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INTERACTIVE TEACHING AS A MEANS OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCES

In modern schools, there is an active rejection of the dominance of formal language exercises, and more and more teachers contribute to the communicative skills of students and help them to master linguistic, verbal and non-verbal means of communication, that is, instruction becomes communicatively directed.

The development of communicative competences depends on linguistic, speech, socio-cultural and sociolinguistic knowledge, skills and personal evaluation attitudes that ensure the entry of an individual into another society and contribute to its socialization in a foreign environment.

One of the means of developing student's communicative competences in an academic setting is interactive learning.

The essence of interactive learning is that the learning process is carried out through the constant active interaction of all its participants. This is a form of interaction (collective, group, pair, co-operative learning), in which both the student and the teacher are equal participants, who understand what they are doing, reflect on what they know, can and do [2].

Interactive teaching means active teaching and when studying an active student is constantly in a state of search, wants to get an answer to a question, needs information to solve a problem, or contemplates along with other methods by using the method of the task. Interactive teaching is carried out on the basis of appropriate techniques, for example: role-plays, work in rotational triples, situational modeling, peer-teaching, small-group work, etc.

The technique "Roles in group learning" includes many varieties, one of which is situational modeling. Situational modeling is a kind of role-playing game in which all the roles are clearly defined and understood by the students. This technique contributes to the development of communication skills in situations close to life, as well as to the development of students' skills to participate in social activities. The working procedure typically involves 6 steps: choosing the topic and the basic situation for modeling; game planning, distribution of roles; unification of students in small groups; providing students with information and clear instructions; independent analysis of the situation by students; organization of discussion of the proposed situation.

When using situational modeling difficulties can arise at the initial stage of the activity connected with lack of initiative. So, it is important that the students would actively participate in the discussions and try to minimize their appeal to the teacher.

The teacher in interactive learning is the organizer of the learning process, a consultant, a facilitator who does not focus the learning process on himself, but provides communication between the students, their interaction and cooperation. Learning outcomes are achieved through the mutual efforts of its participants; students take responsibility for their learning outcomes [2].

References

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2. Пометун О.І. Енциклопедія інтеграційного навчання/ О.І.Пометун.– К., 2007. –144с.