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**FORMS OF INTERACTIVE TEACHING IN ENGLISH LESSONS**

**Annotation**

Modernization of modern society requires improving the process of educational activities, as well as the introduction of new technologies. Today, the learning process should include new techniques related to the development of human life, new approaches and new teaching methods for the formation and development of personality.

Self-realization and development of students is one of the priority tasks of improving education. Self-realization of students can be achieved through various methods and means. Much attention is paid to the interactive approach. Through the use of interactive methods, an active team activity of students is achieved. In the course of constant interaction, and therefore communication, self-realization of students takes place in the educational process.

The relevance of using an interactive approach in the learning process lies in the need to improve the education system, increase the motivation of students to learn English, and introduce new effective teaching techniques.

An interactive approach to learning is a fairly new means of improving education. The purpose of the interactive approach is to create a comfortable learning environment that promotes active student interaction. Today, the use of an interactive approach in the learning process speaks of the teacher's innovative activity. Interactive learning means learning that is immersed in communication, but not replaced by it. One of the main goals of interactive learning is the overall development of students, the formation of a personality capable of independent thinking and cognitive activity.

**Аңдатпа**

Қазіргі заманғы қоғамды жаңғырту білім беру қызметі процесін жетілдіруді, сонда-ақ жаңа технологияларды енгізуді талап етеді. Бүгінгі таңда оқу процесі адамдардың өмірлік белсенділігінің дамуымен байланысты жаңа әдістерді, жеке тұлғаны қалыптастыру мен дамытудың жаңа тәсілдері мен жаңа оқыту әдістерін қамтуы керек.

Оқушылардың өзін-өзі жүзеге асыруы және дамуы білім беруді жетілдірудің басым міндеттерінің бірі болып табылады. Оқушылардың өзін-өзі жүзеге асыруына әртүрлі әдістер мен құралдардың көмегімен қол жеткізуге болады. Интерактивті тәсілге көп көңіл бөлінеді. Интерактивті әдістерді қолданудың арқасында студенттердің командалық белсенділігіне қол жеткізіледі. Тұрақты өзара іс-қимыл барысында, яғни қарым-қатынас барысында оқушылардың оқу процесінде өзін-өзі жүзеге асыруы орын алады.

Оқыту процесінде интерактивті тәсілді қолданудың өзектілігі білім беру жүйесін жетілдіру, оқушылардың ағылшын тілін үйренуге деген ынтасын арттыру, оқытуда жаңа тиімді тәсілдерді енгізу қажеттілігінен тұрады.

Оқытудағы интерактивті тәсіл білім беруді жетілдірудің айтарлықтай жаңа құралы болып табылады. Интерактивтік тәсілдің мақсаты – оқушылардың белсенді өзара іс-қимылына ықпал ететін қолайлы оқыту жағдайларын жасау. Бүгінгі таңда оқу процесінде интерактивті тәсілді қолдану мұғалімнің инновациялық қызметінің дәлелі. Интерактивті оқыту дегеніміз – қарым-қатынасқа берілген, бірақ оны алмастырмайтын оқыту. Интерактивті оқытудың басты мақсаттарының бірі-оқушыларды жан-жақты дамыту, өзіндік ойлау және танымдық іс-әрекетке қабілетті тұлғаны қалыптастыру.

Сегодня современное общество нуждается в совершенствовании образовательного процесса и внедрения, и модернизации новых технологий. На текущий момент возникла необходимость в применении новых приемов, которые непосредственно связаны с развитием жизнедеятельности людей, а также новые подходы и новые методики обучения для формирования и развития личности.

Совершенствование сферы образования затрагивает и учебный процесс в общеобразовательных учебных заведениях. Одной из главных задач модернизации образования является самореализация и развитие обучающихся, которая может быть достигнута, используя различные методы и средства обучения. Особое внимание следует уделить интерактивному подходу, благодаря которым достигается активная командная деятельность учащихся, где в ходе постоянного взаимодействия и общения, наблюдается самореализация учащихся в учебном процессе.

**Актуальность** использования интерактивного подхода в процессе обучения заключается в необходимости модернизации системы образования, повышения мотивации учащихся к изучению английского языка, применения новых эффективных приемов в обучении.

Основной целью интерактивного подхода в обучении иностранным языкам является создание благоприятных условий комфортного обучения, способствуя активному взаимодействию учащихся.

