

INTERACTIVE LEARNING TECHNOLOGIES ON THE LESSONS OF FOREIGN LANGUAGE

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Abstract

This article is devoted to the use of interactive learning technologies on foreign language classes at the university, which is a strategic direction in the development of the modern educational system. These technologies mean interaction, being in a dialogue mode, talking with someone. The interactive approach consists primarily in the use of a variety of teaching aids. Classes conducted in an interactive mode, allow you to include all students in active work, provide everyone with a possible participation in solving problems. The main means are pair work, group work, project work, role-playing games, simulation games, business games, brainstorming, case method, round table, creative tasks, watching a video film and discussing it. The paper reveals advantages and disadvantages, effectiveness and difficulties of application of each mentioned above main means.

The process of using interactive learning technologies in a foreign language class in a higher educational institution has its own theoretical and practical features, as well as principles which are comprehensively considered in the article.

The educational learning process using an interactive approach is cyclical and includes several stages and phases within each stage. Interactive teaching methods contribute to the development of high motivation, independence, sociability, and the creative component of the personality. The advantage of interactive learning is the modeling of problem situations and development of critical thinking that may occur in further professional activities of students.

Interactive teaching methods help the teacher to stimulate students' interest not only in foreign language learning, but also in studying a specialty, the willingness to use the acquired knowledge in professional activities. The use of interactive technologies in foreign language classes involves constant interaction between the teacher and the student. Communication experience becomes a source of new knowledge. The teacher encourages students to independently acquire knowledge. The activity of students exceeds the activity of the teacher. The dominance of any participant in the educational process or any idea is excluded.

Keywords: foreign language, higher school, interactive learning technologies, student interaction, system of interactive assignments.

1. INTRODUCTION

A university graduate should be ready for a full-fledged professional activity. He must have not only a set of specific knowledge of a foreign language, but also be able to use modern technologies, be ready for intercultural and interpersonal interaction in the field of professional communication.

The current stage of development of the higher school of tourism and hospitality is inextricably linked with improving the quality of training of specialists in tourism. Now the tourism and hospitality industry needs highly qualified specialists who are able to communicate in foreign languages at a level not lower than "Intermediate". Their professional success and career growth depend on it.

A modern specialist in the tourism industry should know a lot and be able to: own information technologies; have the necessary communication skills to work with clients; be an effective team player; have the skills to independently acquire knowledge and improve skills.

The purpose of the study: to consider the features of the use of interactive technologies in foreign language classes.

2. METHODOLOGY

Research methods: analysis of literature sources on the research topic, study and generalization of the experience of the International Institute of Hotel Management and Tourism, observation, questionnaire, interview and survey.

3. RESULTS

The use of interactive technologies in foreign language classes should be given considerable time, since this process is quite complex. It requires maximum attention and concentration from the student, and preliminary training from the teacher (Vinnikova, 2019, pp.1874-1877).

In this study, the authors understand interactive technologies as active interaction between a teacher and a student. The purpose of using these technologies is professional communication. The essence of the use is that all students are involved in the educational and cognitive process (Polat, 2000, p.272).

The word "interact" is borrowed from the English language and consists of two words: inter – mutual and act – to act. The word "interactive" expresses the ability to act in a dialogue mode (Zimnaya, 2010).

Interactive technologies involve interaction, a constant dialogue between a teacher and a student or a student with a student; the development of critical thinking; improve communication skills. The teacher is more given the role of the organizer of this process. He will also need to take care of creating a certain psychological climate in the study group, since not all students are ready to interact immediately, some of them may be constrained, enslaved.

Let's consider the basic principles of using an interactive approach in foreign language classes:

1. Constant communication in English to obtain information that should be interesting and relevant for all participants in communication: the teacher and the student.
2. Joint activity, with a constant change of communicative roles: A speaker and a listener, an active or passive position in communication.
3. Changing the traditional role of the teacher. He turns into an interlocutor or just an organizer of the communication process. The active side of communication is the student.
4. In the process of interactive work, it is necessary to take into account and respect the opinion of the student, the communication partner.

4. DISCUSSION

In practical English classes at the Kazan State University, we try to devote 70-80% of academic time to interactive learning. It starts with the teacher's phrases: "Hello, everybody. I'm so glad to see you. Let's start our lesson from usual, common questions about your life, date, day, the weather, the topic and the objective of the unit and so on" and ends with the final phrases: "Thank you for your attention, cooperative attitudes. Our lesson is over, our time is up. Goodbye, my dear, talented and brilliant students» (Pavitskaya, 2018).

For constant, active interaction in foreign language classes, pair work, group work, project work, role-playing games, simulation games, business games, brainstorming, case method, round table, creative tasks, etc. are

constantly organized (Suvorova, 2010, Pavitskaya, 2018).

Sometimes a video is viewed and discussed. The video can be discussed on pre-prepared questions. For example, after watching a video on the topic "Travelling", students answer the question: How would you like to feel the spirit of adventure? Why do people love travelling? Do you prefer to travel light or take much luggage with you? Where would you never go on holiday? How do you choose your holiday destination?

