**Alyabina A.M.**

**Yakor Secondary School**

**Lika.alyabina@mail.ru**

**THE USE OF INTERACTIVE METHODS IN THE PROCESS OF STUDENTS’ FOREIGN LANGUAGE COMMUNICATIVE COMPETENCY FORMATION**

The formation of foreign language communicative competency is a complex process. It includes the formation of readiness to receive and transmit information during the educational process, as well as throughout life. The results of the research of outstanding scientists helped to reveal that interactive teaching methods have a stronger influence on students’a foreign language communicative competency formation.

Interactive methods are teaching methods that are based on students’active interaction. The main feature of interactive methods is that students occupy a dominant position at the lesson, and the teacher only directs them to achieve educational aims. Despite this, the teacher should develop lesson plans that include interactive exercises that help students learn and quickly assimilate new material.

Such scientists as G. Hegel, A. Disterweg, Ya. A. Komensky and K. D. Ushinsky were among the first to propose the idea of interactive teaching methods. In Russia, interactive methods were widely used in the 20s of the twentieth century.

The essence of interactive learning in modern methods of teaching foreign languages is a special form of the educational process organization, active learning through students’ joint work. During classes, all students show activity and interest, work together, solve problems and consider various ways to solve them. They fully immerse themselves in the learning process, support each other and try to objectively evaluate other students’achievements. The features of interactive methods imply a high level of mutual understanding and emotional unity of participants in the educational process. Interactive methods are primarily aimed at achieving specific learning aims. The aim of interactive teaching methods can be called the creation of good conditions, because of which students will feel confident in their intellectual abilities, independence and their own importance in the classroom. If the teacher correctly creates the conditions of the educational process using interactive methods, then this will have a positive impact on the atmosphere in the classroom. Students will be able to acquire knowledge, skills and abilities in favorable conditions. They will work more productively, and this can improve their academic performance.

Objectives of interactive teaching methods:

1) Stimulating students’ interest and motivation;

2) Effective assimilation of educational material;

3) Formation of independent work skills;

4) Formation of teamwork skills;

5) Developing the ability to express and defend your point of view;

6) Students’important professional and personal skills formation;

7) The ability to find solutions to problems even after completing training.

Considering the tasks of interactive teaching methods, we understand that they not only have a fruitful impact on the learning process, but also help to develop skills that students will need throughout their lives. The use of interactive teaching methods at the English lessons is an important mean of students’a foreign language communicative competency formation. The teacher should not just have excellent knowledge and give it in the classroom, but in addition he/she needs to create high-quality curricula that involve the introduction of something new and informative for students. Foreign language classes should be interesting and diverse. Students should be an integral part of the learning process, not passive listeners. To do this, the teacher should not give ready-made assignments, it will be more effective to interest students so that they can perform the function of assistants in the

lesson. This is especially well used at lessons on the consolidation of the studied material. Based on the above, we can say that the use of interactive methods at foreign language lessons not only helps the development of foreign language communicative competency, but also increases motivation to learn a language. Motivation is a key mechanism for any type of activity, and if it is absent, it is impossible to achieve success. The teacher ceases to be the main figure, and the student realizes that he/she is the main actor in the educational process. The student realizes that learning a language is related to his/her own interests and gradually begins to work independently at the level of his capabilities. He/she has an increased desire to learn and use the language in his future work.

Many scientists emphasize the fact that when teachers use pair and group activities at foreign language lessons, it increases motivation to study this subject. Thus, the teacher can constantly interest students and develop their learning needs, allowing them to achieve success with the help of their own knowledge and skills. Moreover, the advantage of such forms of work is that the teacher can always use different communication situations and students will not lose interest and motivation to learn the language. These types of work allow students to learn how to justify and defend their point of view, to feel support from others, as well as to show creativity and individuality. If the learning process is built correctly and students achieve success, they have a sense of responsibility to themselves and other participants in the process. Then fruitful cooperation between them will manifest itself.

It is also worth considering the fact that students who at first did not make contact with the teacher and classmates, after lessons with the use of pair or group work, begin to actively participate in the educational process. They have a desire to learn the language. Of course, using these forms of work in combination with others gives better results. Students improve their communication skills, enrich their vocabulary, have enough time for communication and for independent work. In addition, interactive forms of lessons form opinions and attitudes, contribute to improving behavior and allow feedback. Teaching a foreign language using interactive methods forms a new, high-quality system of the educational process. The lesson does not start from theory to practice, but, on the contrary, from getting a new interesting experience to understanding theory through application.

Interactive teaching methods can be divided into gaming, creative, discursive and project.