На современном этапе обучения применение интерактивного подхода в процессе обучения предполагает инновационнуюграмотность учителя. Одной из приоритетных целей интерактивного обучения является всесторонне развитая личность с самостоятельной мыслительной и познавательной деятельностью.

**Keywords**

Interactive approach, learning environment, cognitive activity, communication, active teaching, joint activities, two-way communication, multilateral communication, group work.

**Түйінді сөздер**

Интерактивті тәсіл, оқу ортасы, танымдық іс-әрекет, қарым-қатынас, белсенді оқыту, бірлескен іс-әрекет, екі жақты байланыс, көпжақты байланыс, топтық жұмыс.

**Ключевые слова**

Интерактивный подход, учебная среда, познавательная деятельность, общение, активное обучение, совместная деятельность, двустороннее общение, многостороннее общение, групповая работа.

An interactive approach to learning is a fairly new means of improving education. The purpose of the interactive approach is to create a comfortable learning environment that promotes active interaction between students. Today, the use of an interactive approach in the learning process shows us the teacher’s innovative activity. Interactive learning can be immersed in communication, but it cannot be replaced by it. One of the main goals of interactive learning is the overall development of students, the formation of a personality capable of independent thinking and cognitive activity.

The task of the teacher, who uses an interactive approach in his activities, is to ensure the development of the educational activities of students. In organized activity, students themselves strive for knowledge. The result of students' activities is a high-quality assimilation of knowledge.

An interactive approach is used in educational schools to improve the educational process. Interactive learning attracts the attention of many scientists and educators, that is why a lot of literature has been written on this topic, revealing the essence of the interactive approach. To fully disclose the content of the interactive approach, it is necessary to study the definitions.

The word "interactive" is based on the English "interact" ("inter"- "between", "mutual", "act" - "to act", "action"), which means to be in interaction with each other.

According to the definition of M.V. Clarin, “interactive learning” is learning based on direct interaction of students with the learning environment in order to gain new experience [1, p.22].

From the point of view of V.K. Dyachenko, “interactive learning” is a method of cognition based on dialogue forms of interaction between participants in the educational process, during which they develop skills of joint activity. This approach is based on the principle “everyone teaches each person and each person teaches everyone [2, p.16].

T.S. Panina gives the following definition of "interactive learning" - this is a method of cognition carried out in the forms of students’ joint activities: all participants in the educational process interact with each other, exchange information, jointly solve problems, model situations, evaluate each other's actions and their own behavior, immerse themselves in a real atmosphere of business cooperation to resolve problems [3, p.11].

Based on the above definitions, we can say that interactive learning is based on interaction. To provide a complete description of interactive learning, it is necessary to disclose the term "interactive interaction".

According to S.S. Kashlev, “interactive pedagogical interaction” is an intensified purposeful activity of a teacher and students to organize interaction with each other for the purpose of development [4, p.35].

According to E.V. Korotaeva, interactive interaction develops the activity of students, creates conditions for competition, as well as for cooperation of efforts. In the process of interaction, the statement of one student causes the reaction of other students [5, p.42].

Interactive interaction plays an important role in the learning process. First, there is an increase in the intellectual activity of the subjects of the educational process. Secondly, conditions are created for competition and joint efforts. It is important to note that there is also a psychological factor: the statements of the partners cause each student to have their own ideas and contradictions within the framework of the presented question, which turns into discussion.

In the course of students’ and teachers’ interactive interaction, an interactive process arises. The definition proposed by S.S. Kashlev, fully reflects the essence of this phenomenon. "Interactive process" is a process of purposeful interaction of participants in the pedagogical process. This interaction is based on the personal experience of each student. The interactive process is characterized by a high intensity of communication, intercourse, exchange of activities, change and variety of activities, procedurality, purposeful reflection by the participants in their activities and interaction [6, p.15].

Revealing the essence of the interactive approach, it is important to determine the methods that are used in the framework of interactive learning.

By definition of A.Yu. Prilepo, "interactive teaching methods" is an interconnected joint activity of students and teachers in which all participants in the educational process interact with each other, exchange information, jointly solve problems, model situations, evaluate each other's actions and their own behavior, immerse themselves in a real atmosphere cooperation on joint problem solving [7, p.48].

Based on the research by G.S. Kharkhanova, the methods of interactive teaching is a system of pedagogical tools aimed at ensuring the educational process, as well as conditions for the independent acquisition and assimilation of new knowledge obtained in the process of educational interaction [8, p.13].

