

## IMPLEMENTATION OF INTERACTIVE METHODS LEARNING IN THEORETICAL ENGLISH GRAMMAR CLASSES

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**Abstract.** Nowadays, in the educational process of a higher education institution, it is necessary to use modern psychological and pedagogical technologies, which provide for the maximum intensification of the education of a student of higher education, because under the condition of his active activity, what he has learned can become an asset of his mind and personal qualities. The purpose of the article is to analyze the most effective interactive teaching methods and implement them in the teaching process of the discipline "Theoretical English Grammar". The article presents an overview of interactive learning methods and educational technologies that can be implemented in the process of studying the specified professional discipline. With active learning, the student of higher education acts as a subject of educational activity to a greater extent than with passive learning, enters into a dialogue with the teacher, takes an active part in the cognitive process, performing creative, searching, problem tasks. Active learning methods have a number of advantages, they allow to activate the learning process, the ability to put forward and formulate ideas; willingness to take justified risks and make non-standard decisions. The teacher acts as an organizer of the learning process, a group leader, a facilitator, and a creator of conditions for the initiative of those seeking higher education. Learning using interactive educational technologies involves a different from the usual logic of the educational process: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. Under the condition of regular use of forms and methods of interactive learning, students of higher education develop productive approaches to mastering information, the fear of making an incorrect assumption disappears. Interactive training increases the motivation of participants in solving the discussed problems, which gives an emotional impetus to their further search activity, prompts them to take specific actions. Possibilities and practical significance of using the specified methods in the system of higher professional education are considered. The use of interactive teaching methods, which include new methods of "teacher-student" interaction, are considered, and innovations in the process of mastering educational material are identified. Both practical classes and lectures can be conducted in an interactive form (problem lecture, lecture-dialogue, lecture-provocation, lecture in pairs and others). The educational process with the use of interactive technologies and methods allows students of higher education to form social interaction, lively communication, and joint decision-making.

**Keywords:** interactive technologies, active learning methods, professional education, psychological and pedagogical technologies, theoretical English grammar.

**JEL Classification:** A23, A29, I28

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**Introduction.** The turn of pedagogical consciousness from thinking about traditional methods to pedagogical technologies increases its purposefulness,

systematicity, business efficiency and gives a complex result. Nowadays, many intensive pedagogical technologies have been developed and improved. The educational process in the institution of higher education should be built on the basis of modern intensive psychological and pedagogical technologies, which include the maximum intensification of student learning. Without his own active activity of the student of higher education, nothing can become the property of his mind and personal qualities. That is, one of the factors in the formation of a future professional is the active position of the student of higher education during his studies - purposefulness, activity, diligence, responsibility, will, self-demanding, the desire to make the content of education the property of his consciousness. For this, it is necessary that in the class every learner wants to learn everything he is taught, be psychologically active, try hard and work hard, that is, be in a state of readiness to master the educational material from the beginning to the end of the class. A lot depends on the features of the class in which he is present: its content, organization, methodology, teacher's actions. Therefore, the involvement of interactive technologies in the educational process requires special attention and careful study.

**Literature review.** The development of elements of interactive learning can be found in the works of V. Sukhomlynskyi, Sh. Amonashvili, V. Shatalov, Ye. Ilyin, S. Lisenkovich and other innovative teachers who worked mainly with students. However, in Soviet times, the creativity of individual teachers was more the exception than the rule, and in the field of higher education didactics, innovative methodological searches were episodic. Regarding scientists who deal with the problem of interactive technologies, you can refer to the works authored by O. Pometun, L. Pyrozhenko, and V. Kondratyuk.

In pedagogical science, various aspects of the given problem were studied: activation of cognitive activity of students of higher education [1; 2]; formation of subjectivity of the future teacher in the educational realities of Ukraine [3]. Researchers addressed the issues of innovative competence of the teacher [4], communicative competence of the future philologist [5]; considered project-based learning in the process of training a future philologist [6].

