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**THE USE OF INTERACTIVE EXERCISES AT ENGLISH LESSONS**

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Among the advanced methods in the modern educational process of learning English, much attention is paid to interactive methods based on a person-centered approach to the student, aimed at developing not only the creative potential of the learner, but also the ability to think and react quickly, improving communication skills.

The organization of interactive learning involves the use of didactic and role-playing games, modeling life situations, creating problem situations.

Interactive exercises are divided into four groups depending on the purpose of the lesson and forms of organization of students' activities: interactive technologies of cooperative learning, interactive technologies of collective – group learning, technologies of situational modeling, technologies of discussion questions.

At each stage of the lesson a variety of interactive technologies and exercises can be used:

«Brain storm» is an interactive technology of collective discussion, widely used to develop several solutions to a particular problem. Brainstorming encourages

students to show imagination and creativity, gives them the opportunity to freely express their thoughts.

The purpose of a «brainstorming» is to gather as many ideas about the problem as possible from all students over a limited period of time [1, p. 9].

«Aquarium» is another option of cooperative learning, student activity in small groups, effective for developing communication skills in a small group, improving the ability to discuss and argue their point of view. It can be offered only if the students already have good group work skills [2, p. 8].

«Microphone» is a kind of general group discussion, which gives everyone the opportunity to say something quickly, in turn, answering questions or expressing their opinion or position.

«The PRESS» – method that teaches students to develop and formulate arguments, to express opinions on a debatable issue in a clear and concise form, to persuade others.

Students should be given materials that indicate the four stages of the method:

Express your opinion, explain what your point of view is (I think that, to my mind, according to my experience, to my opinion);

Explain the reason for this opinion, ie what the evidence is based on (the fact, the point is that);

Give examples, additional arguments in support of your position, name the facts that demonstrate your evidence (for example, for instance);

Summarize your opinion (make a conclusion, starting with the words: (as a result, in the upshot, in the end, finally, in the long run, in the final analysis);

«Associative bush»-its construction develops logical thinking, imagination, memory. With the help of expressions, students express their thoughts on the topic and build it all in the form of a bush [3, p. 3-6].

Consequently, interactive learning, undoubtedly -interesting, creative and promising direction of pedagogy, which contributes to the situation of psychological unity in the classroom, greatly increases the efficiency of the educational process, promotes high intellectual development of students, provides mastery of self-development skills, ability to think, create.

It should be mentioned that, interactive learning as a form of educational process is really able to become a factor that optimizes the nature and structure of pedagogical interaction.

The use of interactive learning is not an end in itself, but only a means to achieve the atmosphere in the classroom that best promotes cooperation, understanding and friendliness, provides opportunities to implement personality-oriented learning.

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## ÉLÉMENTS DE PSYCHOLOGIE EN COURS DE LANGUE ÉTRANGÈRE

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On s'intéresse toujours à la psychologie, on a envie de se connaître, comprendre son monde intérieur, la nature des actions des autres. La science psychologique nous aide à comprendre les gens, être capable de trouver un langage commun, de réagir avec souplesse afin de s'adapter à toute situation, de pouvoir gérer le stress. Dans les établissements d'enseignement supérieur en cours de psychologie générale, les étudiants apprennent les phénomènes de la vie mentale humaine, processus mentaux, états et propriétés de l'homme, phénomènes psychosociaux et beaucoup d'autre. Mais pourtant l'application des éléments de la science psychologique est intéressante et utile non seulement pour les étudiants de la faculté de psychologie. Il est possible de développer plus efficacement quatre compétences langagières en introduisant aux cours de langues étrangères des éléments psychologiques.

Des blogues scientifiques, sites spécialisés proposent plusieurs documents dont l'atout est l'authenticité du contenu constamment renouvelé. De nombreux livres et magazines contiennent des documents de vulgarisation scientifique consacrés aux thèmes généraux (mémoire, superstitions, relations interpersonnelles, phobies, etc.) et donc sont actuels à tout moment [1]. Des tests psychologiques publiés également dans les magazines spécialisés en ligne (Psychologies, Psychologies magazine, Cerveau&Psycho) aideront les étudiants à se comprendre mieux, trouver l'épanouissement professionnel, les réponses concernant leur personnalité, tempérament etc. Pour les étudiants qui ne lâchent pas leurs smartphones il existe de nombreuses applications telles que «Développement Personnel: Motivation Psychologie», «Renforcer l'estime de soi!» ou plusieurs jeux de mémoire permettant de passer le temps de manière utile.

Quant à la compréhension orale, des vidéoblogues, podcasts, émissions de radio psychologiques aux sujets parfois brûlants servent non seulement à réviser le