The Use of Interactive Methods in Learning the Russian Language

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Annotation:

The article discusses the use of interactive methods at the initial stage of learning a foreign language. The article analyzes modern pedagogical approaches aimed at activating the educational process, increasing students' motivation and developing communication skills.

Keywords: methods, interactive teaching methods, learning in collaboration, game technology, interactive activity, psychological comfort.

Introduction

In recent years, foreign language teachers have gained more freedom in choosing educational materials, creative approach to the content and implementation of program requirements. Despite the variety of modern teaching methods, technologies and methods based on a personality-oriented approach play a leading role. They must create a favorable atmosphere in which the student feels confident and comfortable, arouse his interest in learning the language, motivate him to put into practice the acquired knowledge and develop the desire to learn, which contributes to the successful development of the subject. Take into account the individual characteristics of the student, involve him in the learning process on emotional and sensory levels, focus on his real needs, as well as develop his speech, cognitive and creative abilities. To activate the student to actively participate in the learning process, making him a key figure able to interact with other participants in learning.

Organize learning situations in which the teacher takes a back seat, and the student realizes that learning a foreign language is directly related to his personal interests and individual needs, and not only to the teaching methods and means offered by the teacher. Include various forms of learning activities in the classroom — individual, group and collective, which maximize the activity of students, the development of their independence and creative thinking. All these criteria can be implemented through the use of interactive forms and teaching methods that open up new

opportunities for establishing interpersonal interaction through dialogue in the process of learning educational material. Interpersonal relationships inevitably form in study groups, and their nature largely determines the success of learning activities.

Results. Well-organized student interaction based on educational materials can significantly improve the effectiveness of the educational process. It is generally accepted that communication in the process of learning a foreign language can be "one-sided" and "multilateral". In the first case, it refers to the organization of the educational process, in which "the teacher asks, i.e. encourages the student to engage in speech activity - the student responds." This process is based on the "stimulus-response" scheme. Such a learning paradigm is characterized by the widespread use of so-called frontal forms of work. In modern practice of teaching a foreign language, various forms of collaborative learning are successfully used, which involve students in interactive activities in the classroom. The main idea of this approach is to create conditions for active collaborative learning in various learning situations. If students with different levels of education are brought together and offered a common task, assigning roles in teamwork, each student will not only be responsible for their part, but also participate in achieving the overall result. In such conditions, there is mutual control, counseling, assistance to weaker students from the strong, as well as an in-depth. The formation of an effective and sociable group in foreign language lessons is especially important at the initial stage of learning. Groups should include both boys and girls. Before organizing work in small groups and offering assignments, it is necessary to carefully prepare children for this new format of interaction for them. The task of the preparatory stage, as a rule, is to determine the level of psychological readiness of students to learn using new pedagogical technology, create conditions of psychological comfort and success situations for students.

Collaborative learning technology, being a technology of developmental learning, involves "awakening and triggering" the needs for self-actualization, self-realization, and self-improvement, that is, what we hope to develop in children. It is important to strive for the diverse participation of each student in the activity. It is unacceptable for one student to play the same role for several lessons. Equal interaction promotes the exchange of knowledge, skills and abilities while independently solving the simplest communicative and cognitive tasks. Since communication within and between groups is mainly conducted in a foreign language (the use of the native language is possible when performing grammatical tasks at the skill formation stage and when checking homework), at the preparatory stage it is necessary not only to familiarize students with the stages of group work and its specifics, but also to prepare them for interaction in a foreign language, explaining the features speech communication. To help the teacher, samples of small group work memos for younger students can be offered. Memos are issued on sheets for individual use (for everyone on the table), as well as on separate posters for placement in the classroom. [2]

Conclusion

The organization of collaborative learning at the initial stage requires special preliminary training, taking into account the psychological characteristics of student interaction in small groups. In this regard, the preparatory stage is of great importance for students to understand the specifics of learning using new technology, identify motives for cooperation, partner qualities, and create an atmosphere of psychological comfort for children. Involving students in interactive activities, as well as increasing motivation to learn a foreign language, can be achieved through the use of game technology in teaching. Game technology, especially at the initial stage of learning a foreign language, ensures the unity of emotional and rational learning. The game corresponds to the natural needs and desires of the child and is a unique means of nonviolent learning. The game does not replace traditional forms and methods of teaching, but significantly increases their effectiveness in achieving the goals of the lesson and the entire learning process. It helps to increase students' interest in classes, activates their cognitive activity, which helps them to assimilate more

information and develop decision-making skills in various situations. Game interactions create conditions for informal communication, contribute to the disclosure of personal qualities of students and strengthen their self-esteem Thus, the use of games in the educational process helps to achieve many educational goals:

➢ stimulating motivation and interest in the field of the subject of study; in general educational terms; in continuing to study the topic;

➢ maintaining and strengthening the significance of previously obtained information in a different form; facts, systemic understanding; increased awareness of various opportunities and problems; consequences in the implementation of specific plans or opportunities;

➢ development of skills: critical thinking and analysis; decision-making; interaction; specific skills (generalization of information);

➢ Changing attitudes: social values (competition and cooperation): perception of the interests of other participants;

➢ Self-development or development thanks to other participants; the teacher's assessment of the same skills of the participants; awareness of their own level of education, acquisition of leadership qualities. [5] Games help to relieve psychological stress and overcome the language barrier. They allow the teacher to check the topic's assimilation in a relaxed atmosphere, identify gaps in students' knowledge, and evaluate their practical skills. One of the key advantages of games is the collective form of work, but the most important thing is to create a friendly atmosphere and a situation of success for each student. The effectiveness of an interactive learning strategy can be assessed only in the process of its practical application. The variety of modern methods of interactive learning makes it possible to successfully implement this approach in pedagogical practice.

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