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INTERACTIVE METHODS OF TEACHING ENGLISH

Nowadays the Ukrainian system of education is in the reform process. The leading priorities of educational politics are to find new forms and methods of teaching to help students be active and highly educated specialists which would be able to use all their abilities and skills on their own.

Interactive teaching is one of the new approaches that help teachers to develop students' activity, work out necessary skills. It incorporates a multitude of goals. Interactive training styles provide four basic forms of feedback. First, measurable student accomplishments are created by teachers making use of interactive teaching styles what means a good access to how well students master a given subject material. Second, flexibility in teaching and applying training methods that involve two-way communications enable the teacher to make quick adjustments in processes and approaches. Third, practice makes perfect – Interactive instruction enhances the learning process. Fourth, student motivation is formed by two-way teaching dispels student passivity.

The analyses of studied materials [1; 3; 5; 6] showed that interactive teaching styles promote an atmosphere of attention and participation. They make a lesson interesting and exciting. The ARMA International Center for Education offers, for example, the following guidelines to express the focus of interactive educational teaching styles: encourage student participation; use questions that stimulate response, discussion and a hands-on experience; use teaching aids that press for answers, and capture and hold the student's attention; set up a work group environment; involve yourself as well as the student.

The analyses of methodological literature [2; 4; 7] showed that there are many teaching interactive technics, which can be used when teaching English. For example, brainstorming, think, pair and share, buzz session, incident process, etc.

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- Structured and unstructured
- Reverse or negative thinking
- Nominal group relationships
- Online interaction such as chat, forums and email

- Team-idea mapping
- Group passing
- Individual brainstorming

It is worth to mention that «think, pair and share» technics of interactive teaching, during which teachers can establish a problem or a question is highly popular nowadays. Usually, we share students on pairs and give each pair a certain task, for example, inter-active play Jeopardy allows students to talk about themselves. The teacher asks students to write down 10 answers to the questions about themselves. After that students should create pairs and try to find out what were the questions.

Or, another game, «Draw the Picture» play. In this activity members are split up into pairs or small groups. One person looks at a scene from a magazine or book (the leader should cut out enough pictures, or bring in enough magazines for the club). The other person has a pencil and a blank piece of paper. The person with the picture will try to describe everything he sees to the drawer. This is good practice for using prepositions of place. When the describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

There are many ways to organize the educational process with the help of pair technics. For example, Telephone Chain. Student A calls any student (Student B) about anything. When conversation finished, Student B calls any student (Student C) about anything. Keep the chain going. Must be fast. Good for warm-up. The answering student must make the next call (to maintain the dynamic).

Pair Improvisations are highly popular. For example, the Small Ad. For sale/To rent/Friendship. Student A has seen a classified ad in the paper. Student A decides for herself the subject of the ad. She then chooses any other student (Student B, who has placed the ad) and calls her about it. «I'm calling about your ad for a live-in nanny...»

One of the interesting interactive technics is «Buzz session» that means that participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. For example,students are divided into 3–4 groups and are given the cards with the situational tasks on the topic of the lesson. Each group should make up a dialogue on the given ideas during 7–10 minutes. When the time is up, the students must represent and perform their dialogues.

Incident process style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve

real problems that involve real people. Small groups of participants are provided details from actual incidents and then asked to develop a workable solution.

For example, in the game 'Fact or Fiction ', one person tells a short story about themselves or someone they know or heard about. Usually it is something funny or crazy. It can be a true story, or something made up. *Example*: Josh tells a story about his Uncle Leo who sleeps in the nude. One day Uncle Leo was sleepwalking and he went outside and took his dog for a walk. The next door neighbour was coming home late from work and saw him! She called the police and he got arrested for being naked in public. Everyone around the room has to say whether they think Josh's story is fact (true) or fiction (made up). Josh reveals the truth when everyone has guessed. Members can take turns telling a story.

Using games can relieve psychological fatigue and the language barrier. They enable the teacher without excessive nervousness to check the assimilation of topics, to identify gaps in the knowledge of students in the mastery of practical skills. There is no doubt that one of the advantages of games is a collective form of work. And more important during the game-creating a welcoming atmosphere and an environment of success for students.

Inter-active training simultaneously solves several problems: develops communication skills, helps to establish emotional contact between students; solves the information problem, because it provides students with the necessary information, without which it is impossible to implement joint activities; develops General skills (analysis, synthesis, goal setting, etc), that is, provides a solution to educational and developmental tasks; provides the solution of educational problems, because it teaches and teaches to work in a team, to listen to the opinions of others. Inter-active training is partly solves another significant task. We are talking about relaxation, relieve stress, focus, changing forms of activity, etc., In this understanding of online learning as a form of educational process really able to optimize the nature, content and structure of pedagogical interactions.

Thus, the use of interesting forms and methods in the implementation of learner-centered approach in the teaching of a foreign language can significantly increase the time of the speech practices of the lesson for each student to achieve learning for all members of the group, to solve a variety of educational and developmental tasks. The teacher in turn becomes the organizer of independent learning and cognitive, communicative, creative activity of students, there are opportunities to improve the learning process, the development of communicative competence of students holistic development of their personality.

LITERATURE

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СПЕЦИФІКА ВИКЛАДАННЯ
УКРАЇНСЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ

У більшості ВНЗ міста навчальною програмою з підготовки іноземних студентів передбачено вивчення як української, так і російської мови. Академічному знайомству з державною мовою України завжди передує ґрунтовний курс з російської мови. Та й часто практичні заняття з української мови за браком академічних годин носять факультативний характер. До того ж студенти весь час проходять соціальну адаптацію в агресивному російськомовному середовищі. У зв'язку з цим виникла потреба розробити методику викладання української мови як другої іноземної для студентів, які вже мають базовий рівень володіння російською мовою.

Метою курсу української мови як іноземної є формування цілісної системи знань про мову, накопичення словникового запасу іноземців, розвиток усного й писемного мовлення (монологічного, діалогічного), вироблення вмінь та навичок з усіх видів мовленнєвої діяльності (читання, писання, аудіювання, говоріння), оволодіння навичками комунікації (у науково-навчальній та соціально-культурній сферах спілкування).

Як засвідчила практика, студенти підготовчого факультету, пройшовши начальний етап вивчення російської мови, розпочинаючи оволодіння спорідненою українською мовою, із легкістю засвоюють навички