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### **INTERACTIVE LEARNING METHOD IN ENGLISH LESSON AS A MEANS OF DEVELOPING ORAL SPEECH (IN SENIOR CLASSES)**

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The present time is characterized by the fact that new methods and techniques are required in teaching a foreign language at school. The knowledge that the students of the Soviet period used is not enough for modern children. Therefore, in accordance with state educational standards, modern methods of teaching speaking are used in foreign language lessons.

In connection with the strengthening of the role of language education within the framework of secondary education, one of the main tasks of a non-language institution is the need to teach the skills of speaking a foreign language. This implies the formulation and solution of the problem of professionally oriented language learning. Every year the role of the "Foreign language" discipline in secondary schools is growing. The main goal of language proficiency is not just knowledge of a certain set of vocabulary and grammatical structures, but namely the formation of a secondary linguistic personality, ready for free communication in the professional environment of a foreign language community. The development of such a professionally oriented language education involves teaching real language communication within the framework of professional activities. In the situation of teaching a foreign language in secondary school, which means, first of all, the expansion of all types of language activities (reading, speaking, writing and listening) in general. However, on the other hand, it is still necessary to talk about the increasing role of teaching a foreign language, if we bear in mind the increasing deepening and complication of the tasks that a teacher faces when teaching a future specialist of a narrow profile (in our case, this is the field of culture and art). The range of these tasks includes a holistic mastery of all the skills necessary for intercultural communication, an understanding of a professional text (speech), the ability to clearly and correctly formulate one's thoughts in a foreign language.

In connection with the above, of all types of speech activity, special attention should be paid to speaking skills. The acquisition of this skill is the essence of communicative competence, which is one of the basic competencies of teaching in principle and acquires special significance in teaching a

language, since language is speaking, communication.

Speaking is a productive speech activity. Professor I. R. Maksimova distinguishes three types of speaking: non-variable, variable, free. Non-variable speaking refers to the reproduction of ready-made phrases, variable speaking implies a combination of clichéd phrases, free speaking involves the independent production of speech works [1]. Foreign language speaking is a much more complex integrated skill, which is based on lexical-grammatical, pronunciation and rhythmic- intonation skills. Oral communication is carried out through speaking and listening [3].

An interactive approach to learning is a fairly new means of improving education. The purpose of the interactive approach is to create a comfortable learning environment that promotes active interaction between students. Today, the use of an interactive approach in the learning process speaks of the teacher's innovative activity. Interactive learning implies learning that is immersed in communication, but not replaced by it. One of the main goals of interactive learning is the overall development of students, the formation of a personality capable of independent thinking and cognitive activity.

Speaking as a speech product (some utterance of varying degrees of development) is characterized by structure, consistency, information content, expressiveness, productivity [3]. The formation of the ability to produce one's own oral speech in monologic and dialogical forms (i.e., free speaking) in modern methodological science is postulated as the main goal of teaching a foreign language and is expressed through the concept of foreign language communicative competence, which, as you know, has a rather complex multicomponent structure.

The achievement of this goal is best promoted by the so-called interactive teaching methods, which are gaining more and more popularity due to the variety of forms, effectiveness and obvious results. Interactive learning (from the English words inter "взаимно" and act "действие") is a specially organized dialogue communication, which, according to N. A. Suvorova, allows solving a number of problems: it develops communication skills and helps to establish emotional contact between students, teaches working in a team and listen to other people's opinions [1].

Practical teachers managed to accumulate quite a wealth of experience in organizing "multilateral", involving all students of speech interaction in a foreign language lesson. An overview of the most popular interactive methods of teaching foreign languages is presented, for example, in the article by N.A. Suvorova. The author describe in detail the essence of such techniques as "carousel", "brainstorming", "mental map", "Brownian movement", "openwork saw" .Complex events such as conferences, discussions, role-playing games, debates are also interactive. Within the framework of this article, the attention of the authors is focused on interviews as a method of teaching the speaking of high school students. An interview lesson is a rather complex form of organizing the educational process that allows you to implement a communicative approach to teaching a foreign language. However, this is precisely the form that makes it possible to bring the learning process closer to the conditions of real communication and, in the words of R. P. Milrud, to prepare schoolchildren for "practical communication in a foreign language" [3].

