# INTERACTIVE TECHNOLOGIES AS A MEANS OF DEVELOPING CRITICAL THINKING AT THE ENGLISH LESSONS

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The article deals with interactive technologies and their effectiveness in different stages of English lesson. The main activities of interactive learning participants have been described; examples of their use at each stage of the lesson have been given.

**Key words:** foreign language, interactive technologies, interactive learning, method, reception, communicative competence.

The current stage of development of our state requires from the younger generation flexibility, sociability, and rapid adaptation to various life situations, critical thinking and the ability to cooperate. The status of a foreign language in Ukrainian society has also changed significantly. Ukraine's rapid entry into the world community has provided a huge demand for knowledge of foreign languages. Possession of skills of foreign language competence began to be considered as a means of socialization, a means of uniting states and peoples. That is why today it is necessary to pay serious attention to the efficiency and quality of the process of learning foreign languages. And the primary task of the teacher is to create such conditions for learning, where students, without harming themselves, could "train", "try" themselves in adult life situations.

Nowadays, there are many methods and technologies of teaching English - both traditional and modern. The choice of the latest teaching methods is determined by the knowledge of innovative technologies. The effectiveness of their use depends on whether they are selected according to the tasks that can be successfully solved with their help. Because students need to master a foreign language as a means of communication, be able to use it orally and in writing, maintain a conversation, suggest a topic, express their wishes, share opinions, exchange views, in English lessons it is important to create situations in which the teacher and the student will become full subjects of the education system, and the basis of learning will be an equal dialogue between those who teach and those who learn.

**The purpose** of this article is to define the different types of interactive technologies and demonstrate the possibilities of зиheir effective use at different stages of English lesson.

Interactive technologies can be used at different stages of the lesson depending on its type, level of preparation of students, their number in the classroom. It should be noted that the lesson should not be overloaded with interactive work (1-2 methods per

lesson). It is important to combine the latest technologies with other methods of work – independent search, traditional methods. Here are some examples of interactive tasks at each stage of the lesson.

To create motivation for learning, students are asked to fill in a diagram with a keyword or question, choose associations to the word, continue the idea. (Addition 1)

The beginning of the lesson performs two important functions: the organization of the class to active work in the lesson and the creation of a foreign language atmosphere in order to transfer students to foreign language speaking activities. It is at this stage of the lesson that the teacher should interest the students, stimulate their interest for a better understanding of their activities in the lesson. For example, we ask students to guess the topic of a lesson, discuss it, and set goals based on a series of words or pictures.

In the main part of the lesson its main tasks are solved. This can be the submission of new material, training students in the use of this material in speech, practice in speech activity, systematization or generalization of learning and control of speech skills and abilities. It is at the stage of students' awareness of the connection between the studied and new material and the formation of the ability to apply educational material in practice that we offer training exercises to consolidate the material (replace the picture with a word using the structure "I've got"; in the text and complete the table; complete the sentence using new lexical units; listen to the conversation on the phone and supplement the dialogue with questions in the table; read the story and find the false sentences; in groups discuss the issue of "Graffiti as an art form" – students work in pairs or groups of peers, where they mobilize their knowledge, discuss, exchange views and arguments; search for additional information in magazines, newspapers in order to create an individual or group report, presentation).

At the stage of reflection on results and summarizing for students it is important to understand why they performed certain tasks in the lesson, and most importantly, what results they achieved in the learning process. Given the level of preparation of students, we offer students to prepare a creative work or group project "House of my dreams", "Why I dream of traveling the world", "The best place to relax". To analyze their work in class, students can use diagrams that determine the level of their achievements, possible difficulties (I liked the most ... I had the hardest time...)

It should be noted that the use of interactive technologies involves certain problems:
- students often do not have their own opinion, and if they do, they are ashamed to express it to the whole class;
- often students do not know how to listen to others, to objectively evaluate their opinion;
- some students find it difficult to accept someone else's opinion, to compromise;
- it is difficult for students to change methods of work;
- leaders of small groups usually take the initiative into their own hands, and weaker students immediately become passive

- students who do not have sufficient vocabulary have difficulty expressing their opinions in English;

The introduction of interactive teaching methods should be gradual, starting with the simplest, using both frontal and group methods. To engage students in active speech interaction, they should always be told that every thought is important, that they are all communication partners.

Skillful use of interactive techniques in learning contributes to the formation of critical thinking skills and cognitive interests of students. Children begin to feel confident, free to express their thoughts and calmly accept comments, consider themselves active participants in the learning process.

Therefore, interactive methods contribute to the efficiency and quality of the educational process. In interactive lessons, students have the opportunity to:
• expand their cognitive opportunities;
• assimilate a large amount of material in a short period of time;
• interact with the teacher as an equal participant in the situation;
• work in a team;
• express their own opinion;
• create «success situations»;

The use of interactive learning technologies at different stages of a foreign language lesson is not only a way to increase students' motivation to learn a language, but also to improve the atmosphere in the classroom, which will promote cooperation and understanding between students and teachers. Mutual trust, equality, partnership in communication causes students to enjoy the learning process, the desire to participate in it. However, it is necessary to constantly monitor the process of achieving the goals, and in case of failure to change tactics, look for and correct shortcomings.

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## L'IMPACT DE L'ENSEIGNEMENT STEAM ET LA FORMATION DE SOFT SKILLS DANS LE CONTEXTE DE L'APPRENTISSAGE DU FRANÇAIS

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