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## **INTERACTIVE DISCUSSION METHODS WHEN ORGANIZING SELF-ASSESSMENT STUDENTS' WORK**

**Abstract:** Nowadays, the Ukrainian system of education is in the process of reformation. One of the actual issues at present is to find new forms and methods of teaching to develop students' abilities to be active and highly educated specialists. Discussion interactive teaching is one of the new approaches that helps teachers to organize self-assessment students' work, develop students' activity, risen the level of their knowledge.

**Keywords:** forms, methods, teaching, self-assessment students' work, interactive teaching, creative skills, communicate, discussion.

**I. Introduction.** The actuality of the article is that the main idea of the education is based on the usage of new approaches when organizing self-assessment students' work at the practical classes to develop students creative abilities, skills and self-estimation and prepare students for real life.

In the pedagogical and methodological literature there are many works devoted to the methods of discussion interactive English teaching, such as Brookfield, S. D. and S. Preskill, Felder R.M. and Brent R., Kuh George D., Millis Barbara J, McKeachie Wilbert and others.

**II. Formulation of the problem.** The task of the article is to reveal the ways of self-assessment students' work organization with the help of teaching the interactive methods of discussion.

**III. Results.** The analyses of the studied materials [1,3,5 ] showed that the organization of the self-assessment students' work during the language lesson can be activated with the discussion teaching methods which include conversation, group discussion and analysis of situations from practice. It can be done using IT technologies, smart phones, skype technologies, organizing TV-bridges etc.

As the analyses of the studied materials [1, 2, 4, 5 ] showed, one of the widely spread method to organize self-assessment students' work at the lesson is a conversation. There are three main types of conversations (dialogues) such as household, business conversation, interview which stimulate and develop students' abilities to adopt any decision by themselves, make rapid response to the statements of the partners, give critical evaluation of opinions etc.

A conversation can be organized with the help of IT technologies. For example, one student can leave the room for an interview using his mobile phone or students can record their questions and answers and send an e-mail to each other. These forms and methods of self-assessment student's work organization help a teacher in organization of students' activities, development of their skills and abilities, and risen their interest

Self-assessment students' work at the practical classes of a language learning can be organized with a number of tasks which include raising issues about the conditions and causes of problems in the form of situational tasks, cards with the possible results of solving the problem, to stimulate thinking of students; flashcards using the vocabulary of the presented material; the final outcome or individual etc., for example, "Imagine that you came to get a job in pharmaceutical firm and must be interviewed. What would you tell about yourself, your experience in this sphere? What can you say about your education? What is your character? Why did you choose this firm?"

The analyses of the studied materials [2,4,5] showed that in modern educational practice there are many ways to organize self-assessment students' work at classes with the help of organizing group discussions which include "Round table", "Debate", Discussion "Relay", Discussion "Aquarium", Discussion

"Spinner". These methods can be accompanied with the usage of modern computer technologies, for example, "TV-bridge" can be organized between two groups of students using their laptops, mobile phones, or tablets, or other IT technologies.

Also, discussion is possible when students make their power-point presentations on a project, make an oral report with web- cameras, role play situations and other activities etc.

Discussions can be guided or spontaneous, nevertheless, the main bases in conducting conversations lies in questions which can be provoking, requiring to grasp the concept, lead students in understanding learning from the simple to the difficult, from the beginning to the end. 5-minute informal writing in response to a question can help students to develop thoughtful responses and helps quieter students to participate.

**IV. Conclusions.** So, as we see, discussing interactive methods with questions, reflective writing, small-group work are effective methods of the language learning which help teachers organize self-assessment students' work. These methods are actual nowadays and will play a key role in training and developing individual creative abilities and potential of the students.

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