I. L. Kolesnikova defines an interview as "a communicative exercise aimed at developing expressive oral speech, a kind of conversation, often in the form of a role-play game, in which one of the participants plays the role of a person interviewing in order to obtain information from one or more students in the role of interviewees"[2].

R. P. Milrud refers the interview to a group of interactive extracurricular forms of education, and more specifically to social projects (this can be participation in competitions, watching and discussing films and performances, visiting exhibitions). "Interview, – the author notes, – provides high motivation of students, contributes to the consolidation of their knowledge, development of individuality, communication skills, tolerance" [3].

Since an interview is a form of dialogical speech interaction, it is natural to conclude that it has characteristics of dialogic speech: situational (attachment to a certain situation), reactivity (predominant use of ready-made phrases, replica-reactions and situational clichés) [1, p. 26], polythematicity, frequent switching from one topic to another, understatement, constant appeal to a partner, the predominant expression of consent to support a conversation, a significant role of intonation, ellipticity, the use of speech cliché, a general conversational style, the use of non-verbal means of communication (facial expressions, gestures) [2].

The authors of the "Handbook of a foreign language teacher" talk about three ways of teaching dialogical speech: using a sample dialogue, based on the step-by-step compilation of a dialogue and by creating communication situations [2]. It is logical to conclude that interviews at the senior level of education, in the ideal case, should be built according to the third type. This assumes "mastering the skills and abilities necessary to implement the communication situation in accordance with the communicative tasks of students, taking into account the specific conditions of communication, as well as relying on different types of interpersonal and inter-role interaction of students" [1].

As an exercise that develops communication skills and abilities, interviews can be of the following types:

1) "Guided interview – an interview with a pre-prepared list of questions (interview schedule). Typically, the interviewer writes down the answers to the questions asked during the interview;

2) Focused interview – an interview focused on one topic (or one of its aspects), problem or situation. Interviews are taken from several persons, each of whom expresses his point of view, attitude or assessment. Roles can be assigned to interviewees;

As an example of using the interview method in an English lesson, we offer a development that can be involved in the study of environmental problems in the framework of the school curriculum. In the textbook by O. Afanasyeva in Module 4 Earth Alert! Students are familiar with the text Use Less Stuff! (Eliminate waste & protect the environment). As additional material to the topic, it is proposed to take the authentic text What can I do to help reduce air pollution?, which is freely available on the Internet and can be used for educational purposes.

At the preliminary stage of preparing for the interview, it is necessary to carefully study the text itself and work out the vocabulary in various training exercises. Significant help here can be provided by performing tasks based on a certain model of a communicative situation that imitates a real communication situation. The use of such a model at this stage of work will help students realize their speech abilities and learn to combine previously studied language material without preparation.

So, an important condition for a successful interview is the students' knowledge of the content of the text (or several texts united by a common theme) and their mastery of lexical material, which they should be able to freely use when constructing their own statements. The vocabulary (words and expressions) presented in the above text is quite interesting and relevant:

- 1) to insulate (your house);
- 2) to switch to (low-energy lamps);
- 3) to cut (the car, the chemicals, etc);
- 4) to cut out (garden bonfires);
- 5) cancer-causing chemicals;
- 6) benzpyrene;
- 7) to suck;
- 8) to garden (organically);
- 9) to spray smth on etc. 0

At the same stage, it is recommended to work out the key concepts for the topic: the so-called the 3 Rs (reduce, reuse, recycle). Students should have a clear idea of what objects, perceived by most

people as trash or rubbish, each of these verbs is used. To do this, it is proposed to perform an exercise aimed at practicing the combination of the verbs reduce, reuse, recycle with nouns. The task can be formulated as follows: Complete the table. What things can be reduced, reused or recycled? The table below shows the ready-made options. Students are presented with an empty table and a mix of words and expressions with which they will work. The table can be supplemented with your own options:

- reduce reuse recycle
- amount of water we use old tins glass energy consumption shoeboxes aluminum burning of oil and coal jars and bottles paper

- rubbish writing paper fruit / vegetable plastic use of cars peelings water

- paper consumption old towels
- excessive packaging sheets and clothes

In addition to new vocabulary, students are encouraged to master a set of speech clichés that will help them correctly formulate their roles, for example:

Introducing a topic I heard the other day that ...; They say that .; Did you know that .; I read somewhere recently that.

