APPLYING INTERACTIVE METHODS IN DEVELOPING STUDENTS' READING SKILLS

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ABSTRACT
The article is devoted to the problem of applying modern methods and techniques in developing students' reading skills in teaching a foreign (English) language. The effectiveness of foreign language teaching methods is also discussed, as it contributes to the formation and development of various abilities, skills, general educational and professional competencies that are important for a modern specialist. The author of article considers that interactive learning methods allow to intensify the process of understanding, mastering and creative application of knowledge in solving practical problems.

KEY WORDS: *reading, foreign language classes, students, learning process, skills, develop, non-philological, professional, scientific, literate, practical use, interactive, select, didactic, interactive teaching methods.*

INTRODUCTION

In a person's life and professional activity, reading plays an important role as a means of cognition and communication, as well as helping to shape his personality. In today's ever-increasing flow of information, the need for reading is obvious to any professional. Literate reading in a foreign language is all the more necessary as it contributes to a significant reduction in the time taken to obtain and process information, and thus ensures the practical use of the foreign language. A specialist of any profile, working in the national economy, should be able to review fluently the literature on the specialty, find the necessary information on the necessary question, understand the instructions for using this or that device, as well as be able to read publicistic and popular scientific literature.

Lessons on development of reading skills at a foreign language (English) lessons in a technical university, as a rule, take place purely intuitively or rather by traditional method. Consequently, at practical lessons we meet a variety of methods that range from very effective to sometimes senseless. Decisions about methodological techniques are often given to the case or the intuitive didactic skill of the teacher. Teaching reading in a foreign language should enable students to meet their needs for information contained in a foreign language text.

Moreover, knowledge of vocabulary and grammar does not play a decisive role in selecting information from a text. It is obvious that reading instruction should contain more training in reading skills than in grammar and vocabulary [8].

Accumulation of scientific and special vocabulary, assimilation of grammatical constructions starts from the first semester of studying a foreign language at university. It is necessary to start as early as possible the work on activization of communicative means, their involvement in a spoken speech of students.

At the initial stage of study the number of passively assimilated language units, as a rule, is ahead of the possibilities of their active use by students in their independent speech. Considerable semantic complexity of a statement comes into conflict with students' lack of readiness to use actively the necessary minimum of lexical and grammatical means in their own speech. One of the teacher's tasks is to teach students to combine their language skills independently in order to achieve communication objectives. Monological speech includes oral summary, excursion, report, lecture. Spontaneity of speech can only be achieved by repeatedly constructing statements from individual elements and then gradually shifting attention from the language form to the content. These details

should be constantly included in students' speeches during the training process.

Texts for learning should have an appropriate degree of difficulty, originality, a certain degree of saturation of terminological vocabulary. When selecting the literature, the teacher should prepare a set of classroom exercises as well as exercises for homework with increasing difficulties. A sentence should be built from the simple one, which includes the subject and the spoken one, to the more complex one, which contains additional members of the sentence. This approach will allow the student to move from memorizing individual words, ready-made speech samples, to constructing and combining them independently, and then to applying them spontaneously in speech.

In the process of teaching a foreign language at a technical university of a great importance is the motivation of students, which can be divided into two types. The first one is the so-called perspective motivation, i.e. awareness of distant learning objectives, its usefulness for a future work. In order to develop this type of motivation, it is necessary to explain to students how much help they can get from knowing a foreign language in the process of working in their future profession. The second type of motivation includes "procedural motivation", which causes students to be interested in carrying out educational activities. This type is the most important as it provides a high level of cognitive activity [1].

All used educational texts should be interesting to students by their content, include new valuable extra-linguistic information that meets their intellectual and individual characteristics [4]. For the development of positive motivation and the development of a general positive, personality-oriented attitude to the study of a foreign language is a favorable psychological environment in the classroom. It should be relaxed, psychological barriers that cause students to fear communication in a foreign language for fear of making mistakes should be removed.

The problem of selection of educational material to be assimilated remains topical throughout the lessons, as in a technical university text is the main source of information, as well as the basis for expressing students' own thoughts. First of all, the focus should be on the communicative means of language, which provide an exchange of scientific information that the student is studying. Since the student is constantly working with texts, acquiring reading skills and understanding of scientific specialized texts, he uses the vocabulary and grammar he finds in the text if necessary. In practice, however, it often happens that scientific texts use lexical and grammatical forms related to the

"periphery" of scientific speech and can be replaced without prejudice to frequently used.

In raising students' motivation to study a foreign language interactive methods of teaching should be applied. Interactive method ("inter" is mutual, "act" is to act) - means to interact, to be in a mode of conversation, dialogue with someone. In other words, unlike active methods, interactive methods focus on the wider interaction of learners not only with the teacher, but also with each other and the dominance of student activity in the learning process. The teacher's place in interactive lessons is limited to the direction students are taking to achieve the objectives of the class. Lessons conducted in the interactive mode, allow to include all students in the active work, ensure that each student is involved in solving problems. As a result, the weak gain some self-confidence, the strong feel the benefits, helping fellow students to understand the material [9].

