INTRODUCTION OF INTERACTIVE FORMS OF LEARNING AS A MEANS OF FORMATION OF THE LINGUISTIC PERSONALITY OF FOREIGN STUDENTS

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Annotation: The article discusses the issues of intensification of the learning process through the introduction of interactive forms of learning as a means of formation of the linguistic personality of foreign students, as well as describes the methodological peculiarities of their use in the study of Ukrainian as a foreign language. The introduction of interactive forms of education in the system of university education improves its quality in accordance with the needs of society and the individual.

Keywords: interactive forms of learning, linguistic personality, interlingual communication, introduction, Ukrainian as a foreign language.

The purpose of the article is to identify, scientifically and methodologically substantiate the need to introduce interactive forms of learning as a means of formation of the linguistic personality of foreign students when learning Ukrainian as a foreign language.

Regarding the field of modern education, high quality of training of a teacher specializing on teaching Ukrainian as a foreign language should reflect not only the pedagogical conditions and one's level of readiness to use already known ways of solving pedagogical problems in practice, but also the ability to independently design pedagogical systems conductive to ensuring effective professional self-development.

According to M. Fitsula, the use of computer technology in the learning process also contributes to the increase of interest and overall motivation of learning thanks to new forms of work and involvement in the priority area of scientific and technological progress; activation of learning through the use of attractive and fast-changing forms of presentation of the information, individualization of learning - everyone works in a scheme that satisfies him or her; expansion of information and test "repertoires", access of students to the "information banks" [5].

Holding of classes in specialized language classrooms which necessarily include a computer classroom today, brings interactivity and visualization which optimize the process of formation of the communicative competence of foreign students by turning learning into an exciting and interesting game. Working in a modern computer lingaphone study room equipped with a complex of sound and projection equipment aims to support the modernization of the educational process and through the use of audiovisual method to create better conditions for intensification of the auditorian, self-study, individual and group work of students on mastering and improving foreign language oral communication skills which are formed as a result of practical activities. This goal is achieved by developing the listening comprehension, correct pronunciation of sounds, intonation and rhythm.

An important role in the learning of Ukrainian as a foreign language is played by live contemplation and observation of language units. If the student has seen and heard something and then immediately solidified it within his or her mind, the digestion of the learning material would be much faster. This problem is successfully solved by audiovisual material which should be considered as one of the means of creating a foreign language communication environment. They introduce factual material reflecting the environment of the student to which he or she is exposed, the life and science to the teaching audience, transforming the language from an abstraction into a live medium of communication. They provide an opportunity not only to the teacher, but also to the students to create and fantasize, to build mutual communication during the class, making it effective and interesting.

As it was noted by I. Klak [2], the use of electronic media, such as computer and VCR, is very effective in forming the students' communicative culture since video materials not only illustrate the live speech of native speakers to the students but also immerse them in a situation where they become familiar with facial expressions and gestures, the style of relationships and the realities of the language being learned.

The video materials help students to practice facial expressions and gestures ("body language"), teach to recognize the style of relationships, etc. so that in a real situation, students will not make major mistakes when communicating with the representatives of the language being taught.

Video used in class is an educational tool that enriches the materials already present in the teacher's arsenal. Video helps to overcome the cultural barrier when learning Ukrainian as a foreign language. There are many situations during the classes where video can be especially useful – for example, if you want to present a finished linguistic context, show the communicative side of the language through learning facial expressions and gestures, practice listening skills in a natural context, practice description and retelling skills, enrich vocabulary, stimulate communication or discussion.

The preparation of the teacher to implement a video course in the learning process requires consideration of such factors as the goal of the lessong and the level of language training of students.

Both during the classes and in the individual work of students, live broadcast of various programs of central and local radio and television channels, including educational programs, as well as broadcast of films, diafilms, audio recordings can be used.

