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The Essence of Interactive Learning Technologies in Teaching English as a Foreign Language

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ANNOTATION

This article targets at developing students' communicative competence with a range of interactive teaching technologies in EFL classroom. Many EFL teachers claim that interactive technologies are the best sources to develop language skills, which will be an effective platform to build communicative competence of students. The interactive form of teaching implies different methods such as the method of problematic exposition, presentations, discussions, case studies, pair or group work, brainstorming, the method of critical thinking, quizzes, mini-researches, educational games, role-plays, the method of questioning and others.

KEYWORDS: interactive technologies, interactive learning, communicative competence, language skills, cooperative learning.

Introduction

The essence of interactive learning is that the learning process is organized in such a way that almost all the language learners are involved in the learning process. Cooperative activities of students in the process of learning the educational material means that each student contributes own special differential contribution, while that the exchange of knowledge, ideas and ways of activity take place. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also to develop the cognitive activity, to bring it to a higher form of cooperation and collaboration.

Materials and Methods

Innovative technologies and teaching methods make it possible to achieve the following goals: accessibility of the perception of educational material; systematization of knowledge; development of creative abilities of students; self-education; removing the psychological barrier (fear of communicating, making a

mistake); comprehension of educational material, analysis of learned material. The purpose of interactive learning is that all participants in the lesson are in interaction. They are all actively involved in the learning process. The teacher acts as an assistant.

The use of innovative learning technologies in the system of teaching English at a university makes it possible to make a transition from the subject principle of constructing content to the creation of integrated training courses that reflect a holistic picture of professional activity, to change the nature of knowledge itself, which in the context of such interactive learning is transformed into the category of "knowledge for activity" (Bokhari, 2011). In other words, within the framework of such training, the knowledge of future specialists act as functions and means of solving specific professional problems. The use of innovative teaching aids brings changes in the organizational structure of the educational process: the requirements for the methods and forms of organizing the teaching of foreign languages are changing - active and interactive individual and group forms of working with educational material become leading. In the context of building classes based on the use of innovative technologies and teaching aids, the type of activity and the nature of the relationship between the teacher and students are changing. The role of the student turns into an active cognitive position, while the teacher acts as a coordinator, a consultant or a facilitator.

The use of interactive technologies during the English language lessons implies the organization and the development of such a dialogue communication that leads to the understanding, interaction and cooperative solving the training tasks. The interactive forms of teaching implies different methods: the method of problematic exposition; presentations, discussions, case studies, group work, brainstorming, the method of critical thinking, quizzes, mini-researches, educational games, role-plays, the method of questioning and others. The examples of such training can be the following: discussion of the text, the method of quiz, work with documents and information sources, the analysis of the fellow student's written work, the method of specific situations, etc. Within the use of educational educational games various aspects of the professional activities of the language learners are modeled, providing the conditions of an integrated application of existing knowledge of the language, the improvement of foreign language skills and the more complete proficiency in the English language as a mean of professional communication and the subject of study, in which the implementation of the roles and of the various game items takes place. There are also various modifications of educational games: imitational, operational, role-plays, "educational theatre". The "cooperative learning" can be distinguished besides the interactive learning technologies mentioned above which are aimed at the development of communicative competence. Cooperative learning is a model of organizing the activities of the language learners in small groups. One of the options is a "student team learning" (Mohebi, 2022). This method pays special attention to the "team goals" and the success of the entire group (team success), which can be achieved only as a result of independent work of each member of the group (team) in constant interaction with other members of the same group while working on a subject or an issue of the study.

As an interactive English teaching technology one can select the language portfolio. It is a new method of teaching, which allows the development of productive activities as well as the personal development of the student as the subject of the educational process (Valeev, 2016). Language portfolio can be defined as a set of

working materials, which reflects the result of student learning activities in a particular area of the English language, and the experience of training activities in this area as well.

The project method is based on modeling the students' social interaction in a study group during the class. The students take different roles and prepare for their implementation in the process of solving problems in real situations of interaction.

Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Language learners are encouraged to understand the situations of professional activities, which need the

solution of a problem. The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, "brainstorming" and discussion).

The method of "Brainstorming" comes from the English word "Brainstorming" which brains attack and represents the so-called "bank of ideas" a method of learning, stimulating the intellectual creative and cognitive abilities of learners (Mohebi, 2022). Its purpose is to organize collective cognitive activity of students in order to find the greatest number of non-traditional ways of solving the problems by releasing the participants from the inertia of thinking and stereotypes; to stimulate creative activity; to demonstrate the benefits of the collective search of complex problems' solutions, the usefulness of the co-creation between the teacher and the students; the opportunity of the best possible combination of intuitive and conscious use of the received knowledge.

Interactive activity of the students presupposes the cooperative solving the complex problems based on the analysis of the circumstances and the relevant information, it also implies the ability to alternative opinions and taking smart decisions through discussions. The teacher does not provide the ready knowledge, but encourages students to an independent search. The teacher's activity gives place to the activity of the language learners, because its task is to create the conditions for realization their initiative, activity and creativity.

Interactive learning technologies allow us to simultaneously solve several problems where students are allowed to learn the course material and to include the motivational sphere of the student into the educational process, in other words, language learners feel interest during the class; they also develop creative abilities, the capacity for further self-development and self-education, communicative skills; help to establish the emotional contacts between language learners; implement educational objectives, as they accustom students to work in a team, to listen to their comrades. The use of interactive methods in teaching relieves their nervous tension; it gives the possibility to change the form of their activities, to focus the attention on the key issues of the topic.

The use of interactive learning technologies at the lessons of the English language with the aim of the development of foreign language communicative competence should include the following components of professionally communicative orientation:

- Substantial (the orientation of the linguistic material used in class: special vocabulary, texts (including audio and videotext) associated with the profession);
- And procedural (games, situations, discussions, etc., close to the realistic action and reality, associated with future teachers' revealing their professional communicative competence);

Thus, we can identify the following advantages of the interactive learning technology of teaching the English language taking into account the objectives of formation of communicative competence of students:

1) Interactive technologies can easily be integrated without disagreement with the content of education into the educational process in terms of the existing traditional system of learning, specific education standards. By integrating into the educational process, they help to achieve the educational goals in language more effectively than while using only traditional teaching methods;

2) Interactive learning technologies are humanistic in nature, because they provide not only a successful learning, but also the intellectual, creative development, as well as the activity and independence;

3) Interactive learning technologies perfectly promote the realization of communicative function in the process of learning English.

All these facts prove that the interactive learning technologies have a pedagogical potential, which is aimed at the formation of students' foreign language communicative competence.

Conclusion

In conclusion, it should be noted that the interactive teaching technologies increase motivation in learning English, the learning process becomes more interesting and exciting, and students feel freer. In addition, all methods and techniques develop communication skills, teach to work in a team and listen to each other.

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