**INTERACTIVE FORMS OF ORGANIZING CLASSES IN A FOREIGN LANGUAGE LESSON**

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*Abstract*: This article is devoted to the use of interactive forms in a foreign language lesson, as the most difficult subject, requiring a significant strain on the higher nervous activity of the student. The article provides the main forms and advantages of interactive learning, which allows you to create effective interaction of students in the classroom.

*Key words:* interactive forms, training sessions, foreign language, educational technology.

In today's world there is a great need for specialists in various fields to master a foreign language. Learning a foreign language requires systematic work.

The reform of institutions of general education focuses on improving the quality of educational process and effectiveness in the study of a foreign language.

The main goal of education - to teach how to learn. But what modern technologies and methods to apply, to make the lesson more interesting, rich and to help students apply their knowledge in class?

In recent years the question of the use of new technologies has been raised more and more often. It is not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of communicative culture, learning to master a foreign language.

Interactive learning technology is one of the most effective technologies, which makes the learning process active for both the student and the teacher; allows you to solve the problems of creative thinking and the ability to argue the arguments needed to solve any problems.

The concept of "interaction" first appeared in social psychology and sociology. In psychology, "interaction" is the ability to interact or be in a mode of conversation, dialogue with someone (a person) or with something (for example, with a computer). Therefore, interactive learning is a dialog learning [1, p.450].

Interactive learning is a special form of organization, when almost all students are involved in the process of cognition, cognitive activity, when the learning process proceeds, so they have the opportunity to understand and reflect on what they know and think. Joint activity of students in the process of cognition, mastering of the educational material means that everyone makes his or her individual contribution, there is an exchange of knowledge, ideas, ways of activity.

The interactive lesson is based on dialogue and polylogue. The emphasis is on learning and understanding new material, and the form of organizing interactive activity is small group work, learning in collaboration [2, p.28]. Roles between students are distributed within the group.

Interactive communication is an exchange of activities between a teacher and students in which the activity of one determines the activity of others and is characterized by a high degree of intensity of communication between its participants, their communication, exchange of activities, change and variety of their types, forms and techniques, purposeful reflection by participants of their activity and the interaction that took place.

The main idea of this technology is to create conditions for active joint learning activity of students in different learning situations, cooperative learning - learning together, not just doing something together [3].

Interactive forms and techniques can be used at all stages of the lesson; many of them are universal and well suited to the study of material on many subjects. Application of interactive forms of learning allows students to acquire knowledge that is not achieved with traditional methods of teaching, they make their own choice, show initiative.

Forms and methods of interactive learning may include the following: heuristic conversation, discussions, debates, presentations, the method of "round table", the method of "business game", the case method, role-playing games, trainings, the method of "brainstorming", "project method" and others.

At English lessons I often use the "brainstorming" method, the case method, the project method, and the interactive method "Jigsaw". The effectiveness of the application of these methods can be seen in the positive dynamics of the quality of knowledge of students [4]. The method of "brainstorming" allows students to creatively absorb the educational material, to form abilities of students, to concentrate their attention and thinking efforts to solve urgent problems.

The project method shifts the emphasis from various types of exercises to active thought activity of students, requiring for its execution the possession of certain linguistic means.

When applying the case method, I offer real-life situations that contain a certain problem that requires discussion and resolution.

The method of interactive learning "Jigsaw" (open-ended saw) helps students to familiarize themselves with the text for the purpose of general coverage and to perform tasks related to checking their reading comprehension [5].

There are many interactive learning technologies. But all of them form the ability to think out of the box, to see a problem in their own way, to develop such traits as the ability to listen to this or that point of view, to participate in the discussion, to work out a joint solution. Each teacher can independently come up with new forms of work with the group.

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ИНТЕРАКТИВНЫЕ ФОРМЫ ОРГАНИЗАЦИИ ЗАНЯТИЙ НА УРОКЕ ИНОСТРАННОГО ЯЗЫКА

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*Аннотация*: Данная статья посвящена использованию интерактивных форм на уроке иностранного языка, как наиболее трудного предмета, требующего значительного напряжения высшей нервной деятельности учащегося. В статье приведены основные формы и преимущества интерактивного обучения, позволяющие создать эффективное взаимодействие учащихся на уроке.

*Ключевые слова*: интерактивные формы, учебные занятия, иностранный язык, образовательные технологии.