TYPES OF INTERACTIVE METHODS OF TEACHING A FOREIGN LANGUAGE

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Annotation: Interactive learning has been of great interest to researchers over the past three decades and is widely used at different stages and in different forms of education: schools, universities, educational courses, trainings, institutions of additional education, etc. This article defines the types of interactive methods of teaching a foreign language.
Key words: Interactive learning, theoretical, methodological works, interactive methods, teaching a foreign language.

Despite the large number of scientific, theoretical, methodological works devoted to the problems of interactive learning, scientists also disagree on what to consider as the conceptual basis of interactive learning. Some scientists believe that the conceptual basis of interactive learning is symbolic interactionism as one of the aspects of social interaction.

Others tend to adhere to the point of view that the concept of "interactive learning" reflects the new content of educational interaction based on the use of a modern modification of active learning methods.

It is also widely believed that the emergence of interactive forms of learning is due to the advent of the Internet and a variety of multimedia learning tools.

In the context of our study, we believe that, one way or another, all of the above trends and conditions contributed to the emergence and popularization of interactive learning, while we assign an important role in this process to the communicative paradigm of teaching foreign languages, which determines the need to involve students in authentic communication in order to formation of communicative competence.

Interactive learning made it possible to consider the educational process not only through the prism of communication, but also as a form of cooperation, cooperation, dialogue, group interaction, exchange of experience, a form of modeling future professional activities.

Therefore, it seems to us necessary to formulate the main conceptual directions in the definition of interactive learning, taking into account such a fundamental aspect in the framework of our study as the communicative specificity of learning in the mode of enhanced interaction:

- a modern form of communicative learning, involving the use of modern interactive technologies;
- a form of personality-oriented interaction, in which students act as active participants in joint activities and cognition, and the teacher acts as a consultant and assistant organizer of authentic practice-oriented communicative activities;
- a dialogue form of cognitive-activity learning in cooperation, aimed at solving educational-cognitive, communicative-developing, socially and professionally oriented tasks.

In this section of our study, we will pay special attention to the interactive method as a way of teaching foreign languages. So, in the entire history of pedagogy, three widely known groups of methods have been formed according to the degree of involvement of students in the process: passive; active; interactive methods.

The passive method assumes a one-way form of communication, where the teacher acts as the only source of information, and students are passive listeners. In the modern era of intensive development of digital technologies and Internet culture, young people are able to independently initiate the search and identification of the necessary information, so passive teaching methods in higher education institutions are becoming less relevant.

In turn, within the framework of the active teaching method, the source of information is not only the teacher himself, but also the students. The prevailing share of the mastered material is reported by the teacher, and the students only supplement it. The advantages of the active method include the fact that students acquire knowledge in the course of experiential learning, learning through action, feeling their own importance in the educational process.

In turn, the teacher in the role of a facilitator performs a wide range of functional duties: needs analyst (development of an individual training program in accordance with the characteristics of a student-centered paradigm); resource manager (assistance in explaining and providing language material); organizer (ensuring effective individual and group activities of students); psychologist (creation and maintenance of a favorable psychological atmosphere); Counselor (providing advice and assistance in solving problems and finding effective behavior strategies); coordinator (providing assistance only when needed).

Despite the advantages of the active method, it is worth noting that the additions and opinions of students are passed through the prism of the subjective perception of the teacher. Therefore, interactive methods have recently become more widespread, stimulating the student to actively interact with both the teacher and other participants in the process.

Many researchers equate active and interactive methods, believing that interactive methods are the most modern form of active methods, but despite their commonality, they have differences. Interactive methods (“ Inter ” is mutual, “ act ” is to act) are focused on more intensive interaction of students not only with the teacher, but also with each other, which leads to the dominance of student activity in the learning process.

Modern communication training programs based on the integrated use of interactive methods enable students to move from passive consumption of information to active participation in the process of cognition in terms of interaction.

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