

INTERACTIVE METHODS OF TEACHING AT THE UNIVERSITY AS A PEDAGOGICAL INNOVATION

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The article deals with interactive forms and methods of training, features of their application, the overall results and effects of interactive learning.

Key words: interactive methods of training, dialogue training, interactive technologies.

The ongoing changes in the system of higher education are due to movement towards innovative personal-developing paradigm of education, the need to use the intellectual and creative potential of man for creative activity in all spheres of life.

One of the most important elements of the complex transformation of the sphere of higher education is the transition to a two-level system of training with the mandatory implementation of the competence approach and the system of credits. Analysis of Federal state educational standards, regulatory documents showed that such a transition of the education system entails changes in the requirements for educational process. One of these changes is the requirement to use interactive teaching methods in the process of teaching students.

Interactive teaching methods are one of the most important means of improving the professional training of students in higher education. It is no longer enough for a teacher to be merely competent in the field his discipline, giving theoretical knowledge to the audience. Several are needed a different approach to the modern educational process.

Interactive methods (from the English. inter-

action – interaction, impact on each other friend) – teaching methods based on the interaction of students with each other. Interactive learning is a special form of organization of cognitive activity, a method of cognition carried out in the form of joint activity students'. All participants interact with each other, exchange information, jointly solve problems, model situations, and evaluate the actions of others and their own behavior, immersed in the real atmosphere of business cooperation to solve the problem [1, p. 302]. One of the goals is to create comfortable learning conditions, such that the student feels his success, his intellectual solvency, which makes the learning process itself productive.

The educational process is organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. Feature of interactive methods is a high level of mutually directed activity of subjects of interaction, emotional, spiritual unity of participants.

Interactive activities in the classroom focus on five main elements: positive interdependence, personal responsibility, facilitating inter-

action, teamwork and teamwork skills.

Compared to traditional forms of teaching, the interactive the interaction between the teacher and the student changes: the activity of the teacher gives way to the activity of the students, and the task of the teacher becomes the creation of conditions for their initiative [2, p. 97].

Interactive means the ability to interact or be in conversation, dialogue with something (such as a computer) or someone (human). Therefore, interactive learning is, first of all, interactive learning, in which interaction is carried out.

In the course of dialogue training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people. For this purpose on occupations pair and group work are organized, research projects, role-playing games are applied, there is a work with documents and various sources of information, creative works are used.

The student becomes a full participant in the educational process, his experience serves the main source of educational knowledge. The teacher does not give ready knowledge, but encourages ready for self-search and serves as an assistant in the work. First of all, interactive forms of classes:

- arouse students' interest;
- encourage active participation of everyone in the educational process;
- appeal to the feelings of each student;
- contribute to the effective assimilation of educational material;
- have a multifaceted impact on students;
- carry out feedback (the response of the audience);
- form students' opinions and attitudes;
- form life skills;
- contribute to behavior change.

Learning with the use of interactive educational technologies involves a different logic from the usual educational process: not from theory to practice, but from the formation of a new experience to its theoretical understanding through application [3, p. 112].

T.S. Panina and L.N. Vavilova distinguish the following General results and effects of interactive learning:

1. Interactive learning methods allow to in-

tensify the process understanding, assimilation and creative application of knowledge in solving practical problems tasks'. Efficiency is ensured by more active inclusion of students in the process of not only receiving, but also direct ("here and now») use of knowledge. If the forms and methods of interactive learning are used regularly, then students form productive approaches to mastering thus, the fear of making a wrong assumption disappears (because the error does not entail a negative assessment) and confidence values are established relationship with the teacher.

2. Interactive training increases motivation and involvement of participants in the solution of the discussed problems, which gives an emotional impetus to the subsequent search activity of participants, encourages them to concrete actions, the process of learning becomes more meaningful.

3. Interactive training forms the ability to think extraordinary, therefore to see the problem situation, exits from it; to justify their positions, their life values; develops traits such as the ability to listen to other point of view, ability to cooperate, to enter into partnership communication, showing at this tolerance and goodwill towards their opponents.

4. Interactive learning methods allow the transfer of methods organization of activities, get new experience of activities, its organization, communication, experiences. Interactive activities provide not only growth knowledge, skills, methods of activity and communication, but also disclosure it is a necessary condition for the formation and improvement of competencies through the inclusion of participants in the educational process in a meaningful experience of individual and collective activities for the accumulation of experience, awareness and acceptance of values.

5. The use of interactive learning technologies allows you to control the assimilation of knowledge and the ability to apply the knowledge, skills and skills in different situations more flexible and humane.

