BASIC METHODOLOGICAL PRINCIPLES OF AN INTERACTIVE APPROACH TO TEACHING ENGLISH AT SCHOOL

MUSSABEKOVA Aigul Amirzhankyzy
Senior Lecturer
BARYSSOVA Nazira Tabanovna
Senior Lecturer
BEISENBAYEVA Aiman Asilbekovna
Senior Lecturer
South Kazakhstan State Pedagogical University
Shymkent, Kazakhstan

This one talks about the peculiarities of the methodological principles of interactive teaching of the English language at school. The effectiveness of the learning process depends on an integrated approach to the learning process on a communicative-situational basis.
Key words: methodological principles, learning process, communicative-situational basis, differentiated approach, variability.

In accordance with the international standards the main goal of trilingual education is to create the necessary conditions (essential prerequisites) for the simultaneous (contemporaneous) acquisition of three target languages by Kazakhstan citizens.

Kazakh (T1), Russian (L2) and English (L3) languages are the target languages in Kazakhstan according to the model of trilingual education:

− the Kazakh language is the state language, the possession of which promotes/contributes to the successful civic integration;

− the Russian language is the language officially used on an equal basis with the Kazakh language;

− the English language is the language used as a mean of integration into the world economy.

The Language Standard is a framework document which defines the common border (fundamental aspects) of teaching three target languages for the students in secondary school.

The Language Standard defines the main approaches and principles of teaching three target languages:

− and in this regard, a special role is assigned to the main methodological principles of an interactive approach to teaching English;

− mutual communication in a foreign language in order to accept and produce authentic information that is equally interesting for all participants, in a situation that is important for everyone;

− joint activity, characterized by the relationship of three objects: the producer of information, the recipient of information and the situational context;

− change in the traditional role of the teacher in the educational process, the transition to a democratic style of communication;

− reflexivity of teaching, conscious and critical understanding of the action, its motives, quality and results, both on the part of the teacher and the students [2, p. 31-33].

− At the same time, the effectiveness of the learning process depends on the implementation of the following principles:

− an integrated approach to the learning process on a communicative-situational basis;

− interactivity;

− a differentiated approach;

− taking into account individual characteristics;

− variability of the operating mode;

− problematic (both in the organization of educational materials and the educational process itself).

The principle of communicative-situational learning provides for the use of a complex of communicative situations aimed at the development of the student's speech, which contributes to «overcoming the abrupt transition from educational conditions to natural communication due to the formation of strong associative links among students». At the same time, English classes are not divided by aspects, but are complex. The principle of interactivity assumes that in the course of the educational process,

students not only acquire educational and professionally significant knowledge and skills, but also «change themselves as a result of their performance of subject actions» [3, p. 29-31].

The principle of an integrated approach is implemented in the use of all types of speech activity (including speaking) when teaching translation.

The use of the principle of problematicity in teaching means that «knowledge is not presented to the learner in a deterministic, complete form, intended only for memorization, but is given in the dynamics of the transition from ignorance to knowledge, with the active participation of the learners themselves in obtaining part of this knowledge as a result of independent work on the solution specially selected problematic tasks». The principle of problematicity plays an important role in the formation of interest in the content of education and the learning activity itself, which, in turn, increases learning motivation and enables students to show mental independence and initiative.

The principle of variability of the mode of work provides for the exchange of professionally significant information at the group and individual levels, as well as the combination of classroom and homework using modern means of communication.

Combining the principle of a differentiated approach with the principle of taking into account individual characteristics, the teacher becomes more free in the choice of methodological techniques and a variety of stimuli that can maintain the motivation and mental activity of students throughout the entire period of study [4, p. 45-46].

It has been proven by psychologists that play «justifies» the transition to a new language. It is both an interesting type of work for a student and an analogue of language exercises for a teacher, thanks to which the skills of all types of speech activity are developed. But the new social order influenced the revision of the goals of education in general and teaching English in particular. Until the last moment, the goal of school education was to develop skills and abilities, but now a new type of personality with 5 competencies is in demand:

– social;

– tolerance;

– communicative;

– information;

– competence that realizes the desire to learn throughout life.

Changes in activity in the classroom caused by the use of active learning methods require the student to «enter the unknown»: neither new rules of activity, nor algorithms of actions are presented in his life experience, his new status in a changed situation is not defined. Previously, he was completely subordinate to the teacher, but now he is expected to show activity, express his thoughts, ideas and doubts; solving educational tasks and problems that often do not have a single correct answer. The rules of interaction with the teacher and classmates, norms of self-esteem, methods of analyzing their educational activities are subject to revision. The student has yet to discover, define and construct all this.

In order for the process of adaptation to new methods of work to begin and be successful, the student must go beyond the previous framework of the «comfort zone», expand its boundaries, and feel safe in the new situation. Overcoming fears, uncertainty in front of a new situation, understanding and acceptance by the student of new requirements will, in turn, affect the effectiveness of his educational activities.

