"Interactive Methods of Teaching English Language in Primary School"

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ABSTRACT

The article discusses interactive methods of teaching English. The possibility of using some of these methods and techniques in English classes is described. The interactive teaching method increases motivation in learning English, the learning process becomes more interesting and entertaining, and pupils feel freer.

Currently, the need to master a foreign language is dictated by the modern social order of society, which is due to the growth of intercultural contacts in all spheres of human activity. Learning a foreign language at school begins in the elementary grades, and from that moment the whole learning process acquires a communicative orientation. The methodology of teaching a foreign language in elementary school is still in the formative stage, today the search for effective methods of teaching a foreign language in junior school is actively carried out, which are based on the psychological characteristics of students of this stage.

Information and communication technologies are widely used in the education system, as well as in other industries. Conducting classes with the use of new pedagogical technologies requires special intellectual abilities from the teacher. Education can be transformed only when the teacher can accurately identify the interests of students, correctly direct them to the path of achieving the goal. The teacher's use of interactive methods in his classes contributes to the development of a real environment of rivalry and cooperation.

Interactive learning is a specific form of organization of cognitive activity, which aims to create a comfortable learning environment in which each student feels comfortable, confident, considers himself successful, intelligent and believes in himself. The essence of interactive learning is that the learning process takes place under the condition of constant, active and positive interaction of all students. When the teacher and the student are equal.

Let's present some of the interactive methods. Technology "Role-playing game" Role-playing game is a speech, game and educational activity at the same time. From the point of view of students, role-playing is a game activity in which they act in different roles. For the teacher, the goal of the game is the formation and development of students' speech skills and abilities. The role-playing game is manageable, its educational nature is clearly understood by the teacher. Since role-playing is based on interpersonal relationships, it causes a need for communication, stimulates interest in participating in it in a foreign language, i.e. performs a motivational and motivational

function. The role-playing game largely determines the choice of language means, promotes the development of speech skills and abilities, allows students to simulate communication in various speech situations. In other words, it is an exercise for mastering skills and abilities in the conditions of interpersonal communication. In this regard, the role-playing game provides a learning function. There are a huge number of forms of role-playing games in English lessons: presentations, interest clubs, interviews, correspondence trips, round tables, press conferences, excursions, fairy tales, reports, etc. As the results of the training show, the use of role-playing in foreign language lessons contributes to positive changes in the speech of students both qualitatively (diversity of dialogical units, initiative of speech partners, emotionality of utterance) and quantitatively (correctness of speech, volume of utterance, pace of speech).

The effectiveness of this technology is obvious, since the project has become one of the active forms of interactive learning and the development of communicative skills in English lessons. This method is aimed at the development of active independent thinking of the child and teaches him not just to memorize and reproduce the knowledge that he receives, but to be able to apply them in practice. Working on a project involves a high level of individual and collective responsibility for the performance of each task for the development of the project.

Working in a group gives all students the opportunity to participate in the work, as it allows them to practice the skills of cooperation and interpersonal communication, which makes it one of the most popular strategies. All this is often impossible in a large team. This is an integral part of many interactive methods, such as mosaics, debates, public hearings and almost all types of imitations.

Technology "Mosaic" The text of information is divided into pieces. Separate pieces of information are given to students in a scattered form. The task is to collect the full text of the information. Each student reads his piece, and then compose the full text based on what he has heard.

Technology "Sociological survey"This method aims to collect information on the proposed topic and involves the movement of students throughout the class. They receive sheets on which the assignment questions are recorded. Alternatively, you can offer the following task: Find out what movies your classmates like to watch. Interview as many guys as you can. In this case, the question "What films do you like to see?" is being worked out, the answer to which often causes difficulties for students, since it requires a complete answer.

Technology "Snowball" This technique is well used for the development of speech and memory of younger schoolchildren. The student names the subject and gives the baton to the neighbor, who comes up with a second word related to the same group of subjects, and already calls two words in order. The next student calls two words and adds his own, etc. You can work out vocabulary on the topics: "Toys" (I have a teddy bear, a doll, a dog ...), "Clothes" (I have a shirt, a sweater, ...), "Fruits and vegetables" (I like oranges, bananas, apples.).

