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Halatsyn K. O.

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of English for Engineering

Yaroshenko O. L.

Lecturer at the Department of English for Engineering № 2

*National Technical University of Ukraine
«Igor Sikorsky Kyiv Polytechnic Institute»
Kyiv, Ukraine*

THE ESSENCE OF INTERACTIVE LEARNING AND ITS ROLE IN FOREIGN LANGUAGE LEARNING

The problem of finding new forms and methods of organising the learning process is not new. Thus, back in the 1980's, the term interactive pedagogy (G. Fritz, Germany) appeared and means such organisation of the learning process, in which its participants become partners and interact with each other. Hence, the notion of the «interactive method» as a way to achieve learning with the direct active participation of the one who is learning became widespread. According to A. Pometun, interactive technologies can be considered as those that are implemented through the active interaction of teachers and students in the learning and educational process and provide an opportunity to organise corporate activities, gain new knowledge, starting from the interaction of two or three people and broader cooperation [3].

The effectiveness of English language learning for future engineers, according to our belief, depends on the constructively chosen theoretical approaches to the development of English language learning methodology and its implementation in pedagogical practice. On the other hand, the analysis of psycho-pedagogical literature indicates that the professional training of students of higher technical institutions should consider the links of engineering activity with the environment, society, humans, i.e. the engineer's activity should be humanistic.

Therefore, among the conceptual approaches to the successful implementation of English language learning in higher technical schools, we identified: systemic, personality-oriented, communicative, humanistic, activity-based

and competence-based approaches, which provide an opportunity to effectively influence the sphere of social-communicative relations and self-realization of the subject.

The essence of innovative methods application in the educational process consists of such an organization of training. Students are active subjects of cognitive activity, and the teacher acts as an organizer, consultant, one of the information sources.

The brainstorming method is productive in learning English. We have defined the general rules of brainstorming: any idea, regardless of its reality, should be listened to; any of the participants can propose one or more ideas simultaneously, so as not to block their imagination; group members should refrain from criticism to the speaker of the idea; after all group members have uttered the ideas, a consistent discussion and elaboration of a standard solution take place; those who disagree with the overall final solution have the right to express a particular opinion at the stage of defending the topic [2].

In learning English through «brainstorming», the conditions of solving such tasks are provided: to master the material creatively; to unite theoretical knowledge with practice; to intensify cognitive-motivational activity.

In the study, we found that English language learning is effective and efficient if it is built on dialogical principles, gives a constant impetus to the mutual development of teachers and students who are equal partners, and at the same time as a means of scientific and cognitive creativity.

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