While in the traditional system of education the teacher and the textbook were the main and most competent sources of knowledge, in the new paradigm the teacher acts as an organizer of independent cognitive activity of students, a competent consultant and assistant, and students receive knowledge as a result of their active cognitive activity. In the process of working interactively, they develop communication skills, the ability to cooperate and interact, and develop critical thinking, which is necessary for their future professional activity.

Modern pedagogical science is rich in a wide range of interactive approaches, among which are the following: creative tasks; work in small groups; educational games (role-playing, simulation, business games and educational games); project methods (social projects, competitions, radio and newspapers, films, exhibitions, performances); warm-ups; study and consolidation of a new material (interactive lecture, work with visual aids, video and audio materials, "student as a teacher", "everyone teaches everyone", mosaic, use of questions, Socratic dialogue); discussion of complex and controversial issues and problems ("Scale of Opinion", projection techniques, "One-two- all together", "Change of Position", "Discussion in the style of TV talk show", debates, symposium); Problem solving ("Solution tree", "Brainstorm", "Case analysis", "Negotiations and mediation", "Stairs and snakes"); cluster, comparative diagram, puzzle, targeted reading and a number of others [3].

Let us dwell in more detail on some methodological techniques applied in developing reading skills:

"Fishbone" (or "fish skeleton"): students work on the content of the read or studied material and fill in the "fish skeleton" on the following sample: head - the question of the topic, the upper

bones - the basic concepts of the topic, the lower bones - the essence of the concept, the tail - the answer to the question. Records should be short, represent key words or phrases reflecting the essence.

"INSERT" method (understood as "interactive marking system for effective reading and reflection"). When working with the text, students are divided into groups. Each receives a subtopic or part of the text for development. It is suggested to make notes in the margins ("V" - already knew, "+" - new, "-" thought otherwise, "?" - did not understand). Then there is information exchange and discussion in the group. The whole team reports on the studied topic.

"Dictation of words' meaning" method. Description: the reception of extra-active learning. An interesting way of vocabulary dictation, when the teacher dictates not the words studied in the text, but their meaning. Students must define words by their meanings and write them down. This technique requires students to have a certain vocabulary and perform a variety of lexical exercises in the preparatory phase [6].

Some rules for organizing interactive learning should be kept in mind: all participants in the educational process should be involved to some extent. For this purpose, it is useful to use technologies that allow for the inclusion of all participants in the discussion process. It is necessary to take care of the psychological preparation of participants. The point is that not everyone who comes to the class is ready to be directly involved in this or that form of work. It is said that there is a known fixation, stiffness, and traditional behavior. In this regard, warm-ups, constant encouragement of students for active participation in the work, providing an opportunity for self-realization are useful. There should not be many students learning interactive technology. The number of participants and the quality of training can be a direct factor. It is important that everyone is heard and that each group is given the opportunity to speak on a problem. Pay attention to the preparation of the workspace. The audience should be prepared so that participants can easily transplant to work in large and small groups. Some comfort should be provided for students in the room. Tables should be placed so that each student can address a small group. It is a good idea to have the materials required for creative work prepared in advance. Talk to the students about the procedure for the class and the speaking time. It is useful to recall that all participants should be tolerant of any point of view, respecting everyone's right to free speech. Divide the participants of the seminar into groups. Initially, it is better to build on a voluntary basis. Then it is appropriate to use the principle of random choice [5].

CONCLUSION

Thus, learning with the use of interactive educational technologies implies a different logic from the usual educational process: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. Interactive learning methods allow to intensify the process of understanding, mastering and creative application of knowledge in solving practical problems. If forms and methods of interactive training are applied regularly, productive approaches to mastering of the information are formed in learners, fear to express the wrong assumption disappears (as error does not entail a negative estimation) and trustful relations with the teacher are established. Interactive learning increases the motivation and involvement of participants in solving the problems discussed, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions, the learning process becomes more meaningful. Interactive learning shapes the ability to think outside the box, to see the problem situation in their own way, to justify their positions, their life values; develops such features as the ability to listen to a different point of view, the ability to cooperate, to enter into partnership, while showing tolerance and goodwill towards their opponents.

But there are also some negative aspects to the use of interactive methods. Indeed, the idea of active learning requires "reflection" and theoretical refinement. Today active learning is blamed for the lack of a clear theoretical concept, for mixing different approaches and methods under one name (in particular, there is no generally accepted classification of methods). Practitioners using active learning methods note the existence of certain barriers to their use. There are the following barriers when using active learning methods:

- difficulty in presenting a large amount of material in the classroom;
- active learning requires too much time to prepare for the class;
- it seems impossible to use active learning methods in a large classroom;
- the possibility of negative consequences: the attitude of colleagues to new approaches; the impact of student assessment on the work of the teacher.

There is another barrier - student resistance to new approaches and methods. And the more students' experience of learning activities, the more resistance they may encounter in the classroom. In my opinion, these barriers should be taken into account when planning your lesson and you should be prepared to make certain efforts to overcome them.

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