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INTERACTIVE METHODS IN TEACHING RUSSIAN

This article actualizes the need to introduce an interactive teaching method in the educational process. Examples are given of the most common methods by which positive results can be achieved in the learning process.

Key words: interactive method, teaching method, step-by-step method, search for correspondences, method "true-wrong", classification, role-playing game, "brainstorming".

At the present stage, there are various approaches to achieving the goal of training and education. A contradiction arises between the need to solve new problems in the field of development and training (new requirements for the individual, the formation of certain qualities that will help successful learning and further implementation in society) and the lack of effective ways to achieve this.

This contradiction contributes to the search for cognitive and educational methods that are effective in terms of development. An example is interactive teaching methods in linguistic disciplines. They allow you to translate the principles of personality-oriented learning into the educational process. Using interactive methods makes it possible to form subject knowledge and contributes to the development of intellectual abilities.

The problem of activity in learning is one of the most relevant in educational practice. Active learning involves the use of such a system of methods, which is mainly aimed not at the teacher's presentation of ready knowledge, their memorization and reproduction, but at independent mastery of the knowledge and skills taught by him in the process of active mental and practical activity [3, p. 7].

The introduction of interactive forms of education is one of the most important areas of student training in a modern university. The main methodological innovations are associated today with the use of interactive teaching methods. The term "interactive learning" itself is understood in different ways. The very idea of such training arose in the mid-90s with the advent of the first web browser and the beginning of the development of the world wide Internet. Some experts explain this concept as training using computer networks and Internet resources. A broader understanding of it as the ability to interact or be in a dialogue mode with something (e.g. a computer) or someone (a person) is acceptable.

The use of interactive learning technology is a prerequisite for the optimal development of both those who teach and those who study.

In the practice of the university, different technologies are used,

among many others, project methods are considered more appropriate to the goals of problem-module learning. This is a training system in which skills, knowledge and skills are acquired in the process of planning and designing, and practical tasks are gradually becoming more complicated. Students carry out projects in a wide range of problematic tasks: information, communication, creative, etc. The value of the technology lies in "using independent design activities of students as the main means of their professional development."

Interactive methods can be used when organizing work with students, organization of thematic classes:

- The organization of temporary creative teams in the work on the educational project;

- organization of discussions and discussions of controversial issues that arose in the team.

Principles of working in an interactive lesson:

- a lesson is not a lecture, but a common work;

- the total experience of the group is more than the experience of the teacher;

- each participant has the right to his opinion on any issue, nothing is criticized (only an idea can be criticized).

Everything said in the lesson is not a guide to action, but information for reflection. The use of interactive learning technology is a prerequisite for the optimal development of both those who teach and those who study.

Using the project method, students develop professional competencies and such personal competencies as: establishing contact, teamwork, diligence, responsibility, self-confidence, learning ability, flexibility of thinking, vision of the development of the process, analytical abilities, foresight, forecasting, motivation, professional competencies. One of the fundamental principles of personality-oriented education is a facilitation approach, i.e. the teacher's personality, the features of his professional psychological activity can also be attributed to a variety of personality-oriented technologies. Naturally, not every pedagogical activity corresponds to the essence of a personality-oriented education. To the greatest extent, it is adequately personality-oriented communication between the teacher and the students, which creates the best conditions for the development of learning motivation, gives the professional pedagogical process a creative character and allows you to take into account the personal characteristics of the teacher and student as much as possible.

Interactive teaching methods allow you to activate and use the great educational potential of students, introduce elements of competitiveness into the educational process and use the properties of synergy.

The advantages of interactive forms are obvious: interactive methods make it possible to intensify the process of understanding, assimilation and creative application of acquired knowledge, which is ensured by more active involvement in the process of not only obtaining, but also directly using knowledge. If the forms and methods of interactive learning are used regularly, then students form productive approaches to mastering information, the fear disappears to make the wrong assumption and establish trusting relationships with the teacher; Interactive teaching methods increase the motivation and involvement of participants in the process of joint problem solving. This contributes to the search activation of students, creates a situation of success, creative cooperation: interactive learning creates the ability to think extraordinary, to see a problem situation in its own way, ways out of it; explain their position, life values; develops such features as the ability to listen to the opposite point of view, to be sociable, to enter into partner communication, while showing tolerance.

Modern pedagogical technologies exist in specific conditions and must guarantee the achievement of a training standard, be effective in terms of results and cost-effective.

The search for ways to train competitive specialists allows us to conclude that it is currently important to be able to uncover the abilities and opportunities in mastering the profession.

In our opinion, the effectiveness of training depends on:

- from understanding and taking into account the individual characteristics of individuals and the age of students;

- from the communicative skills of the teacher, contributing to the creation of an environment of cooperation;

- from an arsenal of technologies that activate students, teach them the best perception and storage of information, solving professional problems.

As already noted, the possession of interactive methods and their application in practice in the education system gives positive dynamics, as the work goes to the "group result", which in turn improves the perception of information received and worked out in groups. I think that in the process of studying linguistic disciplines, testing and using innovative interactive teaching methods, which, unfortunately, have not yet found an adequate "response" among the pedagogical community, will undoubtedly find application. Of course, there are also disadvantages, as in any dynamically developing system. These include: poor awareness and often low adaptation to the perception of modern pedagogical technologies; ignorance of interactive methods; lack of skills in specially designed programs and editors (PowerPoint, Publisher), low awareness of Internet resources, etc.;

technical capabilities that do not meet modern reality, requirements and the desired level of training [2, p.137].

Thus, the integrated use of "technologies" in the educational process stimulates personal, intellectual activity, develops cognitive processes, and promotes the formation of linguistic competence that a future specialist should possess.

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