

## THE USE OF INTERACTIVE METHODS IN THE FORMATION OF DIALOGIC SPEECH SKILLS IN FOREIGN LANGUAGE LESSONS

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### Abstract

This article discusses several interactive methods which are utilized in foreign language lessons.

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Of all types of speech activity, which include listening, speaking, reading, writing, the most natural form of speech activity - oral form - in its main design - dialogical speech. Analysis of the definitions of dialogue allows us to highlight the psychological and linguistic characteristics of dialogical speech, as well as extra linguistic and communicative features that are closely interconnected and can be differentiated very conditionally.

The benefits and effectiveness of the strategy interactive learning is possible only with its direct implementation in pedagogical activity. Existing at present time, a variety of methods of interactive learning allows you to carry out this process quite successfully. As mentioned earlier, it is difficult to classify interactive teaching methods, since the choice of one or another method depends on many factors. However, it is possible to single out a classification that includes the following groups of interactive teaching methods:

- non-imitation;
- Simulation (game and non-game simulation methods of teaching).

Non-simulation teaching methods include the following: problematic seminar, thematic discussion, brainstorming storm”, round table, etc. When using simulation methods learning creates an unreal environment or situation that helps learners to adapt to the real professional environment.

Non-game simulation methods of teaching include the following: solution of production and situational problems and exercises, method cases, micro situation method, game design, informational labyrinth, group discussions, watching videos of games with analysis and discussion, modeling of specific problems, etc.

The game simulation methods of teaching include the following: "acting out" the situation in roles, simulation games, role-playing, business, organizational and activity, innovative, search and approbation, problem-based business games, creative interactive methods (method synectics,

association method, Delphi method), computer game simulation methods, etc.

Despite the above classification, the list of interactive methods in a foreign language lesson can be replenished, tk. every teacher is able to come up with and implement in the educational process effective methods of organizing the speech interaction of students. Necessity the use of interactive teaching methods can be explained by the fact that whenno more than 20% of the information is assimilated by the lecture presentation of the material, with discussion training - 75%, and when conducting, for example, a business game about 90% of the information is assimilated. Let's look at some of interactive methods used in foreign language lessons with the purpose of forming the skills of dialogical speech:

#### *Carousel*

"Carousel" is an interactive method of work, during which two rings are formed: inner and outer. The inner ring is formed students sitting motionless, and in the outer ring, students every a few seconds/minutes (depending on the teacher's setting) change. Thus, students have time to speak in a certain time several themes/questions. This method of work allows you to work well etiquette dialogues, the topic of dating, nationality, conversation in public place, etc. Because the lesson goes on like this dynamically, students enthusiastically talking achieve certain results.

#### *Brainstorming (brainstorm)*

Brainstorming method (brainstorming, braine storming) - an operational method of solving a problem based on incentives creative activity, in which the participants in the discussion are offered express as many possible solutions as possible, including the most fantastic. Then, from the total number of ideas expressed, they select the most successful, which can be used in practice. Cerebral assault is one of the most popular methods of stimulating activity widely used in many organizations for search non-traditional solutions to a wide variety of problems.

#### *Aquarium*

Reception "Aquarium" is a "performance", where the audience act as observers, experts, critics or analysts. Several students act out the situation, while the rest observe and analyze it. Roles can be offered, as the teacher himself, naturally in secret from the audience, or the students themselves can choose, for example, that subculture, whose views they share and wish to present/discuss.

#### *Brownian motion*

Reception "Brownian movement" involves the movement of students along class in order to collect information on the proposed topic. Each member receives a card with a list of questions/settings, for example: "Interview your classmates what subculture they belong to or share ideas with" or "Who can help teenagers cope with their problems?" The teacher helps to formulate answers and ensures that the interaction is conducted in the target language.

#### *Role-playing game*

A role-playing game is a speech, game and learning activity simultaneously. From the point of view of students, a role-playing game is a game activities in which they act in different roles. Training the nature of the game is often not realized by them. For the teacher, the goal of the game is formation and development of speech skills and abilities of students. Role-playing game controlled, its educational nature is clearly understood by the teacher. Because the role-playing is based on interpersonal relationships, it causes the need for communication, stimulates interest in participation in it on foreign language, i.e. performs a motivational function. The role-playing game is largely determined by the choice of language means, promotes the development of speech skills and abilities, allows you to model communication of students in various speech situations. In other words, it is an exercise in mastering skills and abilities in conditions of interpersonal communication. In this regard, role-playing provides

learning function. The role-playing game forms the ability of schoolchildren play the role of another.

#### *Decision tree*

The class is divided into several groups with the same number of students. Each group should discuss this issue and take notes on their "tree", after that the groups change places and add their ideas in the trees of the neighbors. After that, having exchanged "trees" again, each. The group defends its point of view on this issue, citing arguments. Also often used is such a form of interaction as "Borrow position." A statement is read and the students must approach a poster with the word "YES" or "NO", explaining their position.

To sum up, every teacher use such kind of methods or diversity games in their lesson, all students take their consideration to their teachers and also the lessons will be more fascinating and clear for all students.

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