MODERN TECHNOLOGIES OF INTERACTIVE TEACHING A FOREIGN LANGUAGE

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Annotation: It is obvious that interactive learning is implemented mainly through the use of authentic learning materials and practice-oriented forms, methods and teaching aids that stimulate the modeling of the subject and social content of the professional communicative activity of a future specialist. This article examines modern technologies of interactive teaching a foreign language.

Key words: Modern technologies, interactive methods, teaching a foreign language.

The cognitive component of the educational process includes the acquisition of knowledge through a foreign language within a profile-oriented area, and the activity aspect involves the formation of certain practice-oriented skills and abilities in the framework of foreign language communication using traditional and innovative practical interactive teaching methods, which we will consider in more detail. Further.

According to the Federal State Educational Standard of Higher Professional Education, the share of active and interactive forms of educational activity in the educational process should be 20-30% of classroom lessons. In connection with this directive, a modern teacher needs to master various interactive forms and types of theoretical and practical classes. The foregoing emphasizes the need for a thorough consideration of interactive methods in order to identify their features. In modern linguodidactics, the concept of "interactive teaching methods" extends to a fairly large group of forms and types of theoretical and practical classes. For example, the following types of interactive lectures are held at the university: problematic, provocation, together, visualization, press conference, consultation, conversation, research, dialogue. Interactive forms of seminars include discussion, debate, round table, brainstorming, interviews, debates, excursions, and consulting by invited experts. Practical exercises should be planned in the form of discussion, business or role play, cooperative learning, project, case study , business case solution, training, computer game and simulation.

Since the current generation of young people exists conditionally in two realities: virtual and real, it is legitimate to talk about a new stage in teaching a foreign language based on virtual modeling of real processes of both social and professional reality . As noted above, in the context of this issue, the most optimal and balanced option for the entry of the system of professional linguistic education into the virtual educational space is an integrated interactive model of communicative teaching of a foreign language, which combines elements of traditional classroom, distance and e-learning. As we found out earlier, for the effective implementation of this model, it is necessary to use modern interactive teaching methods as a certain way of ordered activity and a way to implement dialogue, intersubjective , activity-based interaction aimed at developing foreign language communication skills through the use of traditional and innovative teaching aids.

In this context, interactive learning technologies deserve special attention, which we will consider as a set of technical devices with the help of which the organization of the activities of the teacher and students in the mode of enhanced interactive interaction, stimulating the activation of students' communicative activity, deserves special attention.

An analysis of the scientific literature on this issue indicates that the interpretation of the concept of "interactive technologies" is somewhat contradictory, since it includes group,

collective forms of interaction, game, project, training methods, interactive teaching aids related to the creation of a speech environment and formative strategies. language acquisition. Of course, we agree that educational technologies represent a variety of methods of work of the teacher and students that ensure the achievement of the goals of language teaching and language acquisition.

However, in the context of our study, we consider it fundamentally important to differentiate learning technologies, i.e. methods of work, forms of interaction between the teacher and students, and technologies in teaching, i.e. the use of technical means in the educational process. Identification of the specific features of technologies in education is the basis on which further research of this issue is built.

In the light of our scientific discourse, new information technologies (NIT) based on computer, digital, mobile and electronic learning tools are of particular importance. We share the opinion of I.G. Tamrazova that, although any scientifically based modified pedagogical method of teaching can claim to be an innovative technology, in practice innovative technologies are perceived as technologies using electronic means.

It should be noted that the model of an interactive training program is based on certain criteria for the selection and organization of linguistic and profile-oriented content, to which we include the principles of authenticity; problematic; games; focus on solving communication problems; autonomy; interdisciplinary; intercultural communication; practical and heuristic training; multi-level; modularity; situational-contextual orientation; individualization of learning based on feedback, reflection, self-assessment and self-control. Own observations and special studies demonstrate the fact that innovative interactive learning technologies should be focused not on a knowledge-based, but on an activity-based approach.

In the field of education, interactive technologies create fundamentally new opportunities for organizing the educational process; become the intellectual core of informatization of modern society; accurately and rationally determine the methods and means of information delivery; take into account the individual psychophysiological characteristics of the trainees, contribute to saving study time resources, mainly focus on the content aspect of educational activities, through clarity and conciseness provide visualization of modeling various processes in the study of theoretical and practical material and thereby contribute to improving the quality of activity-based learning.

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