L.A. Bulekbayeva,  
Kazakh State Women’s Teacher Training University  
Kazakhstan

INNOVATIVE AND INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGE

Competence-based approach in the system of higher is intended to increase attention to the effective and technological formation of professional competences. Professional competence we understand as a personal education that determines the productivity of professional tasks and includes knowledge, skills and professionally significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as “knowledge”, “ability”, “skills” and “experience” by its integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem.

Such a definition of professional competence requires significant changes in the pedagogical support of the university curriculum, filling it with teaching methods which could provide the training of future specialists with the required comprehensive result. The traditional methods of the university educational process (lecture, explanation, exercise, etc.) are certainly important for professional development. However, their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed. Therefore, we believe that innovative education should focus on the student's independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative—as well as flexible training programs where students can work in a comfortable rhythm.

The main objective of teaching foreign languages is forming and developing communicative culture of students, teaching practical mastering of foreign language. The task of the teacher is in creating conditions of practical mastering the language for each student, to choose such training methods which would allow each student to show his activity and creativity.

Interactive methods provide the mechanisms to enable group members to explore, on a regular basis, the reasons they are doing their work and why it is important. They provide people with opportunities to consider and share the experiences, understandings, and commitments that brought them to the group. Being in touch with these fundamental elements is critically important if group members are to be invested in the group’s work and motivated to make difficult decisions, resolve disagreements, and apply energy and focus to their work.

Interactive techniques can be used to help a group define its own dynamics and its own problems—the first step in moving through the issues and toward the group’s goals. When tension between people, general stress, or individuals’ personal issues or behaviors are impeding a group’s functioning, these can be dealt with most effectively when the group itself, rather than the leader, articulates the problems. Interactive techniques can be used to help a group define its own dynamics and its own problems—the first step in moving through the issues and toward the group’s goals.
When tension between people, general stress, or individuals’ personal issues or behaviors are impeding a group’s functioning, these can be dealt with most effectively when the group itself, rather than the leader, articulates the problems. Interactive methods in the classroom help teachers to create a healthy, lively, and respectful environment for learning and to achieve the following objectives, expressed as teachers have told them to us:

- I want all my students to become engaged in the learning process and passionate about the subject matter.
- I want my classes to be fun and meaningful at the same time.
- I want my students to learn to work together. I want to form positive and respectful relationships with my students that will allow them to learn more effectively from me and also allow me to learn from them.

Teachers often feel that some of the students in their classrooms are “somewhere else.” These are the students who sit in the back of the room and do not participate in class activities. Some of these students may be preoccupied with personal issues, while others may feel so disconnected from the subject matter that they find it difficult to concentrate.

**Working together.** Cooperation fuels human development. The ability to communicate effectively and the ability to work in collaboration with others are essential skills for success in almost any sphere of life. The Interactive Lesson Plan allows the teacher to facilitate relationship-building and surface group dynamics so that collaboration becomes a classroom norm.

In the view of renowned educator Deborah Meier, “Greater, not less, intimacy between generations is at the heart of all the best school reform efforts around today and is the surest path to restoring public trust in public education.” Research reveals that the quality of student-teacher relationships is associated with students’ academic motivation and attitudes toward school and that youth who have positive relationships with teachers are more likely to achieve personal and professional success Carl Rogers’ description of the teacher as “a real person… entering into a relationship with the learner without presenting a front or a facade” reflects the teacher’s role in the interactive setting. Through Warm-up Questions and Springboard Exercises, the Interactive Lesson Plan provides opportunities for teacher and students to build respect for each other’s strengths and life challenges while learning together.

In combination with traditional teaching methods some elements of training are aimed at the development of "personality, formation of communicative skills and skills of interpersonal communication.

I believe that the content and methods of teaching a foreign language being used by teachers must correspond to the particular features of future specialists being educated by this or that university department. For psychologists, the most professionally significant qualities are: the ability to communicate with people, establishing positive relations with people, patience in communication with people, sensitivity "to the values of other, people, emotional; stability insight and self-understanding. At-English classes it becomes to achieve these goals.

As far back as the history of language instruction goes, conscientious teachers have sought new and better ways to facilitate and accelerate language learning. Challenging questions have always confronted them: What else can we do in our
language instruction programs, beyond or beside what we are ahead," doing, to promote more efficient learning for more learners? What principles, beyond or beside those we now base our teaching on, could better guide our instructional approaches? Which of the present assumptions that underlie what we teach and how we teach might be faulty? What new technique-, new insights, new ideas, new emphases or new aims could increase the rate and quality of learning of our students?

My purpose here is to briefly look at certain of the new methods that have attracted the attention of the profession in recent years, to show reason for interest in them, in what they are exploring, in what they accomplish, the principles and ideas that guide them.

Innovations in methodology used in the educational process of higher institutions are connected with the use of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication. So, in terms of methodology, the meaning of a category interactive training will be considered as:

da) a dialogue training in the course of which interaction between a teacher and a student occurs;
b) training the purpose of which tackles linguistic, communicative and action tasks.

Interactive training activity involves the organization and development of dialogue speech aimed at mutual understanding, interaction, solving of innovative and general but significant tasks for every participant of the educational process.

The major principles of co-operative learning within the interactive training system are:
1. Positive interdependence - when early student performs his (her) job well, the group succeeds;
2. Individual responsibility - when-working together in a group each student has a different job;
3. Equal participation - each student is given the same amount of time to speak or complete a task;
4. Simultaneous interaction - when all students are involved at the same time.

In the process of dialogue training the students learn: to solve complex problems on the basis of analyzing the circumstances and corresponding information, to consider alternative opinions, to take well-considered decisions, to take part in discussions, to associate with different people.

It's necessary to organize different forms of activity at the foreign language classes that is individual, pair, group and team. Among the most well known form of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E. g. jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic.

It is necessary to point out that all above-mentioned form of interactive training are efficient-in ease a problem is discussed as a whole-tireless and the students have previous "experience and ideas "which they have quirked artier at their lasses" a course of their private life. In the process of work the teacher should take into consideration
the fact that the topics which are to be discussed in "the classroom must not be limited or very narrow. One of the most common peculiarities which, arc characteristic of the interactive forms are those that these forms of training motivate the student not only to express their own opinion but after some argumentation of their partners in the process of Work-to change the point of view.

The following advantages of interactive co-operative teaming are determined: friend atmosphere and relationships between learners are formed: learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes, it'll help the learners to overcome the problems of language barrier-confidence and fear of making mistakes: learners talking time is longer, it's good for communication; teacher diesel dominate; a teacher has an opportunity to give the task to even' student. All learners are involved in the work; it's good for individual work; shy and weak students have the opportunity to rely on their partners; learners can use their background knowledge.

So, innovative methods of teaching English language give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, cheap establish emotional contact with the students, provide with realization of educational task, that is: to train them to work in a team, to consider somebody's opinion. As seen from experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main questions of the lesson.

To summarize the innovative methods of teaching give the foreign language teachers the possibility to master some new techniques of communicative methods of foreign language training. Risk taking and conversational interaction play a major part in language acquisition. It is hoped that this brief survey will encourage many language teachers to learn more about the innovative methods of training. Such, knowledge will give some healthy, perspective in evaluating the innovations of new approaches to methodology that will continue to emerge over time.

Bibliography