**Aims.** The aim of the article is to analyze the most effective interactive teaching methods and implement them in the teaching process of the discipline "Theoretical English Grammar".

**Methodology.** The study used the analysis of educational, scientific and methodical literature, modern publications on the problem. Also used comparative-historical and logical methods. Comparatively-historical method of scientific knowledge is used only where the history of the object becomes the subject of research in one way or another. The logical method is a reflection of the process in an abstract and theoretically consistent form.

**Results.** The educational standards of higher professional education of the third generation radically changed the orientations of the domestic education system. Instead of traditional and familiar knowledge, abilities and skills that are familiar to all teachers, competences were brought to the fore. Competence is "the ability to do something well or efficiently", "the ability to perform special work functions" [7].

"Usage" is an actual manifestation of competence as "hidden", potential. Changing the vector of the educational process, based on knowledge, to a practice-oriented approach to the results of the educational process, inevitably led to the problem of technologies and methods of learning, which will achieve this practice-orientation.

Active and interactive forms and methods of learning play a primary role in achieving the set goals [8, p. 21]. During active learning, the student acts as a subject of educational activity to a greater extent than during passive learning, enters into a dialogue with the teacher, takes an active part in the cognitive process, performing creative, searching, problem tasks. Active learning methods allow you to successfully form: the ability to adapt in a group; the ability to establish personal contacts; exchange information, willingness to take responsibility for the group's activities; the ability to propose and formulate ideas, projects; willingness to take justified risks and make non-standard decisions; the ability to avoid repeating mistakes and miscalculations; the ability to express one's thoughts clearly and convincingly, to be concise, but understandable; the ability to predict the consequences of the steps taken; the ability to effectively manage one's activities and time [9, p. 12].

Interactive methods (from the English interaction – interaction, influence on each other) – methods of learning based on the interaction of learning with each other. Interactive learning is: learning technology is a way of implementing the content of learning provided by educational programs, which represents a system of forms, methods and means of learning that ensures the most effective achievement of the set goals. A teaching method is a way of achieving some goal, solving a specific problem. Education built on the interaction of the student with the educational environment, the educational environment, which serves as a field of learned experience"; "education based on the psychology of human relationships and interactions"; "learning, which is understood as a joint process of cognition, where knowledge is acquired in joint activity through dialogue, polylogue."

Interactive teaching methods are most consistent with a person-oriented approach, as they involve co-learning (collective, cooperative learning), and both the teacher and the student are subjects of the learning process. The teacher often acts only as an organizer of the learning process, group leader, facilitator, creator of conditions for student initiative. Interactive learning is based on students' own experience, their direct interaction with the field of professional experience. Learning using interactive educational technologies involves a different from the usual logic of the educational process: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. If the forms and methods of interactive learning are used regularly, students develop productive approaches to mastering information, the fear of making an incorrect assumption disappears (since a mistake does not entail a negative evaluation), and trust relations with the teacher are established. Interactive training increases the motivation and involvement of the participants in solving the discussed problems, which gives an emotional impetus to the further search activity of the participants, prompts them to specific actions, the learning process becomes more meaningful. Interactive learning forms the ability to think out of the ordinary, to see a problematic situation in one's

own way, ways out of it; to justify their positions, develops such features as the ability to listen to another point of view, the ability to cooperate, enter into partner communication, while showing tolerance and benevolence towards one's opponents [7, p. 42].

Interactive learning methods allow you to transfer the methods of organizing activities, to gain new experience in activities, their organization, communication, and experiences. Interactive activity provides not only an increase in knowledge, abilities, skills, methods of activity and communication, but also the discovery of new opportunities for students, 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.

The use of interactive learning technologies allows for more flexible and humane monitoring of knowledge acquisition and the ability to apply acquired knowledge, skills and abilities in various situations.

