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TECHNOLOGY OF ACTIVE AND INTERACTIVE LEARNING IN A NON-LANGUAGE UNIVERSITY

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ABSTRACT

This article is devoted to the study and research of the use of interactive methods in the process of teaching a foreign language, in particular English, to students with an economic direction of study. Games and game techniques are considered as a type of interactive learning at the present stage, based on new trends in language teaching, taking into account the professional needs of students.

KEYWORDS: *Interactive Methods, Games, Case Studies, Discussion Practice, Discussion As An Interactive Technique.*

INTRODUCTION

Today, in the process of teaching a foreign language to students of non-linguistic universities, in particular students of economic specialties, interactive teaching methods are widely used, some of which are games and gaming technologies. Games are often used in the communicative language of learners. Students find them enjoyable, and if designed correctly, they provide students with valuable language skills.

The highlighted basic components of interactive learning and its basic principles have become fundamental in the selection of interactive forms and techniques in the process of developing a methodology for using interactive forms in the classroom.

Make the student work, work on his own, teach him to do something that was unthinkable for him other than by his own strength, A. Disterweg claimed to learn something.

The material prepared for the occupation of students of the architectural and construction specialty, basically, should contain information about the history of the development of world architecture, artistic styles and trends, as well as the work of prominent architects in English

The technology of active learning in a non-linguistic university is such an organization of the educational process in which non-participation in the cognitive process is impossible: each student either has a specific role task in which he must publicly report, or the quality of the performance of the cognitive task assigned to the group depends on his activities. It includes methods that stimulate the cognitive activity of students, involving each participant in mental and behavioral activity. They are aimed at awareness, development, enrichment and personal acceptance of the existing knowledge by each student.

In his book, Oleshkov cites and analyzes attempts by various authors to classify pedagogical technologies and says that “most of the teachers of higher education do not realize the differences between methodology and technology” and that “for example, V.F.Shatalov’s methodology is not a technology, since its successful implementation depends on many local factors, starting with the personality of the teacher himself and ending with the contingent of students.

If we take into account a number of the presented characteristics, then we can conclude that there is currently no substantiated classification of pedagogical technologies in pedagogy. In the works of well-known researchers of the problems of modern didactics, such classifications are either absent, or pedagogical schools, methodological systems and concepts end up on a par with technologies. "

It is known that a person remembers 10% of what he hears, 50% of what he sees, and 90% of what he does himself. This means that memorizing does not mean to know, to know does not mean to be able, and to be able is impossible without active activity. Therefore, one of the reasons for the use of active teaching methods and interactive forms of teaching was to improve the learning process in order to activate the mental activity of students, develop their creative thinking and, thereby, identify its potential capabilities. It was possible to do this through the widest possible use of special training methods (audiovisual, active speech, etc.), as well as through the implementation of the principle of problem learning, which is based on the activation of the search educational and research activities of students, when they do not just acquire knowledge and ready-made results, and independently go through the path of scientific knowledge and develop the most effective skills for obtaining and applying knowledge in practice. That is why problem-based learning "is the most effective means of achieving solid, deep knowledge, skills and abilities."

The most reasonable model for the implementation of problem learning is such a form of active methods as business or imitation play. The educational game, on the one hand, involves group exercises to develop a solution.

There are different interpretations of the terms "teaching method" and "teaching method". In fact, it is a way of interaction between a teacher and students, with the help of which knowledge, skills and abilities are transferred.

The difference is that reception is a short-term method that involves working with one, specific ZUN. And the method is a lengthy process, consisting of several stages and including many techniques.

Thus, the method of teaching is only an integral part of one method or another.

Methods are classified according to various criteria:

by the nature of educational activities: reproductive, problematic, research, search, explanatory-illustrative, heuristic, etc.;

according to the degree of activity of the teacher and students: active and passive;

by the source of educational material: verbal, visual, practical;

by the method of organizing educational and cognitive activities: methods of forming ZUN in practice, methods of obtaining new knowledge, methods of testing and evaluation.

G.K. Selevko believes that active teaching methods are called technologies and are assigned to the class of educational technologies designated as "technologies for modernizing traditional teaching based on the activation and intensification of students' activities"

The idea of active teaching methods in pedagogy is not new. The founders of the method are also considered to be such renowned teachers as J. Comenius, I. Pestalozzi, A. Disterweg, G. Hegel, J. Rousseau, D. Dewey. Although the idea that successful learning is based primarily on self-knowledge is still found among ancient philosophers.