Business aspect: Topic, content, concepts, tasks, time, assignments, control.

Socio-psychological aspect: Fear, insecurity, likes, dislikes, trust, tolerance, intolerance, status, safety.

Based on the results of our analysis, it can be argued that in the activities of any group of students, two aspects (business and socio-psychological) can be distinguished, which are closely interrelated and affect the educational process.

The business aspect contains:

– the work of students on the content of educational material;

– their fulfillment of various educational tasks;

– receiving and storing information.

This aspect, as it were, «lies on the surface», therefore, in his activities, the teacher most often focuses on it: whether the student has learned the educational material or not, completes the task or not, behaves in a disciplined manner or not. If a teacher in his activity takes into account only the

business aspect, then this threatens to result in a demand for a result «at any cost».

In this regard, we will consider in more detail the socio-psychological aspect, which includes:

‒ desires and fears of students;

‒ feelings and experiences of students;

‒ likes and dislikes;

‒ an atmosphere of trust or mistrust;

‒ a sense of security.

The effectiveness of activities at the business level depends primarily on well-being in the socio-psychological aspect.

The student is active if he is not afraid of the atmosphere of the lesson, which is formed from various aspects of the teacher's activities and himself. A student is active if there is no criticism of his personality from the teacher or comrades in the lesson, and the comments are constructive and relate, first of all, to the results of the activity. He feels safe if any of his contributions to the educational process are welcomed. Only in the absence of fear of the new that the teacher offers him, the student will allow himself to experiment with models of behavior, finding the optimal version of his behavior in the classroom, defining his role in the overall work, choosing and forming his position, his point of view, «constructing» his knowledge [5, p. 40-42].

Thus, in order to achieve a balance between the business and socio-psychological aspects of educational activities, it is necessary to create an atmosphere of comfort and safety. A favorable psychological atmosphere, in our opinion, contributes to the gradual acceptance by students of a new situation for them, created by the methods of interactive teaching.

The implementation of the strategy of active learning in the educational process requires, in our opinion, the teacher to create certain conditions that provide a variety of opportunities for organizing the educational process. These pedagogical conditions include:

1. The psychological atmosphere created in the classroom.

2. Norms of teamwork, developed by the teacher together with the students.

3. The type of communication implemented in the educational process.

4. Various materials that the teacher and students can use in their activities in the classroom.

Thus, at the present stage, the main structural unit of the educational process in a foreign language – a lesson / lesson is considered as a complex act of communication, the main goal and content of which is practice in solving problems of interaction between the subjects of the pedagogical process, and the main way to achieve the goal and master the content is motivated communicative tasks of varying degrees of complexity.

As our own experience of teaching a foreign language and the experience of numerous practicing teachers show, it is not always possible to organize speech interaction in the lesson using traditional methods and forms of work. The main methodological innovations today are associated with the use of interactive methods and techniques for teaching a foreign language. Interactive methods – methods to learn how to interact with each other; and interactive learning is learning based on the interaction of all students, including the teacher. However, in the latter case, the nature of the interaction changes: the teacher's activity gives way to the students' activity.

The essence of interactive learning consists in a special organization of the educational process, when all students are involved in the learning process. The joint activity of students in the process of mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to gain new knowledge, but also transfers cognitive activity to higher forms of cooperation and cooperation [6].

In general, it should be noted that all interactive methods and techniques develop communication skills and abilities, help to establish emotional contacts between students, teach to work in a team, listen to the opinions of their comrades, establish closer contact between students and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension in schoolchildren, makes it possible to change the forms of activity, to switch attention to the key issues of the lesson topic.

Ultimately, the quality of the presentation of the material and the efficiency of its assimilation, and, consequently, the motivation for learning a foreign language on the part of students increases significantly.

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ОСНОВНЫЕ МЕТОДИЧЕСКИЕ ПРИНЦИПЫ ИНТЕРАКТИВНОГО ПОДХОДА К ОБУЧЕНИЮ АНГЛИЙСКОГО ЯЗЫКА В ШКОЛЕ

МУСАБЕКОВА Айгул Амиржанқызы
старший преподаватель
БАРЫСОВА Назира Табановна
старший преподаватель
БЕЙСЕНБАЕВА Айман Асылбековна
старший преподаватель
Южно-Казахстанский государственный педагогический университет
г. Шымкент, Казахстан

В статье рассказывается об особенностях методических принципов интерактивного обучения английскому языку в школе. Эффективность процесса обучения зависит от комплексного подхода к процессу обучения на коммуникативно-ситуативной основе.
Ключевые слова: методические принципы, учебный процесс, коммуникативно-ситуативный базис, дифференцированный подход, вариативность.