

Using Interactive Forms for Distance Learning of a Foreign Language

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Abstract

The article is devoted to the description of interactive methods of teaching a foreign language, more precisely Russian as a foreign language at the university, which allow intensifying the learning process, as a result of which students develop the skills necessary to communicate in different communicative situations. The purpose of the work is to characterize the main interactive forms of teaching a foreign language, as well as a description of examples from one's own teaching experience. The article has a theoretical and practical orientation. The use of different interactive methods in the online lessons improves the quality of teaching, intensifies the learning process, and contributes to the development of motivation for the subject. In addition to methods: role-playing games, brainstorming, crossword puzzles, etc., we actively use various interactive online platforms at the initial and advanced stages of education, which also have a fruitful effect on student motivation. As a result, the learning process becomes entertaining and exciting.

Keywords: "Brainstorm", crossword puzzles, clusters, distance learning, interactivity, role-playing game

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Introduction

The purpose of teaching a foreign language is the formation and development of foreign language communication skills. Language teaching, along with lectures, largely, contains practical exercises. Each listener tries to master one or another language level in a short period. For most students, this training is short-term. The teacher is trying to imagine a form of training that, due to its short duration, combines the intensity of classes and effectiveness.

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Learning a foreign language in the courses always has several of specific features. Students in a short period will be able to acquire a sufficient amount of knowledge, mastering the necessary skills for high-quality and effective communication with native speakers (in our case, Russian). Language teaching is focused on the communicative needs and interests of students. Such a flexible schedule makes it possible to vary the content of the course and the form of training. It is quite popular all over the world, but it becomes especially popular in the country of the language being studied. However, the popularity of the language is not always associated with this. For example, teaching foreign languages has always been considered very popular in Georgia. Over the past decades, English and Russian have not lost ground. However, years pass and the interest of listeners in German, Turkish, Arabic, Japanese, Chinese, Korean and other languages, gradually increases. (Although we can remember that in the 2000s, the interest in German was gradually fading).

Today, despite the prevalence of learning Russian as a foreign language, the traditionally established forms of practical training do not always correspond to the tasks of intensifying the educational process in a language environment and do not sufficiently take into account the learning capabilities of this environment. The listener does not always get the desired result. It is to solve the problem that it is worthwhile to optimize learning by introducing or strengthening interactive teaching methods.

The problem with online learning is especially acute. Despite some advantages of this education, nevertheless, it also has its disadvantages. It becomes difficult to get students to sit in front of the screens of different gadgets for a long time, even in the case of a perfect Internet message.

It is also important that "the modern education system requires the improvement of teaching methods, as trends in education are changing, which is becoming open, innovative,

interactive, there is a huge breakthrough in the development of technical means" (Обсков А., 2012, p. 120).

Therefore, an important task for any educator should be the active use of new innovative and interactive communication tools.

Innovative teaching methods should help improve the quality of teaching a foreign language by diversifying the process. It is generally accepted that communication in the study of Russian as a foreign language can be "one-sided" and "multilateral". In the first case, one should talk about the priority of frontal forms of work in the classroom, when the teacher asks questions, and the students answer them. As for the "multilateral" communication, its characteristic forms are group ones, in which each student can show his intellectual viability (Гальскова Н. 2003, p. 117).

The functions of the teacher himself change over time. From a conductor of knowledge, he turns into an observer. Formally, the teacher is present in the classroom but participates in the educational process if necessary. Students get the opportunity to independently manage the learning process, initiate new ideas, and acquire knowledge. As we can see, "the activity of the teacher gives way to the activity of students, and the task of the teacher becomes the creation of conditions for their initiative" (Казабеева В., 2015, p. 1015).

However, this point has not yet been developed very well in the classroom. Since the activity of the teacher at the initial levels of language, teaching prevails.

The works on the methodology of teaching foreign languages describe various forms of interactive learning: theatrical, work in small groups, didactic games, project work, presentations, discussions, brainstorming, interviews, business games, quests, and more.

The method of "brainstorming" is actively used in the classroom when working with educational material. It allows you to determine the degree of formation of grammatical skills and the level of language proficiency in general. With its help, the creative thinking of students develops, their vigorous activity is stimulated, the ability to work in a team is formed, and makes students mobilize their attention, and turn to reserved knowledge. As a result, the knowledge that has not been used in practice for a long time becomes active. In particular, the "brainstorming" method is used at the initial stage of learning, when compiling a story from pictures, at the middle stage - when answering questions of a debatable nature, and when constructing sentences based on models of a scientific style of speech.

The compilation of clusters also belongs to interactive forms of education. In linguistics, a cluster is a group of words. For example, furniture is a table, a bedside table, a wardrobe, a bed, an armchair, etc. In the initial stages of learning, clustering is extremely important. As a result, the memorization of lexical units is faster and easier. This method allows you to group objects or features on a logical basis. Students can be offered to create clusters on the topics "Products", "Professions", "Russian cuisine", "Furniture", "Colors", "Sports", etc.

Due to the rapid development of information and computer technologies, actively used in the educational process, the range of interactive forms of education is constantly expanding. However, there are cases when forms of interactive learning are used in practice unsystematically.

Interactive forms and teaching methods contribute to stronger assimilation of foreign language phenomena, provide a stable connection between visual and auditory images, increase vocabulary and maintain a high level of student activity, where the speech skills of oral communication and practical interaction of students are consistently developed based on existing language knowledge and speech skills.

For a faster result, it is necessary to develop new effective interactive exercises for the development of oral communication skills in the context of short-term training. The existing traditional forms of education should also be given purposeful and optimal use. Thus, creating new forms of interaction that allow foreign students to immerse themselves more deeply in the language environment.

Important factors for achieving the desired result in language teaching are working in small groups, game elements, dialogical interaction, and effective organization of the educational process.

In addition, teaching foreign students oral and speech communication in Russian involves the formation of certain oral and speech skills. First, these oral speech skills meet the criteria of spontaneity (proper speech and communication skills) and normativity (linguistic and socio-cultural skills) of oral speech in the social and socio-cultural spheres of communication.

Thus, the introduction of interactive forms of teaching Russian as a foreign language makes it possible to intensify the educational process. As a result, the assimilation of educational material is much faster than using traditional teaching methods. Students develop speech skills that are sufficient and necessary for communication in different communicative situations. This is especially important in online education.

Conclusion

In conclusion, we would like to note that interactive forms of learning are quite in demand in the practice of teaching a foreign language at a university, as they help to make the learning process not only informative but also exciting. Their use facilitates perception and greatly simplifies the assimilation of educational material. Interactive forms of learning contribute to the involvement of all students in joint activities and the formation of the ability to work in a team.

Thus, for the development of these oral and speech skills, interactive training acts, stimulates, activates, and maintains naturally motivated communicative interaction in the educational process, providing a direct "exit" to the natural language environment, thus creating conditions for transferring the formed skills to real communication conditions. During the lecture, the use of interactive exercises and tasks ensures communication between students in a non-native language.

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