According to the research of E.E. Lushnikova, interactive teaching methods represent a certain system of organized interaction between the teacher and students in the form of active learning, providing constant communication, which allows students to face different situations and thus gain and accumulate experience [9].

Interactive methods are based on the orientation towards wider interaction of students not only with the teacher, but also with each other, as well as increasing the activity of students in the learning process [5, p.51-52].

Based on the definitions presented, the following conclusions can be drawn:

• An interactive approach provides for the interaction of students within the educational process;

• Students are constantly involved in vigorous activities that ensure the achievement of high results.

An interactive approach is aimed at developing the educational process. The priority tasks of interactive learning are:

• Development of students’ speech skills

• Increasing interest in the studied subject

• High-quality assimilation of educational material

• Organization of students’ independent work in solving assigned tasks

• Forming one’s own opinion

• Ability to defend one’s point of view

• Ability to work in a team, respectfully treat all participants in the educational process.

Thus, the interactive approach can be defined as a special form of organization of cognitive and communicative activity, in which students are not only involved in the process of cognition, but also have the opportunity to reflect on what they know and think [10, p.39].

The study and analysis of literary sources allows you to describe the essence of interactive learning. An interactive approach to teaching ensures the interaction of subjects, and also creates all the conditions for communication within the educational process. The main source of educational knowledge is students’ life experience. In the course of training, students share their experience, exchange knowledge, thoughts, solutions to the assigned tasks [3].

The teacher’s role in this approach is minimized and consists in organizing students’ joint activities, due to which students bring individuality into the educational process.

An interactive approach creates favorable conditions for solving creative tasks, and also promotes the development of versatile thinking. Students express their point of view and learn to defend their opinion. During interactive learning, contradictions can arise, while students learn to interact with each other. The entire learning process, based on an interactive approach, is characterized by student activity throughout the lesson. Students quickly perceive and assimilate the information received. In the course of interactive learning, all students are equal to each other [11, p.39-42].

In general, the main idea of the interactive approach is aimed at developing and developing speaking skills, ensuring joint activities and increasing student motivation.

Interactive forms of learning contribute to the effective assimilation of educational material. An interactive approach is considered to be the most effective when teaching speaking a foreign language. It helps to reduce learning difficulties.

That is why most scientists and educators are inclined to assume that the need to use interactive forms in teaching is increasing.

The use of interactive forms provides a large margin of time for speech practice for each student. Thus, the material is absorbed faster and more efficiently. It can be assumed that such knowledge is remembered much more strongly. The reason for this statement is the scheme presented as a percentage of assimilated information.

To ensure the effective organization of the educational process within the framework of an interactive approach, certain conditions must be met.

There should be a friendly and respectful relationship between teacher and students. All participants in the educational process must adhere to a democratic style of behavior. In the learning process, cooperation is central not only between the teacher and the students, but also between the students. In the course of solving the assigned tasks, students need to use their personal pedagogical experience, give their own examples, defend their point of view [12, p.96-112].

The interactive approach includes a various forms of information presentation, as well as a various forms of student activity in the process of interactive learning.

An interactive approach develops student motivation. An important fact is that the mutual motivation of students is developing. Interactive forms of education are designed to ensure the development of communication skills, as well as the development of students' creative abilities. The ability to work in a team develops, mutual respect for all participants in the educational process is ensured.

The use of interactive teaching methods requires the teacher to show creativity in the process of organizing educational activities.

When choosing one or another form of interactive teaching, a teacher should take into account the characteristics of students, as well as the appropriateness of their implementation [8].

Various classifications of teaching methods are known in pedagogy. Today, the most interesting classification is the defining role of the teacher and students in the educational process. Based on this characteristic, there are: passive, active and interactive methods. It is no coincidence that this characteristic is of the greatest interest. Relatively recently, interactive methods began to be distinguished into a separate group. It should be noted that some scholars still equate interactive and active teaching methods.

Analysis of pedagogical literature makes it possible to determine the distinctive features of active and interactive methods. To fully reveal the distinctive features, let's compare active and interactive learning according to the following criteria:

• Position of teacher and students

• Organization of communication in the educational process

• Goal

• Teaching methods

• Basic principles of the approach

Active learning assumes students in the role of subjects of learning activities. During the lesson, students come into communication with the teacher, take an active part in the cognitive process, completing the assigned tasks. Active learning is aimed at developing students' ability to adapt in a group, the ability to formulate and clearly express their thoughts and ideas. Students should be able to manage their activities in the educational process [12].