Discussion is of great importance for the development of professional communication skills in a foreign language. There are many methods of actively involving students in the discussion:

- Description of a specific case from life, from professional activity, experience of a teacher.
- Use of current news.
- Role-playing or imitation game.
- Demonstration of movies or slides.
- Dramatization, role-playing of any episode from professional activity.
- Listening to an audio recording.
- Stimulating questions – especially questions like: What? How? Why? What would have happened if...?

Within the framework of the interactive approach, the use of various games proceeds in two ways, the player learns "himself through others" and "others through himself".

The classification of games is based on the following grounds:

1. The presence or absence of imitation in the game.
2. The purposefulness of the game (Zimnaya, 2010).

Below are examples of role-playing games: "Study to be a teacher" - "learn to be a university teacher". This technique activates students and intensifies the learning process in the classroom; "Job Interview" – "interview", "Meeting", "Meeting of a business partner", "A dozen questions", " "Food for thought", "At the hotel", "At the railway station", "Sightseeing", "Travelling".

The case method is designed to help us analyze the situation from the point of view of public opinion: Remember a case when you had a disagreement or a problem with a colleague, client or supplier. Tell your group what happened and what was said. As part of the interactive approach, discussion questions are constantly used during the discussion: What makes the project successful? What makes teamwork effective? Why should employers care about work-life balance? What makes services good or bad? Is it acceptable to produce goods and provide services that are not 100% perfect?

Paired work is based on a dialogue-questioning: 1. Ask if your partner has problems with office equipment or computers. How he is good at fixing. 2. Ask what the company needs to do in order to improve its service to its customer. Question-and-answer exercises are regularly used in the classroom: What is the best career decision you ever made? What does "flexible working" mean to you?"

When using an interactive approach question can be deep, about values, about the meaning of life. - Deep Questions: Has the invention of the atomic bomb made the world a more peaceful place? Can a society exist without laws? Is it better to be a big fish in a small pond or a small fish in a big pond?

Provocative, strange, challenging – Weird Questions: Would you rather have a golden voice or a silver tongue? Would you rather give up bathing for a month or give up the Internet for a month? Would you rather be able to teleport anywhere or be able to read minds?

At the end of the lesson, the following task will help you get feedback on whether the lesson was successful and useful. The teacher asks students to complete the following sentences: Today I have learnt_____. It was interesting to_____. It was difficult to _____. I was surprised that _____. I managed to _____. Now I want to _____. I understood that_____. Now I can_____

Don't let your dreams be dreams.

The play «Riddles»: Where do you find roads without vehicles, forests without trees and cities without houses? (Answer: MAP).

As part of the interactive approach, brainstorming as a stimulator of creative activity and productivity is

mainly based on the psychological mechanism of the absence of any criticism of students, so as not to interfere with the birth of innovative, original thoughts and non-stereotypical ideas. In order that the critical influence from the participants and the fear of failure, the fear of being ridiculous or incompetent, do not interfere with the process of the birth of new ideas, all participants of the brainstorming are offered any thoughts, without controlling them, without evaluating them as true or false, meaningless or strange, but at the same time encouraging others to free decisions and ideas. It can be carried out in different ways:

- oral individual statement with mandatory fixation on the board of the idea and the author;
- work in groups and presentation of collective ideas of teams (fixation is also necessary);
 - modification of the technology of "brainstorming" called "conference of ideas" or another type of modification "fair of ideas";
- modification in which the ideas are written down by the authors themselves on the board and orally present them. You can brainstorm on the topics "Sport in our life", "How to keep fit".

In the process of conducting a foreign language lesson, it is necessary to rely on the following techniques:

- the reception of novelty (the use of interesting, extraordinary educational material);
- the reception of semantics (disclosure of the meanings of words);
- the reception of dynamism (phenomena in the dynamics of development);
- acceptance of significance (axiological values);
- heuristic reception (solving difficult problems);
- research reception (search tasks);
- showing the vital practical significance of information;
- naturalization reception (natural objects, games) (Suvorova, 2010).

Nowadays many universities have language labs that are equipped with computers and Smart boards. The use of multimedia tools in the classroom allows you to intensify the learning process, make it more individually oriented and differentiate by the level of knowledge. They help students to engage in an interactive dialogue with real communication partners. The smart board allows you to actively comment on the educational material, highlight, refine and comment on the material using markers of different colors, which makes the learning process interesting and exciting. It allows you to simultaneously work with text, video and audio materials. In addition, we can save the results of our students' work in a separate file.

5. CONCLUSIONS

The use of interactive technologies in foreign language classes involves constant interaction between the teacher and the student. The experience of communication becomes a source of knowledge. The teacher encourages students to acquire knowledge independently. The activity of students exceeds the activity of the teacher.

The interactive approach is, first of all, the use of a variety of learning tools. All forms of training are involved in the course of training: individual, pair, group.

As practice shows, the use of interactive technologies in foreign language classes motivates students, creates a base for solid knowledge in the field of professional communication, develops creativity, imagination, critical thinking, communication skills, the ability to effectively cooperate with other people, gives the opportunity to express themselves and improve themselves.

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