THE USE OF MODERN METHODS OF INTERACTIVE TECHNOLOGY IN ENGLISH TEACHING FOR CORRESPONDENTS AND EDUCATIONAL ACTIVITIES

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ANNOTATION

The article underlines the importance of introducing interactive teaching methods into the educational process. The focus is on teaching English to part-time students. The author emphasizes that it is not enough for new-generation teachers to be competent in their field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. The author considers several interactive methods, the introduction of which will help achieve the goal of improving the efficiency of the educational process and achieving high performance for all students.

Base words: interactive teaching methods, educational process, equality of arguments, author emphasizes, acquaintance, agreement.

In the current period of development of society, knowledge of the English language becomes very important. There is no need to convince anyone of the need to learn a foreign language, life itself testifies to this. TV shows are conducted in English, the scientific literature is published, modern songs are played and foreign films are shown, instructions for various household appliances are also written in English, etc. If there is a translation, then in most cases it is not always correct, and therefore it is English learning very relevant. But to make the language learning process more effective, you need to use interactive teaching methods. The introduction of interactive forms of education is one of the most important areas for improving

student education in modern universities. It is not enough for a teacher of modern times to be competent in his field of knowledge, it is necessary to use methodological innovations in the educational process, which today are associated with the use of interactive teaching methods. Interactive learning is based on students' direct interaction with their own experience and that of their friends [2].

The goal of interactive learning is to increase the effectiveness of the educational process in which all students achieve high learning outcomes. Let's look at this question using the example of part-time foreign language teaching, especially English. Interactive training involves immersing part-time students in a real environment of business collaboration to solve problems and develop the necessary qualities of a future specialist. All those involved in the educational process interact with each other, exchange information, solve problems together, and model the situation.

- The use of interactive forms of learning when working with distance students has a number of advantages, namely:
- the students are no longer included in the learning process as passive listeners, but as active participants;
- increasing the motivation of this category of trainees to study the subject;
- Mastery of modern technical training tools;

Education and development of skills to work independently, obtain information and productively apply the acquired knowledge in practice.

It should be noted that the educational process with distance students, based on the use of interactive technologies, aims to involve all students in the educational process, regardless of their language level. Joint activity means that all participants exchange information and ideas. With such classes, an atmosphere of free communication is created, which is characterized by cooperation between participants in the educational process, equality of arguments, accumulation of common knowledge, fair evaluation, and mutual control. Let's consider a set of interactive teaching methods, the introduction of which will help to achieve this goal, increase the effectiveness of the educational process and achieve results for all students.

Group discussion The group discussion is usually conducted on a specific topic and serves to find a solution and improve understanding. Group discussions contribute to better assimilation of what has been learned. In the first phase of the group

discussion, part-time students are given a time-limited task in which they have to prepare a reasoned, detailed answer. The teacher can set certain rules for group discussions implementation of an algorithm to determine a common opinion; Appoint a leader to lead the group discussion;

In the second stage, such discussions with the teacher lead to group decisions. A kind of group discussion is a round table, the purpose of which is to exchange information about problems and one's understanding of this topic, to learn about experiences and achievements in this field.

Training

Training is a form of interactive learning, the purpose of which is to develop interpersonal communication skills and professional behavior in communication. The advantage of the training is that all participants are actively involved in the learning process.

Training requirements:

• the optimal number of participants is 15-20 people, according to the number of participants in the audience, which contributes to the active cooperation of its members;

• familiarizing participants with the objectives of this lesson at the beginning of the training;

• conducting a training exercise "acquaintance" at the first lesson and accepting an "agreement", that is, the rules of the group's work;

    • creating a friendly atmosphere of trust and maintaining it throughout the training;

    • inclusion of all participants in active work during the training;

    • respect for the feelings and opinions of each participant;

    • technical support of the educational process;

    • effective combination of theory and interactive exercises;

• mandatory summing up of the training results after the completion of the training

The teacher conducting the training must have psychological and pedagogical knowledge and be able to skillfully use it in the learning process, know the methods of obtaining information, collect it and present it to the participants, and influence their behavior and relationships.

Discussion. During the discussion, participants should discuss issues publicly or freely exchange knowledge, opinions, and ideas on controversial issues. Its essential

feature is the combination of dialogue - discussion, and debate - the clash of different points of view and positions. Discussion is person-centered learning. It is characterized by the active interaction between the students and by the intensive, personality-oriented learning on the part of the teachers. The benefit of the discussion is that it shows how well the group understands the topic. Each conversation usually takes place in three phases:

1. Description of the problem;
2. The solution to this problem;
3. Summarize results.

The first stage is the adaptation of the participants to each other, through which it is possible to formulate the problem, the goals of the meeting, and the rules and rules of the debate. In the second stage, the participants speak, answer questions, and collect as many ideas and suggestions as possible, the teacher suppresses the personal ambitions of the panelists and deviations from the discussion of topics. And the third stage is the analysis of the results of the discussion, the coordination of opinions and views, and the joint formulation of decisions and their adoption. During the discussion, the students can either complement or confront each other [1]. Depending on the task, the form of discussion chosen by the teacher can be a combination of different forms of discussion (classic discussion, urgent discussion, text discussion, problem discussion, role play, round table). The advantage of discussion is that for a short period (and the number of hours is limited for part-time students), discussion allows the teacher to model real-world problems, develop students' ability to listen and share their thoughts with other participants share, interact and analyze the real situation, separate important from unimportant.

Therefore, the discussion provides an opportunity to understand and assess the diversity of existing views on each topic, and to conduct a comprehensive analysis of each of them, having heard the individual opinion of each participant in the discussion on this topic. This form of working with students is very important and productive because in the conversation they acquire the communication skills they need for their professional development.

The method of brainstorming. This is a fairly popular method of solving problems by stimulating creative activity. In this method, the teacher invites a group of students to provide as many answers to the question as possible. The brainstorming takes place in three phases [1]. In the first phase, the group is given a problem. One by one, participants make precise and concise guesses, and the teacher writes their

ideas on a blackboard or poster without comment. In the second phase, these ideas are discussed and points of view are exchanged. In this phase, the group must find a way to use or improve on their ideas. In the third phase, the group presents the results of the work. For the brainstorming, the participants can be divided into several groups: Idea providers who formulate different solution proposals for the problem; critics trying to find negativity in the proposed ideas; Analysts linking the developed proposals to real conditions, taking into account critical comments, etc.

Problem-based learning in the context of problem-based learning, not only the pedagogical problem or problem is important, but also the skillful questioning by the teacher. Questions about organizing student activities help them reproduce the information obtained from memory and perform reproductive actions. This stimulates the trainees' creative thinking so that they can discover and acquire new knowledge, skills, and abilities.

Therefore, the considered methods are aimed at increasing the efficiency of mastering the material studied by students and stimulating them to study and master new knowledge. These methods can be used not only for distance students in the teaching of a foreign language (English) but also for the study of other subjects in all educational institutions with different levels of education.

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