Signs of active methods are manifested as follows

activation of thinking, and the student is forced to be active;

long time of activity - the student does not work sporadically, but throughout the entire educational process;

independence in the development and search for solutions to the assigned tasks;

motivation to learn.

Yu.B. Zotov defines methods as “orderly ways of interrelated activity of the teacher and students, aimed at solving educational problems; each method has a complex structure and is determined by the goals of education and the laws of the learning process "

The most general classification divides active methods into two large groups: individual and group. More detailed includes such groups:

In the learning process, the teacher can choose either one active method or use a combination of several. But success depends on the consistency and ratio of the chosen methods and tasks.

Let's take a look at the most common active learning methods:

Discussion Method: Discussion is a type of problem-solving method that requires the study of educational material on a topic. Before starting work, you need to have a discussion. According to R. Millrood, discussion is a simulation of reality for educational purposes with the task of problematic growth, cooperation or challenging the points of view of participants, polarizing opinions, making decisions and solving problems.

Group discussion is most effective when they follow a logical, step-by-step problem-solving process. This is the most common procedure that students use.

Following the scheme, the group first analyzes the problem, and then moves on to the stage of solving the discussion. If everyone in the group is familiar with this model, the discussion will be much more organized.

At the same time, Millrud R., suggests organizing a discussion of the pyramid as a paired work, two pairs are put together to compare the answers and agree on a joint solution to the problem. The large groups then continue to discuss the problem and come up with a single solution, but the same solution is offered to the whole class or group.

Presentations are the simplest and most accessible method to use in the classroom. This is a demonstration of slides prepared by the students themselves on the topic.

Case technologies - Based on the analysis of simulated or real situations and the search for a solution. Moreover, there are two approaches to creating cases. The American school offers the search for a single correct solution to a given problem. The European school, on the other hand, welcomes the versatility of solutions and their rationale.

The essence of this method is a collective analysis of the situation, the search for a solution and public defense of this decision. In the process of considering cases, students acquire the skills of teamwork, independent modeling of solutions, independent analysis and defending their opinions. This method was first applied at Harvard University in 1870. This method assumes ambiguity in solving the problem, which creates a problem for discussing the argumentation of the proposed solutions and choosing the most appropriate one.

Problem Solving Method: Problem solving methods have emerged as part of a student-centered approach, interactive and inductive learning. Problem-solving methods are not new. They were widespread in the 20-30s of the XX century and later appeared in a new variation in the 80s. Today, by the method of solving problems, we mean the creation of problem situations and the independent activity of students to find solutions in the process of organizing lessons. As a result, students' creativity is developed. Knowledge and methods of such creative activity are not given in ready-made forms; no rules and instructions given by the teacher suggested.

The key idea of this method is to stimulate the research activities of students. Enhancing the cognitive activity of students, the process and motivation for learning will be successful if you discuss, substantiate and involve students in the process of arguments that express their own ideas and evidence. Such lessons have turned into dialogue, mutual reflection and research work.

The problem method refers to active methods in which the given problem and its solution motivate the intellectual activity of students.

Didactic games - unlike business games, didactic games are strictly regulated and do not imply the development of a logical chain to solve a problem. Play methods can also be attributed to interactive teaching methods. It all depends on the choice of the game. So, popular travel games, performances, quizzes, KVN are techniques from the arsenal of interactive methods, since they involve students' interaction with each other.

Basket method - based on simulating a situation. For example, the student should act as a guide and take a tour of a history museum. Moreover, his task is to collect and convey information about each exhibit.

Also, the task of interactive learning is to teach independent search, analysis of information and the development of the correct solution to the situation.

Teach teamwork: respect someone else's opinion, show tolerance for another point of view.

Teach you to form your own opinion based on certain facts.

Interactive learning methods and techniques

The project method is an independent development by students of a project on a topic and its defense, as modeling social interaction in a small group, is one of the innovative technologies for teaching foreign languages. It involves the use of a student-centered approach and the development of research and reflexive skills. A project means independent planning and independent, research work. The key idea of this technology is the student's interaction with the group, and the interconnected study of some materials, where all students are responsible for the result of the completed project. That is why students help each other to achieve a specific result.

Thus, project-based learning begins with an assignment of one or more tasks that lead to the production of the final product. The culmination of a project is usually a written or oral presentation / presentation with a summary of the project used to present the result, depending on the purpose and method, projects are of such types as research, creative, role-based, practice-oriented.

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