Active learning involves the use of methods in which the activities of students are productive, creative and exploratory in nature. Active teaching methods require activating students' thinking. Students should be actively involved throughout the lesson. Students are required to develop independently and search for solutions to the assigned tasks [13].

Active teaching methods can be presented in the following groups:

• Discussion

• Game

• Training

• Rating

Active teaching methods have long been known in pedagogy. The founders of this method are Comenius, Rousseau, Hegel. Today, the development of teaching methods leads to the improvement of educational activities. An interactive approach to teaching is considered to be an improvement in active teaching methods, since it has a personality-oriented focus.

Interactive learning involves the interaction of students not only with the teacher. This is mainly interaction between the students themselves.

Interactive learning involves the interaction of students with the learning environment, which contributes to the acquisition of knowledge. Interactive learning is based on the psychological characteristics of human relationships. Participant interaction is a key requirement for interactive learning. Learning implies students’ joint activities [14].

The role of the teacher in interactive learning is reduced to the performance of organizational functions. The teacher creates conditions for the implementation of educational interaction between students.

Interactive methods focus on learning by doing. The role of the teacher in the interactive approach is replaced by student activity.

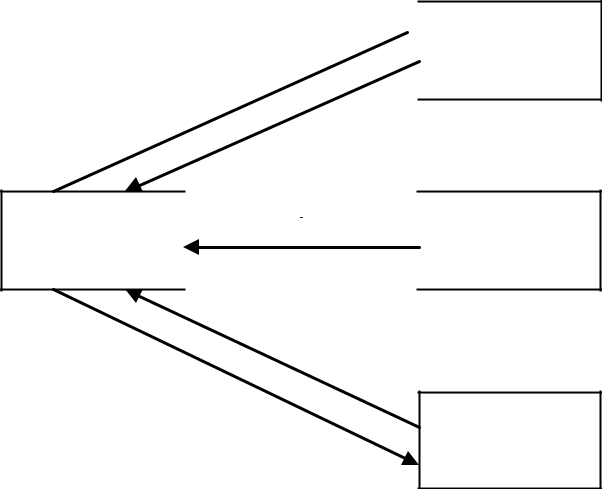
Interactive methods increase interest in learning. Interest is achieved through interaction during the educational process.

Students' independence develops in the process of finding solutions to the assigned tasks [15].

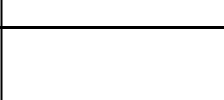
Interactive teaching methods tasks are aimed at developing the skills of independent information search. Students have the opportunity to analyze the information received and share the results of the solutions obtained. Interactive methods have the largest range of possibilities. These methods allow students to interact with each other within the educational process. Interactive methods teach you how to work not only independently, but also in a team. Students learn to respect each other's opinions. The classification of forms of interactive learning presents some difficulties and, therefore, they will be discussed below.

Active learning implies a two-way communication model (Figure 1), where each student interacts with a teacher. The model of multilateral communication (Fig. 2), used in the interactive approach, ensures the interaction of students not only with the teacher, but also with each other.

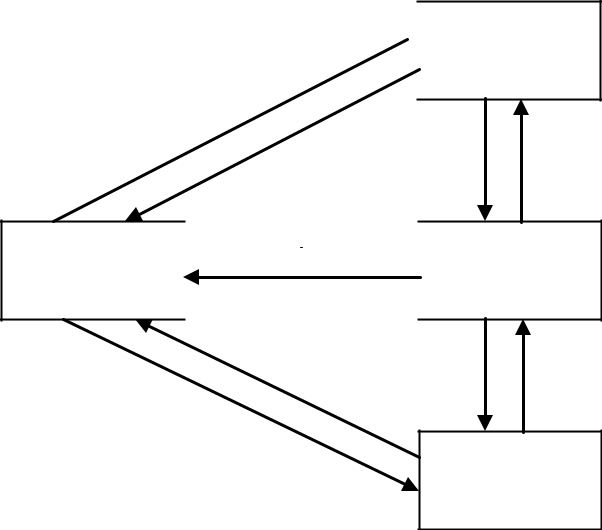
Figure: 1. Model of two-way communication



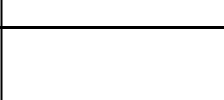
 Student

Teacher  Student

Student

Figure: 2. Model of multilateral communication 

 Student

Teacher  Student

Student

Today, a large number of forms of interactive learning are known in pedagogy.

