students in studying process. Most of them encourage the natural acquisition of language, not learning. Children master language through a subconscious process during which they do not study grammatical rules. The same as they acquire their first language. Acquiring language, the learner needs a source of natural communication. Language learning, on the other hand, is not communicative. In language learning, students have just knowledge of the language and can operate it. Research has shown, however, that knowledge of grammar rules does not necessarily result in good speaking or writing. A student who understands the rules of the language may be able to succeed in a standardized test of English language but may not be able to speak or write correctly [2].

Thus, interactive training is a special form of the organization of cognitive activity, the way of knowledge which is carried out in the form of joint activity of students. All participants interact with each other, communicate while solving problems, model situations, estimate actions of others and own behavior, are absorbed into the real atmosphere of business cooperation on problem solution. One of the purposes consists in creation of comfortable conditions of training, such at which the student feels the success, the intellectual solvency that does productive process of training. Today, interactive methods of training deserve attention because they promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists.

Our purpose here is to explore the interactive methods of teaching English that have attracted the attention of the teachers in recent years, to show reason for interest in them, to dwell on how they can be accomplished, the principles and ideas that guide them. Therefore, let us have a look at some of the interactive methods of teaching which give the foreign language teacher the possibility to master some new techniques of communicative methods of foreign language training.

Puzzle Pieces: Students are divided into different teams, each with a separate goal to accomplish during the period. At the end of planning, the teams come back together and teach the other teams about the topic they researched.

Historically Correct: After watching a film on a topic discussed in class, have students answer what the movie portrayed accurately and which points it dramatized or glossed over. This technique has a more obvious application for historical movies, documentary films or other dramatizations. Divide students into groups and have them come up with examples on their own of movies that made use of an idea

or event covered in class-and then try to find at least one example of how the film got it right and one of how the film got it wrong.

Follow the Leader: Appoint one student as tweeting «chairperson,» and have that student be responsible for posting the most important concepts discussed in the day's class on Twitter. Have other students follow the Twitter feed and «retweet» any discussions or disagreements. Using social networks can be a great way for students to feel connected to their classroom environments; Twitter is one social networking tool that can be used for broadcasting the main ideas in a classroom discussion, which will inevitably help increase active listening. Teachers can switch the Twitter leader each week or each day, depending on class size.

Actualization of the problem: To develop the motivation for modifying professional behaviour and activity, the participants should be encouraged to discuss the training theme to arouse interest and make this issue relevant to everyone. The teacher can do a role-play in the end.

Case study method: The case study method is the technology of training using the description of real economic, social, every day or other problem situations (from English case – «case»). During the work with a case the trained carry out search, the analysis of additional information from various fields of knowledge including connected with future profession. «Its essence is that the pupil suggests comprehending a real life situation which description reflects not only any practical problem, but also staticizes a certain complex of knowledge which needs to be acquired at permission of this problem. Thus the problem has no unambiguous decisions» [4]. This method creates a challenge for discussing the reasoning of proposed solutions and choosing the most appropriate one. Therefore, the result is not only knowledge but also professional skills and a well-formed personality and set of values.

Behavioural modeling: Behavioural modelling is a method of teaching interpersonal skills and professional conduct. The method is carried out in the following sequence: 1) the presentation of a model of professional behaviour which is to be learnt; 2) the most accurate reproduction of the proposed behavioural model; and 3) feedback, indicating the degree of success of mastering the relevant behaviours.

Play projects: Play projects is a teaching method where learning is effected via problem solving. At the first stage the teacher fixes the learning (research) problem, i.e., makes the problem situation a psychological one. At the second stage the students split into two competing groups and craft solutions to the problem. The third stage is a final meeting where students take roles and publicly defend the developed solutions (peer reviewed prior to defense).

To conclude the review, we can note that interactive teaching styles incorporate a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: without practical application, students often fail to comprehend the depths of the study material. Interactive training styles provide four basic forms of feedback:

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 enable the teacher 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.

In summary we will note that interactive training allows solving at the same time some problems. The main thing – it develops communicative skills, helps implement a student-centered approach to teaching a foreign language, providing personalization and differentiation of learning based on students' abilities, their level of training and aptitude.

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ФОРМУВАННЯ НАУКОВОГО СВІТОГЛЯДУ НА УРОКАХ ПРИРОДОЗНАВСТВА

У період шкільного дитинства при сприятливих умовах життя інтенсивно розвивається інтелектуальна й емоційно-вольова сфера дитини, закладаються основи правильного відношення до предметів й явищ навколишнього середовища. Важливий фактор впливу на дітей – систематична, цілеспрямована навчально-виховна робота, у якій особливе місце займає процес ознайомлення із природою. Такі видатні діячі, як А.-Ф. Дістервег, Ж.-Ж. Руссо, Й.-Г. Песталоцці бачили в природі могутнє джерело знань, засіб для розвитку розуму й волі.

Природнича освіта стала актуальною на етапі історичного розвитку суспільства, адже прилучення людини до природи через її пізнання стало засобом формування її світогляду. І тому, курс природознавства в початковій школі відіграє особливо важливу роль в становленні особистості, розвитку та виховання дитини.