The result for a specific student: the experience of actively mastering the educational content in interaction with the educational environment; development of personal reflection; mastering a new experience of educational interaction, experiences; development of tolerance. Result for the educational microgroup: development of communication and interaction skills in a small group; formation of value-oriented unity of the group; encouragement to flexibly change social roles depending on the situation; adoption of moral norms and rules of joint activity; development of analysis and introspection skills in the process of group reflection; development of the ability to resolve conflicts, the ability to compromise [10, p. 26].

The result for the "teacher – group" system: a non-standard attitude to the organization of the educational process; multidimensional learning of educational material; formation of motivational readiness for interpersonal interaction not only in educational, but also in extracurricular situations. Both practical (seminar) classes and lectures can be held interactively. Among the latter, for example, the following can be highlighted: problematic lecture. The teacher creates problematic situations at the beginning and during the presentation of the educational material and involves the students in their analysis. Allowing for the contradictions inherent in problem situations, students can independently come to those conclusions that the teacher must communicate as new knowledge. Lecture with planned mistakes (provocation lecture).

After announcing the topic of the lecture, the teacher announces that a certain number of errors of various types will be made in it: substantive, methodical, behavioral, etc. [11, p. 43]. At the end of the lecture, students must name the mistakes. A two-part lecture is the work of two teachers who deliver a lecture on the same topic, interacting both with each other and with the audience. In the dialogue between the teachers and the audience, the problem is posed and the problem situation is analyzed, hypotheses are put forward, their refutation or proof, resolution of emerging contradictions, and the search for solutions are carried out. Lecture-visualization. In this type of lecture, the teacher's transfer of information to students is

accompanied by the display of various drawings, structural and logical diagrams, reference summaries, diagrams, etc. With the help of visual aids (slides, video recording, displays, interactive whiteboard, etc.). Lecture "press conference". The teacher asks students to ask him questions in writing for 2-3 minutes according to the announced topic of the lecture. Then, within 3-5 minutes, the teacher systematizes these questions after receiving them and starts lecturing, including the answers to the questions in its content. Lecture-dialogue. The content is presented through a series of questions that students must answer directly during the lecture. The variety of forms and methods of interactive learning does not allow us to give a detailed description of each of them. Therefore, only the most general and frequently used methods and technologies of interactive learning will be considered further.

**Discussion.** Discussion (from the Latin discussion – consideration, research) is a public discussion or free verbal exchange of knowledge, judgments, ideas, opinions about any controversial issue or problem. Its essential features are a combination of complementary dialogue and discussion-dispute, a clash of different points of view and positions. In comparison with the lecture-seminar form of education common in education, the discussion has a number of advantages. Discussion ensures active, deep, personal assimilation of knowledge. Although a lecture is a more economical way of imparting knowledge, a discussion can have a much more long-term effect [12, p. 56]. An active, interested, emotional discussion leads to meaningful assimilation of new knowledge, can make a person think, change or revise his attitudes. Active interaction is carried out during the discussion. The discussion provides a view of how well the group understands the issues discussed and does not require the use of more formal assessment methods. The discussion method helps to solve the following tasks: training the participants in the analysis of real situations, as well as forming the skills of separating the important from the secondary and formulating the problem; simulation of particularly difficult situations, when even the most capable student is unable to cover all aspects of the problem alone; formation of the ability to critically evaluate and defend one's beliefs. Brainstorming is the freest form of discussion, a good way to quickly involve all group members in the work based on free expression of their thoughts on a given issue. It is used for the collective solution of problems in the development of specific projects, which involves the generation of various ideas in a group, their selection and critical evaluation [12, p. 53].

**Conclusion.** The content of the specialist's training should not be limited to the subject content, which ensures only his professional competence. A social context is also necessary, which presupposes the presence of the skills of social interaction and communication, joint decision-making, etc. The social context of the future professional activity is determined by humanistic conditions of study, democratic relations between the teacher and students, a creative atmosphere of interpersonal interaction and communication.

Interactive learning develops in students of higher education the abilities and skills of productive communication in the conditions of the educational process, the

ability to argue one's point of view, clearly formulate and present one's thoughts, and analyze complex linguistic phenomena.

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