The following are among the main forms of an interactive approach to teaching speaking:

• creative tasks

• group work

• role-playing games

• project development

• watching and discussion of video materials

• method of solving problems ("brainstorming")

• trainings

• discussion of complex and debatable issues (take a position, scale of opinions, PRES-formula)

• educational discussion (debate, round table)

• "case-study" (analysis of specific, practical situations)

• clusters

• aquarium

• snowball

To ensure effective organization of speaking teaching when using forms of interactive teaching, it is important to comply with some requirements.

A mandatory requirement is the inclusion of all students in the work. Interactive learning forms provide a role for each student during the lesson. The role of the teacher is to competently organize the educational process.

At the beginning of the lesson, the teacher should take care of the psychological preparation of the students. It is important to note that not all students are ready to immediately interact with each other, as well as engage in speech activity. Students may feel constrained and imprisoned in front of a given speech situation. Also, new teaching methods used by the teacher for the first time can negatively affect. That is why the lesson should begin with a warm-up and preparation of students for vigorous activity [16, p.23-29].

Productive and high-quality group work is possible with a small number of students. It is important to remember that every student must be heard, everyone must have the opportunity to speak on the stated problem.

A lesson space that includes interactive activities should provide the ability to organize the workspace in such a way that it is easy for all students to interact with each other, and also to change seats while working. At the beginning of the lesson, the teacher should talk about all the organizational points. There must be an agreement between students to respect each other [17].

If all the requirements for the organization of interactive forms of work in English lessons are met, it is possible to achieve the set goals in teaching speaking, achieve interaction between students, and increase the growth of their cognitive activity in the field of a foreign language.

For a detailed disclosure of the interactive approach to teaching English speaking at the middle stage, it is important to characterize the basic forms that can be used.

**Creative assignments** are educational assignments that require students to be creative. Students should not just present information, but approach it from a creative perspective. A creative assignment forms the basis of any interactive method.

Assignments where students need to show their creativity help to increase the motivation to learn. The creative task should have a direct connection with students’ life. Especially practical, life-like task gives meaning to learning. As part of a creative task, students will have to find their own individual solution, based on their personal experience, on the experience of classmates. This principle contributes to the development of communication skills during the participants’ interaction in the educational process.

To teach speaking, a creative task must meet the following requirements:

• the presented task should have a multilateral focus, that is, have several solutions

• the assignment should be useful for students so that they can use the knowledge gained not only within the lesson

• the task should be interesting to students so that they can reason on the proposed topic

• the task must have a connection with the studied topic.

**Group work** (work in small groups) is one of the most popular forms. In small groups, all students are given the opportunity to work. The advantage of this form of education is the psychological factor: even shy students can perform in small groups. In small groups, students practice collaboration and interpersonal skills. The ability to actively listen, resolve arising disagreements is developed, students strive to come to a common opinion. All of this is often impossible in a large team.

Organization of group work requires compliance with certain requirements. The teacher must ensure that all students have knowledge and skills necessary to complete the group assignment.

When organizing group work, you should pay attention to some of its aspects. Make sure that students have knowledge and skills necessary to complete the group assignment. Lack of knowledge leads to the fact that students refuse to make an effort to complete assignments. Instructions from the teacher should be clear, and assignments written on the chalkboard or cards provide the best performance. Each group should have sufficient time to complete the assignment.

**Role-playing** games are a fairly popular form of education. Within the framework of the role-playing game, each student has his own role that he must fulfill in a given situation. Participants' interests in role play are often opposed. Students need to make a decision during the game.

Role-playing games are aimed at developing communication skills, and they also contribute to the formation of such important skills as the ability to work in small groups, independent thinking. A great preliminary methodological training is required from the teacher when conducting role-playing games: the ability to predict results and draw appropriate conclusions.

Role play is carried out in small groups (3-5 participants). Participants receive an assignment, assign roles, play out the situation and present in front of the entire group. The advantage of this form is that each of the participants can imagine himself in the proposed situation, feel the consequences of certain actions and make a decision [18].

**Project Development** - allows students to think big. Students are required to draft their actions on the issue under discussion.