Expressing concern That's (just / totally) horrible / ridiculous / irresponsible; That's (really / so) terrible / cruel / shocking; It / that does not bear thinking about!

Expressing hope Well, maybe we can do something before it's too late; Maybe all is not lost; there is still hope

Clichés are selected by the teacher based on the planned goals of the lesson and the level of preparation of the students. The obligatory use of the proposed clichés is another important condition for conducting an interview lesson. These can be supplemented with expressions that add emotion to speech, which will allow students to sound more natural and relaxed in English (for example, interjections Oh! Alas! Gosh!).

A very responsible and important stage in organizing and conducting an interview lesson is the distribution of roles: appointment / selection of the interviewee / interviewees and those who will interview, i.e. interviewers. The options, of course, can be different. Here the specifics of the source text (the form of its construction, the presence of characters, etc.) will play a decisive role.

I would like to draw your attention to the fact that the interviewer can ask a question, preceding it with some reference, statistical or other information, thus expanding the "working space". He, for example, can accompany his question with his own point of view on the problem or rely on the opinion of the public. Such dialogue will look more interesting and closer to reality.

Thus, the interview can be recommended for use at the senior stage of teaching English in secondary school. The use of this interactive method in the lesson allows not only to control the level of students' proficiency in the language being studied, but also to organize the process of mastering it: to develop communication skills, the ability to build spontaneous statements that correspond to the interlocutor's remarks, the ability to express emotions in a foreign language. Preparation for the interview helps to activate the individual independent activity of students, while direct participation in the event unites the student collective, teaches group work, helps to master certain roles and feel more confident as participants in communication.

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## COMMUNICATIVE APPROACH IN ITS PRACTICAL MEANING

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### Introduction

The basis of any learning process is communication. Language and speech are combined together as means and ways of carrying out various types of speech activity in order to interact with people. The history of foreign language methods pass through numerous attempts to find the most effective method of teaching. Currently, this method of mastering a foreign language is the communicative method. Modern didactic scientists define the communicative approach in teaching as an approach aimed at forming student’s semantic perception and understanding of foreign speech, as well as mastering the language material for constructing speech utterances. The communicative approach in teaching foreign languages, first of all, is designed to teach learners to freely navigate in a foreign language environment, as well as to be able to respond adequately in various speech situations. The learning process in this approach is based on the communication model.

The communicative method originated in Britain in the 1960-1970s, when English language began to acquire the status of the language of international communication. It turned out that the traditional methods that were common at that time (audio-lingual, grammatical translation methods, and others) no longer met the needs of the majority of students of English as a foreign language. The reason was not so much the old methods, but a new contingent of student’s “pragmatics” with a purely functional view of language as a communication tool. And they did not need a deep, systematic mastery of the language they were studying, which was the goal of traditional academic programs, but the ability to immediately apply their knowledge in practice. As practice has shown, people who have learned the language in order to communicate in it do not know modern colloquial speech (not to mention slang), do not have a concept of speech etiquette – in short, they feel helpless in a situation of real communication. In the following decade a number of research projects were carried out, which were aimed at forming a system of communicative learning. Special attention in the integrated communication approach systematized on the basis of theoretical developments and practical experience of teaching foreign languages in the UK, France, Germany and other European countries, it is given to the communicative orientation of training sessions and educational materials used for teaching a foreign language as a means of communication [5, p. 126].

**Three levels of initial (basic) language acquisition** were determined:

1. Survival level
2. Waystage level
3. Threshold level

The parameters of communicative communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subject of discussion, the situation of communication, the use of speech tools. Situations can be real, conditional, imaginary or fairy-tale, but