6. Result for a particular student:

- experience of active development of educational content in cooperation with the educational environment;
- development of personal reflection;

- development of new experience of educational interaction, experiences;

- development of tolerance.

7. Result for small group training:

- development of communication and interaction skills in a small group;

- formation of value-oriented unity of the group;

- encouragement to flexible change of social roles depending on a situation;

- adoption of moral norms and rules of joint activity;

- development of skills of analysis and introspection in the process of group reflection,

- development of the ability to resolve conflicts, the ability to compromise.

8. The result for the system «teacher-a group»:

- non-standard attitude to the organization of the educational process;

- multidimensional development of educational material;

- formation of motivational readiness for interpersonal interaction not only in educational but also in extracurricular situations.

Currently, a fairly large number of interactive technologies have been developed, among which are such as the technology of working in pairs or triples, the technology «Aquarium»; the technology «Brownian motion»; the technology «decision Tree», the technology «Carousel»; the technology «Brainstorming» all of them are aimed not only to transfer a certain amount knowledge, but also contribute to the establishment of emotional contacts between students; the development of communication skills; provide students with the necessary information, without which it is impossible to implement joint activities; teach to work in a team, listen to others' opinions.

The technology of self-presentation also contributes to the formation of professional competencies. The essence of the technology of self-presentation is to convey important and necessary information to the listener's consciousness with the help of special means, to state one's position, opinion and point of view in a reasoned manner [4, p. 82].

The use of self presentation technology is determined by the need to prepare the future specialist for public speaking and writing a text

about yourself at the stage of competitive selection for employment. In this regard, its introduction into the practice of higher education should help students in the following:

- learn General and specific principles of presentation construction;

- master the algorithm of preparation of materials for the speech;

- navigate the means and methods of effective presentation of information;

- identify the advantages, nuances and complexities of public communication;

- analyze the quality of materials prepared for the presentation.

Public speeches, which aim to convey the author's position, it can be divided into three types: the final result of the presentation, the degree of personal interest, the breadth of the message.

According to the final result, there is an informing (has a review character) and promoting (directs attention to the winning sides of the message, advantages and advantages) presentation.

According to the degree of personal interest, there are personal and public presentations. The latter are focused on the presentation of facts having relation to the collective point of view.

By the breadth of the message, presentations can be General and discrete. General differ versatility and diversity of information, as directed on the formation of a holistic view of the subject of discussion. Discrete the presentations cover only the part of the issue that is aimed at achieving the specific goal set by the student.

The most frequent situations in which self – presentation is required are oral and written introductions.

It should be remembered that written presentations include not only "biographies" (summaries), but also any documents provided to the audience: reports, theses, reports, notices, letters, etc. Their preparation requires a certain skill that allows you to focus information in a limited time, to achieve the best order of the main thoughts and the selection of arguments for mutual understanding with the audience.

The presentation includes two important aspects: the content and the implementation process. Together, they determine the result-the quality of achieving the goal. Each of them sepa-

rately represents technology of preparation and implementation of public performance in practice.

Interactive technologies are closely related to information technologies, distance education, using Internet resources, as well as electronic textbooks and reference books, electronic notebooks, work online, etc. the Level of development of modern computer telecommunications allows participants to enter into an interactive dialogue (written or oral) with a real partner, as well as make possible an active exchange of messages between the user and the information system in real time [5, p. 56].

Interactive classes in the form of a video conference provide new opportunities for interaction of participants of the educational process. Videoconference – it is a technology that allows all subjects of the educational process to see and hear each other, exchange data and jointly process them in the interactive mode, using the capabilities of the computer familiar to all, bringing communication at a distance as close as pos-

sible to real live communication.

The preparation and implementation of a video conference depends on the purpose of the conference, the audience for which it is intended. To successfully organize a video conference, it is necessary to take into account technical, organizational and content aspects. At the same time, the organization of the educational process in the form of a video conference imposes additional requirements to psychological, pedagogical, methodical teacher training, and the level of his information culture. Interactive the dialogue, implemented in the context of a video conference allows you to make the transition to qualitatively new level of pedagogical activity, significantly increasing it didactic, informational, methodical and technological possibilities.

Thus, the introduction of interactive teaching methods is one of the most important directions of improving the training of students in a modern University and a prerequisite for the effective implementation of the competence approach.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ В ВУЗЕ КАК ПЕДАГОГИЧЕСКАЯ ИННОВАЦИЯ

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В статье рассматриваются интерактивные формы и методы обучения, особенности их применения, общие результаты и эффекты интерактивного обучения.

Ключевые слова: интерактивные методы обучения, диалоговое обучение, интерактивные технологии.