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INTERACTIVE METHODS OF TEACHNG ENGLISH IN SECONDARY SCHOOL

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Abstract

The primary aim of this study focuses on the use of interactive methods as an aid and motivation inside the classroom and it claims that interactive methods can be an auspicious teaching method while teaching English language. It focuses on why interactive methods should be employed as a teaching method and how to accelerate efficacious result on language learning.

In addition to this, the study reveals the information about different researches on using interactive methods in teaching process. Furthermore, the paper suggests an opportunity to prosper language skill areas: speaking, reading, listening and writing. It gives reasons for why interactive methods can be advantageous in the training of each one. In brief, all above mentioned information will be thoroughly considered in the certain research paper.

CONTENTS

INTRODUCTION

In today's competitive world, a broad knowledge is needed to succeed in any field, especially in learning languages. Nowadays greater parts of people are trying to learn languages because it is the key of our success. While learning the language we come across some skills such as Reading, Writing, Speaking, Listening and every skill has its own difficulties. It is an obvious fact that interactive method is one of the deeply investigated fields of Methodology. Thus, most of the students think that interactive methods are interesting and enjoyable to use in the teaching and learning process. Students who do are keen on learning languages struggle with various skills comprehension and they need to be provided with ways to do well in acquiring a language. In order to achieve perfectness in language acquisition strategies and methods play an essential role. Majority of teachers pay great attention to improve students language skills in order to avoid various academic problems. They try to create useful strategies to get students' attention.

Teaching process is mainly based on both sharing and acquiring knowledge. As we know that a methodological approach in teaching foreign languages may be divided into three groups: passive, active and interactive methods.

Despite the fact that teaching methods may differ from teacher to teacher, interactive teaching methods are one of the most effective ones used in teaching English. Firstly, they motivate students as they promote an atmosphere of attention and participation. Consequently, lessons become more interesting. Secondly, various surveys show that students absorb the least amount of information in traditional forms of instruction. As we know, explaining something at the lesson is not teaching and listening is not learning. Furthermore, they are an effective way to connect with a generation of students used to consistent stimulation.

It is a generally accepted fact that teaching English nowadays is becoming more and more interactive, thus allowing innovative methods replace the traditional ones. Interactivity is natural for any English language course, in so far as its main purpose is to develop the learners' ability to communicate in English, that is to interact with each other, in real life situations. Besides, interactive character of the

English language classes meets the contemporary requirements imposed on linguistic education, as it allows for a learner-centered and practice-oriented paradigm.

It is an undeniable fact that teaching a foreign language is demanding task for every teacher. It requires enormous effort from teachers to cope with problems arising during the lessons.. To overcome these difficulties, each educator should use various methods . It is undoubtedly true that the use of interactive methods including games, songs, stories or tales in teaching any foreign languages has a significant role since the role of interactive methods aims at giving pleasure for learners. With the help of those methods, the lessons will be productive, each attendant of the lesson is contented with the lesson. Implementation of interactive learning technologies in the process of cooperative learning involves the use of interactive teaching methods (teaching students how to analyze situations in life, make their own decisions, to defend their own and respect other people's point of view, when in a relaxed environment, they have the necessary communication skills) in terms of cooperation when learning a foreign language with the help of technology.

V. Final reflections

Education today moves with the times and a modern foreign language lesson is a complex entity, preparation and carrying out of which requires teacher's efforts, energy and creativity. Teaching a foreign language itself corresponds to the current level of technological progress, so the effectiveness of interactive learning technologies in the classroom is obvious. Scientists note that the greater the perception of the systems involved in the training, the better and stronger the material to assimilate. Active implementation of the interactive learning technology multiplies didactic capabilities, ensuring visibility, audio and video support, and control, which generally contributes to the teaching level. For example, computer application today relates to the mandatory introduction in learning activities in the study of a foreign language. That is why in recent years, the issue of the use of interactive technologies in an educational institution at any level has increasingly risen. It is not only new facilities but also new forms and methods of teaching, new approaches to learning. This is due to the fact that it is the computerization and the use of interactive technologies that create opportunities to help create a new education system.

The use of interactive learning technologies contribute to solving the following problems in teaching a foreign language: The identification of the interests and aptitudes, abilities of students and formation of practical experience in various fields of cognitive and professional activity focused on the choice of language learning in high school; provide psychological and educational assistance in the acquisition of the students' ideas about life, social values, including those related to the linguistic and intercultural competence; the development of a wide range of cognitive and linguistic interests, core competencies that ensure success in the future foreign language activities; the formation of the ability to make appropriate decisions in the choice of the future direction of education, ways of obtaining profession. And this is possible only when the implementation of the following didactic principles is realized in the teaching process: the principle of consciousness and activity of students in training (in this case the use of a

computer contributes to the development of cognitive activity and the formation of the student as a subject of educational activity); the scientific principle (inclusion in curriculum of objective scientific facts, theories, laws, which can be found in the database of the Internet); the principle of communication training and practice (using the computer's capabilities for testing the knowledge acquired through the implementation of multi-level tasks); the principle of consistency and order (teaching and learning in a specific order, system, logic of construction, both the content and process of learning, which is consistent with the use of material from a computer database); availability principle (taking into account the peculiarities of development of students while working with their computer in the classroom when the student has the opportunity to determine the ways to study the topic); visibility principle (attracting the senses for perception and processing of educational material, which is used for the computer to be included in the work of the maximum number of senses: visual, auditory and tactile); the principle of developing and bringing up training character (using a computer is due to the peculiarities of construction of computer programs to facilitate the selection of individual educational trajectories).

As a result of our study, we concluded that the use of interactive learning technologies in teaching foreign languages is likely to largely solve the same methodological problems as traditional teaching aids do. However, for the efficient and effective use of interactive learning technologies in teaching foreign languages there is required a huge scientific research, the results of which allow us to define general and specific principles of operation, materials selection criteria, as well as significantly update logistics methodological tools and methods of instruction. And all of this is aimed at the fact that foreign languages are studied for their continued functioning as an instrument of a comprehensive information exchange, cooperation between national cultures, mastering the individual human values, and therefore, increasing the country's need for specialists capable of using foreign languages for effective various kinds of communication. These requirements constitute the social order. The widespread use of interactive technology is such an

educational resource serving as the intellectual basis for teaching creativity in the younger generation. For this reason, there is actual development of methodological approaches to the use of interactive learning technologies for realization of the ideas of personality-oriented and adaptive training for the purpose of development of the student's personality. Hence, modern educational technology (such as: cooperative learning, project methodology, the use of interactive learning technologies, Internet – resources) help 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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