Advantages of using interactive teaching methods:
-activate all students;
-fun and interesting;
- increased motivation to learn;
-allow you to diversify the forms of work in the lesson;
- allow you to apply knowledge in practice;
-they teach independent work;
-develop mental activity;
-develop the ability to work in a team;
-allow you to identify different points of view;
-foster a culture of communication;
-facilitate the perception of new material;
- stimulate cognitive activity;
-increase self-esteem and satisfaction from their work;
- they teach you to listen, understand, react to the interlocutor.

Thus, the essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and think. The joint activity of students in the

process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, ways of activity. It is also proved that the leading methods of teaching primary school students are gaming. The game allows you to successfully solve important methodological and psychological tasks, such as:

— creation of psychological readiness of children for speech activity, communication;

— ensuring the natural necessity of their repeated repetition of language material;

— training of students in choosing the right speech option, which is a preparation for situational spontaneous speech;

— relieving fatigue and tension.

Exercises of a game nature can be different in their purpose, content, methods Let's consider each of these types of games.

Phonetic games. The main purpose of phonetic games in English for younger schoolchildren is to contribute to the formation of articulation and intonation skills of students.

For example: The game "Bees".

The goal of the game: sound training

The course of the game: the teacher shows the students a picture on which two bees are drawn. The teacher explains that one bee is English, the other is Russian. Bees communicate with each other, English pronounces the sound And, and Russian. Students should depict the conversation of two bees, alternately alternating sounds.

Spelling games. The main purpose of using spelling games when teaching English in elementary school is to form writing skills. For example: The game "Missing Letters". The goal of the game is to check spelling in writing lexical units within the framework of the topic being studied. The course of the game: before the start of the game, the teacher divides the class into two teams. For both teams, words with missing letters are written on the board. During the game, each team member goes to the board and writes down the missing letter. The team whose members make fewer mistakes wins.

Lexical games help to memorize lexical units, train students in the use of vocabulary in situations close to the natural environment,

develop the speech reaction of students, introduce them to the compatibility of words, that is, contribute to the formation of strong lexical skills. For example: The game "Who will connect correctly?" The goal of the game is to introduce students to a new vocabulary and train them in its use. The course of the game: students receive sheets of paper with dots arranged in a certain sequence. By connecting the dots from 1 to 20 and drawing a contour, they can identify the object depicted in the picture. Then the teacher translates the word, and the students repeat after him.

The main purpose of grammar games is to train certain grammatical rules.

The teacher can pick up a game for almost every grammatical phenomenon. Let's look at examples of grammar games.

The game "Where is your place?".

The goal of the game is to train the word order in a simple and interrogative sentence.

The course of the game: The teacher first comes up with sentences and writes down each word of the sentence on a card. Then he shuffles the cards and distributes them to the students. They must stand in the order in order to get a sentence.

Creative games, as noted above, include auditory and speech. Auditory games contribute to the development of students' auditory memory, their ability to recognize individual speech patterns and combinations of words in the speech stream. Let's look at examples of auditory games.

The game "Guess who it is?"

The goal of the game: the development of speech hearing, the formation of dialogic speech skills.

The course of the game: the teacher chooses one of the students as a presenter.

The moderator turns his back to the class. At this time, the teacher selects one of the students and asks him to ask any question or make any request to the moderator. If the presenter guesses who addressed him, the role of the presenter passes to the second student. The teacher can offer the following speech samples if students have difficulties. Speech creative games are aimed at developing oral and written speech skills.

For example: The game "The Last Word". The goal of the game is to develop the skills of monologue speech, the skills of constructing a logically coherent utterance.

The course of the game: the children stand in a circle, the teacher calls the first sentence. The student following him should build his statement, starting with the last word of the previous sentence. This is how every student should build his proposal. For example: I have got a cat. The cat is grey. The game "Invent a story".

The goal of the game is to develop the skills of monologue speech. The course of the game: students are offered the end of the story. They have to come up with a story so that it ends with this phrase.

Examples of phrases: Thus, the presented games contribute to the formation of students' speech skills. Game forms contribute to the removal of fear, tension, form a positive motivation for students to learn English, stimulate the development of creative abilities of students. INTERACTIVE TEACHING METHODS in English lessons in primary school increase the motivation of children, contribute to the development of all language skills, allow them to broaden the horizons of children, prepare students for independent study of the subject.

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