The use of audio and video is one of the important areas of information technology. That is why, along with computer technology they say about audiovisual technologies of learning, in which much of the management of cognitive activity is done through specially designed audiovisual training programs. Due to the intensive development of information and communication technologies, another real

opportunity has arisen to fill the lack of a natural foreign-language environment by creating a foreign-language electronic educational environment which includes electronic educational resources stored on the Internet and electronic educational resources on digital media. [2].

The inclusion of online resources in the process of learning a foreign language contributes to the social adaptation of foreign students. Online support provides students with many opportunities to get information from the websites of the country the language of which they learn. Through websites, students get new knowledge, learn about the world, communicate with their peers, improve and develop their language skills.

In the context of modernization of the Ukrainian system of education, the problem of effective use of the ICT as an accompanying tool for foreign language teaching at higher education institutions appears to be quite relevant and is singled out as one of the priorities. As an optimal means of creating a language-friendly communication environment, the use of podcast terminals may be recommended. These are online platforms with podcast, that is, audio or video files that are distributed free of charge via the Internet for public listening and may be downloadable or intended for online listening and viewing only, without downloading to your local computer.

In modern methodology, social / interactive forms of learning are being used more and more often to replace front-line work during practical classes. While completing pair, group, or team tasks, the students focus their attention not on the linguistic form of expression but on the content. The important purpose of such joint activity is to learn new information and to record / evaluate it, to discuss problematic tasks together, to compare different points of view, to take part in a discussion or communication game, to make something together (project, travel plan, etc.). In the process of completing interactive tasks, students show creativity and independence, being not just passive performers of speech actions. [1, pp. 201–202].

An example of using computer-aided interactive learning is a practical class aimed at developing dialogic speech skills.

The purposes of the practical class are as follows: educational: development of dialogic speech skills; developmental: development of skills in working with Ukrainian-language Internet resources, of memory and logical thinking; educational: maintaining interest in the culture of the language being taught, development of group work skills and of the culture of communication.

Tasks of the practical class

1. Search and selection of information on the Internet.

2. Analysis and synthesis of information.

3. Preparation of oral presentation.

4. Formulation of questions on the topic of the class.

5. Discussion of the information found and making a joint decision.

6. Self-esteem training.

It should be noted that completing the task in the format of a web quest supports the development of the following components of foreign language communicative competence:

- speech competence (formation in all types of speech activity);

- sociocultural / intercultural competence (familiarity with the realities of the country the language of which is learned);

- compensatory competence (development of ability to solve communicative problems in conditions of language deficit);

- educational and cognitive competence (formation of background knowledge, general skills).

Speaking of the educational potential of using web-based quests in teaching Ukrainian as a foreign language, the students' motivation to learn Ukrainian can be marked out.

With the advent of computer technologies, physical borders are no longer a barrier to get to other countries (for example virtual tours and traveling may be used). According to the survey conducted among students, it turned out that 91.0% of the surveyed high school students have free access to the Internet [4].

The use of Internet resources during the classes of Ukrainian in higher education institutions can be planned for various purposes: to include them into the content of the lesson (integration into the curriculum); for independent work of students; for self-preparation for the class. The following didactic and methodical tasks that can be performed during the lesson with the help of Internet resources can be defined: improvement of reading skills of foreign languages; improvement of listening comprehension skills using authentic audio and video Internet resources (these can be prepared and adapted by the teacher beforehand); improvement of oral language skills in the process of discussing the information obtained from the Internet (found by the student himself/herself or prepared by the teacher); improvement of writing skills by means of written correspondence; formation and improvement of speech competence; acquaintance with socio-cultural peculiarities of speech behavior of native speakers; formation of stable motivation for learning a foreign language in the process of discussing topical issues [3, pp. 52].

A class in the format of "Web Quest" could be an example of use of Internet technologies in the class of Ukrainian language.

Therefore, creation of a multilingual educational environment in the process of teaching foreign students; formation of interlingual communicative competence of students; introduction of interactive forms of learning as a means of formation of the linguistic personality of students – are the most important pedagogical conditions for forming the readiness of foreign students for interlingual communication in the process of vocational training.

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