The project involves not only the manifestation of creativity, but to a greater extent requires the ability to present it. The presentation of the project contributes to the development of speech skills. A group or each student defends his project in front of others. During the defense, controversial situations may arise, different points of view may appear, which leads to the development of communication between students.

**Watching and discussing videos** arouses interest and activates students’ cognitive activity. Video material can be used to teach speaking according to the topic under study. Before showing the video, you need to ask the students a few key questions that will serve as a basis for further discussion. You can stop the movie at pre-selected frames and have a discussion with students. At the end, it is imperative, together with the students, to summarize and voice the findings.

Within the framework of **the method of solving problems**, the most popular form of organization is “brainstorming”. “Brainstorming” involves an approach that accepts any student response to the question posed. The points of view expressed cannot be assessed immediately. It is necessary to hear all opinions, write down everyone's opinion on a board or paper.

Students are not required to explain the answers. "Brainstorming" is used when it becomes necessary to find out the attitude of the participants to a certain issue. The brainstorming algorithm includes the following steps:

1. Ask the participants a specific question for discussion

2. Offer to express your thoughts and their point of view

3. Write down all the statements in their original form

4. After all the ideas are expressed, the teacher needs to repeat the task, and list all the ideas expressed by the students.

5. At the end of the work, the teacher asks the students what, in their opinion, conclusions can be drawn from the results obtained. "Brainstorming" is used to discuss controversial issues, stimulating students to make decisions in discussions. This form helps to collect a large number of ideas in a short period of time [19, pp. 146-151].

**The training** is a learning that focuses on the practical development of the training material. In the process of modeling specially assigned situations, students have the opportunity to develop communication skills. The training is aimed at developing students' interpersonal skills.

The training ensures the active involvement of all participants in the learning process. To achieve effective results during the training, the following requirements must be observed:

1. The training room should be equipped in such a way that the participants can freely interact with each other;

2. At the beginning of the lesson, students should be familiar with the goals and objectives of the training;

3. All students should respect each other's feelings and opinions;

4. At the end of the lesson, it is necessary to summarize.

The training includes 2 stages:

1. Information stage, presenting theoretical foundations

2. Practical stage, including communication activities.

In the discussion of complex and controversial issues, such a form of conducting classes as the PRES -formula is of greatest interest. The PRES – is a legal technology of the professor of law D. McCoyd-Mason from South Africa. This form is used when organizing disputes and discussions. The essence of this form is that the student expresses: P-position, explaining what his point of view is; R- Reason - the student not only explains his position, but also proves it; E -explanation - when explaining his position,he uses specific examples; S-Summary - the student draws a conclusion as a result of discussing a certain problem. Each student's presentation takes about 1–2 minutes. Each student gets the opportunity to express their points of view. Time for speaking is allotted in the lesson for each student [19, p.126-131].

**“Case-study”** - analysis of specific practical situations. This method involves the transition from the method of accumulating knowledge to an activity approach. Case-study is not only a method of teaching decision-making skills, but also problem solving.

The purpose of this method is to teach students to analyze information, identify key features, choose reasonable solutions, evaluate them, and find the best course of action.

Analysis of specific situations involves a combination of individual student work with a problem situation and group discussion of the proposals prepared by each member of the group. This helps students develop group work skills. As a result of individual analysis, group discussion, identifying problems, finding alternatives, choosing actions and a plan for their implementation, students have the opportunity to develop their speaking skills.

When studying a specific situation, and analyzing a specific example, students must enter the role of the situation, assess the situation, determine whether there is a problem in it and what is its essence [20, p.49-52].

The form **“clusters”** represents a search for keywords and problems on a specific mini-topic.

**The aquarium** is one of the varieties of the business game. It is proposed to beat the given situation by 2-3 participants. The rest of the students observe and analyze not only the actions of the participants, but also the options and ideas proposed by them [21].

The interactive approach to teaching provides for different options for the spatial arrangement of the group. Among the main and more significant locations are the following:

1. Circular arrangement (fig. 3)

2. School desks like Christmas tree (Fig. 4)

3. "Live line" (Fig. 5)

4. Frontal arrangement (fig. 6)

5. Distribution by groups (Fig. 7)

The circular arrangement of students is provided for teamwork. In the process of work, it is convenient for students to interact with each other, everyone can see each other. Questions can be discussed in a circle, or from student to student.