Interactive game methods are based on the use of communicative games that contribute students’a foreign language communicative competency development. The game method helps the teacher to make the learning process more active and fun. Students use this method to learn the necessary knowledge faster, because they immediately try to test them in a situation close to life. A vivid example of this method is a role-playing game. The role-playing game allows students to learn from their own experience by simulating situations that could happen in real life. Modeling such situations helps participants find solutions to the problem during their interaction. Playing a certain role, the student acquires a new experience of interacting with people in various situations, begins to understand what consequences improper behavior in society can cause and changes it in order to achieve the desired result. This type of game does not have strict rules or permanent conditions, to a greater extent it is free improvisation, so children like this type of activity.

Discussion methods of teaching involve the development of communication and the ability to work in groups and pairs, contribute to critical thinking formation, a good attitude to the interlocutor and mutual understanding. These methods are aimed at collective discussion of one problem in a group, during which all participants in the educational process express their own opinions and ideas, and eventually come to a single solution. Discussion methods include debates, round tables, talk shows, case method, etcetera. Debates are one of the most effective interactive methods. Debates force students to act quickly in search of the truth. Under such conditions, students can openly express their thoughts and attitudes to a particular topic. Each participant can contribute to the interaction process. The task of the participants in the debate is to provide information, explanations, arguments, facts, evidence and examples. The manifestation of emotions or personal assessments is not allowed at debates. This type of activity helps students learn to listen and hear others, objectively assess their own capabilities and learn to perform in front of the public. A round table is a method that allows you to consolidate the material you have passed through free discussion. Using this method, students can learn to justify their own point of view, challenge someone else's opinion, and correctly state their thoughts. The teacher, observing the students, can identify gaps in knowledge and focus on this so that the students together gather all the necessary information.

Creative teaching methods contribute to the creation of creative objects, such products are distinguished by originality, novelty and special value. Such methods are among the most frequently used, because they arouse students’interest and enthusiasm. Their main advantage is that they are aimed at constantly activating students’ mental abilities and continuous interaction with other students and the teacher. Brainstorming is a method of collective problem solving that stimulatesthe emergence of creative thoughts and new ideas. Participants come up with as many different ideas as possible, from simple to unrealistic. After that, they cross out the banal ones, selecting the best ones, refine and implement them. This method is characterized by a complete lack of criticism and acceptance of all the proposed options. This method can be planned in advance or used spontaneously directly in foreign language classes.

The project method contributes to a foreign language communicative competency formation ata foreign language lessons. This method is focused on the independent search activity of students to solve the problem. The problem can be both practical and theoretical in nature. The project method involves the creation and protection of research projects or presentations. The teacher usually organizes this type of activity, but does not take an active part in it. The project method helps students to cope with excitement and learn public speaking, and students acting as an audience will learn to listen carefully and respect the speaker.

Interactive teaching methods allow students to solve several tasks simultaneously in a of foreign language communicative competency formation in the educational process. They help to establish emotional contact in a team, teach to fight for own opinion and accept the opinions of others, instill teamwork skills and teach to be tolerant of others. The use of interactive methods at foreign language classes allows us to achieve high results in the development of foreign language communicative competency. The acquired knowledge and skills will play an important role in the future life of students, help them adapt to modern society and achieve success in the professional field. Summing up all of the above, we can conclude that a foreign language communicative competency formation plays a major role during foreign language teaching. Students should have the ability and willingness to communicate with native speakers, to know the culture of the studied country and their state well. The ability to represent it during an intercultural dialogue plays an important role. This is the primary task for a teacher who teaches students a foreign language. We believe that using these methods will allow the teacher to achieve the goal and give students the necessary knowledge, skills and abilities. Interactive teaching methods differ in a huge number of different options, contribute to the formation of the necessary communication skills and abilities, and are also able to constantly maintain students’interest.

**References**

1.Bim I.L. Teaching foreign languages: the search for new ways // Foreign languages at school, 1989. - p. 19-26.

2.Zimnaya I.A. Psychology of teaching foreign languages at school, 1991. - p. 221

3.Ignatenko N.A. Factors of formation of foreign-language socio-cultural competency of the future teacher: dis. Candidate of Pedagogical Sciences, Voronezh, 2000 – p. 162

4.Solovova E.N. Methods of teaching foreign languages: advanced course, 2008. - p.272

5.PidkasistyP.I., Haidarov J.S. Technology of the game in training and development, 1996 - p. 268

6.PetrenkoM.A. The developmental interactive technology of students' creative activity, 2015 - p. 43–47.

7.GrigalchikE. K., Gubarevich D. I. We teach differently. Interactive Learning Strategy, Minsk, 2003

8.AkynovaD. B. On some interactive methods in teaching speaking, L.N. Gumilyov Eurasian University

9.Reutova E.A. Application of active and interactive teaching methods in the educational process of the university (methodological recommendations), Novosibirsk, 2012