INTERACTIVE METHODS OF TEACHING

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ABSTRACT
Using an interactive approach to teaching a foreign language, it is possible to optimize the process of mastering the skills of basic foreign language communication in schools and make it more effective in the context of general education.
KEY WORDS: *interaction, intersubjective relations, mental activity, sense-creation, synthesis*

INTRODUCTION

Today, foreign language teachers in schools face an acute problem of finding ways to increase students' cognitive interest in learning the language, strengthening their positive motivation in learning. One of the possibilities of solving this problem is the use of interactive learning technology. The technology of interactive learning can be defined as a set of methods of targeted enhanced intersubjective interaction between a teacher and students, the consistent implementation of which creates optimal conditions for their development. The key concept defining the meaning of interactive methods is ―interaction‖. Interaction is understood as direct interpersonal communication, the most important feature of which is recognized as a person's ability to ―take on the role of another‖, to represent how a communication partner or group perceives it, and, accordingly, interpret the situation and design their own actions. Pedagogical interaction is an exchange of activities between the teacher and students, in which the activities of one determine the activities of others. Interactive pedagogical interaction is characterized by a high degree of communication between its participants, their communication, exchange of activities, the changing and diversity of their types, forms and techniques, focused reflection by the participants of their activities and the interaction that has taken place. Interactive pedagogical interaction, the implementation of interactive pedagogical methods aimed at changing, improving the behavioral models and activities of participants in the pedagogical process. Leading signs and tools of interactive pedagogical interaction are: polylogue, dialogue, mental activity, sense-creation, intersubjective relations, freedom of choice, creating a situation of success, positiveness and optimism of evaluation, reflection, etc. In the pedagogical interpretation, polylogue is the ability of each participant in the pedagogical process to have their own individual point of view on any problem under consideration; readiness and opportunity for participants to express this point of view; and any point of view, whatever it may be, has a right to exist. One of such effective technologies can be the inclusion of various art technologies in the teaching. Art technologies used in pedagogy and psychology are based on the use of art therapy techniques and techniques. The term "art therapy" was first used by A. Hill in 1938. In addition to this term, the following names can be used: "creative therapy", "art therapy

technologies", "art psychology", and "creative expression therapy". According to M.Y. Alekseeva, art therapy at school is understood as one of the directions in the work of teachers and psychologists, which implies the development and organization of educational activities with children, aimed at the effective development of the creative beginnings of schoolchildren. M.I. Kiselev gives a close definition, noting that art therapy is a method associated with the discovery of an individual's creative potential, the release of his hidden energy reserves and, as a result, finding them optimal ways to solve their problems.

MATERIALS AND METHODS
Theoretical and methodological bases of the research of this article are conditioned by the specifics of the material under study. General scientific and historical research methods were used. The study used the general scientific principles of knowledge - the principles of historicity, continuity, integrity and consistency.

DISCUSSION
The dialogue assumes that the participants of the pedagogical process perceive themselves as equal partners, subjects of interaction. The mental activity as an essential feature of interactive methods consists in the organization of the intensive mental activity of the teacher and students; the teacher does not translate into the minds of students of ready-made knowledge, but the organization of their independent cognitive activity; organization of problem-based learning; independent performance by students of a variety of mental operations, such as analysis, comparison, synthesis, classification, etc .; a combination of various forms of organization of mental activity of students (individual, steam room, group); the process of sharing thoughts between the participants of pedagogical interaction. Sense-making is the process of conscious creation by students and the teacher of new meanings for themselves, the content of objects and phenomena of the surrounding reality on the problem under discussion; this is the perception of the participants of the pedagogical process of the surrounding reality through the prism of their individuality, the expression of their individual attitude to phenomena and objects of life. Freedom of choice of students and the teacher consists in their conscious regulation and activation of their behavior, pedagogical interaction, which contribute to optimal development, self-development. [2] Creating a situation of success consists in the purposeful creation by the teacher of a complex of external conditions conducive to the achievement by students of satisfaction, joy, and the manifestation of a spectrum of positive emotions and feelings. Success is considered as a motive for self-development, self improvement. To create a situation of success, a variety of pedagogical tools and conditions are used. The leading condition is positive, optimistic assessment of students. Interactive methods can be classified according to their leading function in pedagogical interaction into methods: - creating a favorable atmosphere, organization of communication; - organizing the exchange of activities; - organization of mental activity; - organization of meaning creation; - organization of reflective activity. Art technologies include the use of: means of illustrative illustration (photographs, paintings, cartoons, diagrams, collages, slides); fairy tales; songs; rhyming and poems; games; cinematography; computer art; theatre performances; dance; drawing. Spontaneity, creativity is the most important component of art technology. In practical experience, the inclusion of art technology can be very useful in the process of teaching English to secondary school students. This approach allows the teacher to increase the motivation of students, and thus improve their performance. Practice shows that a child is more successful in learning the material in the classroom when he or she is interested. The use of elements of art technology in teaching a foreign language includes fantasy, imagination, intuition, creative thinking, which has a beneficial effect on the emotional state of students.

RESULTS
The technology of interactive learning can be a technological characteristic of a separate lesson, occupation, extracurricular activities. At the same time, a series or all lessons, seminars or classes in any academic discipline can be conducted online. [1, p. 69] The use of interactive methods in the pedagogical process encourages the teacher to constant creativity, improvement, change, professional and personal growth and development. After all, getting acquainted with one or another interactive method, the teacher determines his pedagogical capabilities, identifies with the characteristics of the students, the proposed content, and tries on his personality. And this innovation activity does not leave the teacher until he realizes that interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technology in the pedagogical process is a necessary condition for optimal development of both those who study and those who teach. Significant changes in various spheres of life of a modern person were also reflected in the acquisition of a future profession. This aspect is of particular relevance at the senior school age, since educational and professional activities are leading for high school students. Independent solution of the tasks arising in front of high school students is difficult.

CONCLUSIONS
Finally, it should be noted that art technologies are suitable for working with children with different abilities and in groups with mixed levels of ability, as

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they allow each child to act on their own level and be valued for their contribution individually. The application of art technologies allows making English language teaching in secondary school creative, interesting, not boring, very lively and diverse. They reduce anxiety and negative manifestations of students. By working with fairy tales you can develop all kinds of speech activities in the student. For example, it is possible to play fairy tale episodes, and thus develop speaking skills. It is possible to give the student a homework assignment to complete the continuation of the fairy tale, so that the student develops his or her writing skills. After reading the fairy tale, it is necessary to discuss the behavior and actions of the characters and, therefore, the development of speaking skills. Inclusion of songs helps to form linguistic competence of students, develops pronunciation skills. The content of the lyrics and poems helps to expand the active word count of the students. Observations confirm the opinion of G.A. Podgorneva that the illustrative visualization stimulates activity and interest among students. The main functions of visualization are to increase the motivation of students, the development of creative imagination and thinking, and the assimilation of educational material. Working with visual material stimulates students to speak, and listening. Various verbal and non-verbal visual aids used by the teacher in the classroom help to preserve the meaning in the memory of children that they need to convey or receive.

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