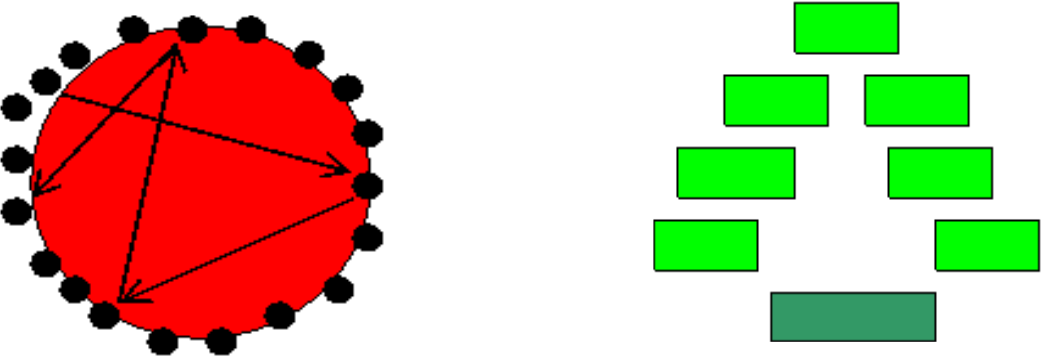
Christmas tree desks are convenient for working in small groups with the subsequent exchange of information received.

"Live line" is used in such forms of work as training, or others, when a selected person is in front of the line, directly influencing the course of training.

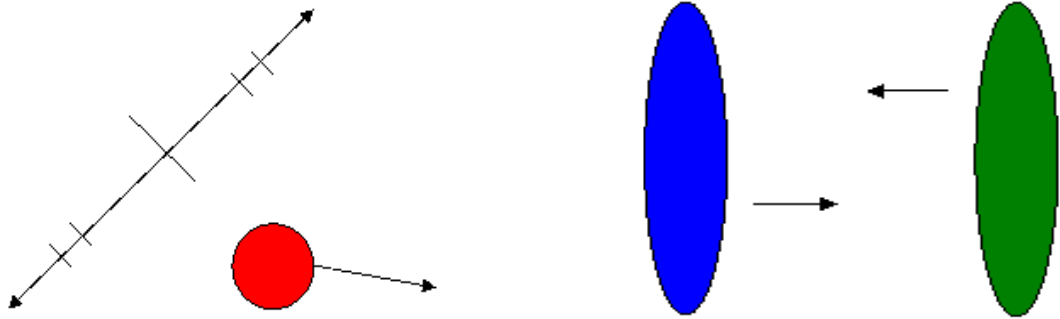
Frontal - Used in forms of work such as debates. Students are divided into groups for interaction not only within the group, but also between opponents.

Distribution into groups is convenient when several aspects need to be disclosed within one question. Students are divided into groups for working out the task and further disclosure [22, p.36-43].

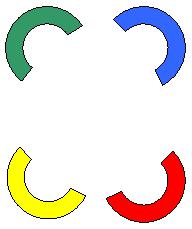
**Figure: 3. Circular arrangement** **Figure: 4. Christmas tree desks**

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|  |  |
| --- | --- |
| **Figure: 5. “Liveline”** | **Figure: 6. Frontallocation** |
|  |



**Figure: 7. Distribution by groups**

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An interactive approach to teaching is rapidly developing today. In view of the tendency of the educational process to a student-centered approach, forms of interactive learning have become widespread. Interactive learning is aimed at the implementation of cognitive activities, increasing motivation for a foreign language, effective assimilation of educational material. The leading role of the interactive approach is the organization of interaction between the subjects of the educational process. An interactive approach to learning contributes to the development of speech skills.

The main distinguishing feature of interactive learning is the students’ initiative in the educational process, which is stimulated by the teacher from the position of a partner-assistant. The course and result of learning acquires personal significance for all participants in the process and allows students to develop the ability to independently solve problems.

Interactive learning allows the students to solve several problems at the same time, the main of which is the achievement of learning goals. An interactive approach to teaching contributes to the development of students’ communication skills, the ability to work both in a team and independently, to listen to the opinions of their classmates. Interactive learning is aimed at establishing emotional contacts between students, providing an educational task.

Interactive learning is the creation by a teacher of such conditions that will help students to acquire and construct knowledge themselves.

One of the main conditions for the effective functioning of interactive learning is the condition of benevolence and mutual support in the process of work.

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