

INTERACTIVE METHODS OF TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

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The problem of finding effective methods and techniques for teaching to communicate in a foreign language is important today. At the same time, it is important to study the language not just as a specific system, but also as an instrument of communication, achieving certain personal goals, and forming the communicative competence of students. N. Gez defines communicative competence as the ability of a person to understand and generate foreign language statements in a variety of socially determined situations, taking into account the linguistic and social rules that native speakers adhere to [1, p. 933].

Effective personal development of students is possible if the learning activity has an emotional connotation. Motivation for learning and creating interest among foreign students is of great importance in organizing the educational process. For this purpose, interactive teaching methods are widely used. The concept of "interactivity" began to be actively used at the end of the twentieth century, primarily in the field of computer technology, but today this term has acquired a broader meaning, implying not only the use of electronic teaching aids, various computer programs, but also the way of organizing the educational process in which its participants (both the teacher and the students) actively interact with each other, and all work in the lesson is based on feedback [2, p.124].

The technologies of the interactive method, the implementation of which is possible online with a remote form of educational work, are: brainstorming, round tables (discussion, debates), case-study (analysis of specific situations), business and role-playing games. The popularity of business games in the adult audience is explained by the advantages that this technology has: it allows you to simulate a variety of situations of business interaction; perform in various roles in the professional environment; improve the skills of using a foreign language in a simulation-real situation of professional interaction. In addition, adults are happy to engage in playful ways of mastering educational material. At the same time, the teacher's task is to correctly assign roles and organize teams, taking into account the level of foreign language proficiency of each of the participants. It is recommended to combine students with different levels. In this format, students with a small basic vocabulary will have the opportunity to expand it through communication with more "advanced" participants.

The use of various non-standard techniques contributes to the consolidation of linguistic phenomena in short-term and long-term memory, the creation of more stable visual and auditory images, the formation of new neural connections, as well as maintaining the interest and activity of students. Its main goal is to create conditions

for the disclosure of the communicative function of the language and the approximation of the learning process to real conditions, which increases the motivation for learning a foreign language. If the conditions for the speaking process are not comfortable or unfavorable, then the student has difficulties. Play activities help to engage students in oral communication. That is why an increasing number of teachers are giving preference to the so-called active teaching methods, the main of which is play.

It has been proven that adults, when learning a foreign language, develop speaking and listening skills the most difficult. Consequently, adult learners should have as many opportunities for speaking practice as possible by reducing direct teaching elements and systematically practicing grammar rules. The teacher must provide an interactive communicative interaction between students, and not only between student and teacher, as is often the case with remote forms of work. By communicating with each other, course participants get the opportunity not only to develop their speaking and listening skills, but also to share their professional experience, discuss some business issues that are equally important for each of them. This opportunity for professional communication with colleagues around the world can be an additional motivation for learning in language classes.

Thus, the active use of interactive methods should become an integral part of the process of teaching a foreign language, developing communication skills in a foreign language and the practice-oriented process of teaching an adult target audience.

References:

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