

FORMS OF INTERACTIVE SPEAKING TEACHING IN ENGLISH LANGUAGE LESSONS

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Summary: *This article explores interactive methods for teaching English speaking skills during the middle stage of education. The findings indicate that incorporating diverse interactive approaches into the learning process enhances students' communicative competence. This improvement is evident in enhanced conversational speech through dialogical communication, the development of cohesive semantic structures in monologue speech, the establishment of intonation stress, improved pronunciation, and a reduced sense of constraint when expressing thoughts in a foreign language.*

Keywords: *interactive forms, method, task, discussion, group work, project development, trainings, communicative task*

The educational system is dynamically evolving, actively seeking effective technologies, methods, and instructional approaches, as well as cognitive tools and activities. The primary objective is to create an environment conducive to enhancing the overall educational engagement of students, fostering individual intelligence development, and preparing them for creative self-realization in the future. Consequently, the expectations for secondary education are undergoing changes, particularly in the realm of foreign language studies, where the emphasis should be on equipping students with the skills and readiness for engaging in intercultural communication.

The updated standard, with its novel requirements for learning outcomes, provides an opportunity to reevaluate classroom practices and incorporate innovative and creative ideas. However, it is essential to note that embracing these changes does not imply a rejection of traditional methods and approaches. Rather, there is a possibility of integrating them in a new manner, alongside modern technologies, to create a comprehensive and effective educational experience.

The primary goal of this continuous education is to empower individuals to adapt seamlessly to evolving changes in economic, social, cultural, and other life spheres. As the information space expands and international cooperation flourishes, the mastery of foreign languages within the framework of continuous language education has never been more pertinent. This approach aims to equip students with the skills necessary to navigate a dynamic world, preparing them not only as seekers of employment but also as creators capable of contributing meaningfully to various facets of society.

In the realm of foreign language instruction, there is a growing emphasis on the interactive interaction approach as a highly promising teaching method. This approach

centers around the concept of fostering interaction among students themselves, between students and the teacher, and with representatives of foreign cultures. Numerous domestic scholars, including A. A. Verbitsky, A. P. Panfilova, G. M. Andreeva, L. K. Geykhman, N. D. Galskova, N. I. Gez, N. M. Gubina, and N. V. Vagramova, have delved into the study of the interactive approach and its distinctive features.

Researchers posit that incorporating interactive teaching methods into foreign language lessons serves to amplify the educational and cognitive engagement of students. Furthermore, it contributes to heightened motivation for learning a foreign language, thereby enhancing the overall quality of education. In contemporary pedagogy, there exists a multitude of recognized forms of interactive learning, reflecting the diverse ways in which this approach can be applied. Within the interactive approach to teaching speaking, various forms are recognized for their effectiveness. Some of the primary forms include:

1. **Creative Tasks:** Engaging students in imaginative and innovative activities to promote expressive language use.
2. **Group Work:** Encouraging collaboration among students, fostering communication and idea exchange within a team setting.
3. **Role-Playing Games:** Creating scenarios where students assume different roles, allowing them to practice language skills in simulated real-life situations.
4. **Project Development:** Tasking students with collaborative projects that require them to articulate ideas and present information in the target language.
5. **Viewing and Discussion of Video Materials:** Using visual aids to stimulate discussion and encourage speaking in response to audio-visual content.
6. **Problem-Solving Method ("Brainstorming"):** Promoting spontaneous idea generation and collaborative problem-solving through group brainstorming sessions.
7. **Trainings:** Conducting language exercises and drills that emphasize practical speaking skills.
8. **Discussion of Complex and Debatable Issues:** Encouraging students to express their opinions, take positions, and engage in dialogue on complex and controversial topics.
9. **Educational Discussion (Debate, Round Table):** Structuring formal discussions, debates, or round table sessions to enhance argumentative and persuasive speaking skills.
10. **"Case-Study":** Analyzing specific, practical situations to develop analytical and communicative skills.
11. **Aquarium:** This term is not commonly associated with language learning. It might refer to an innovative or less conventional method that involves immersive, enclosed, or controlled language environments. Clarification may be needed for precise interpretation.

These diverse forms cater to different aspects of language acquisition and offer students a rich and varied speaking practice within an interactive and engaging learning environment. Interactive learning, as such, offers a multifaceted solution to various challenges, with the primary focus being the attainment of educational objectives. This approach actively contributes to the enhancement of students' communication skills, fostering both teamwork and individual initiative, while also encouraging attentive listening to the viewpoints of their peers.

Furthermore, interactive learning entails the creation of conditions by the teacher that empower students to independently acquire and construct knowledge. A key factor for the effective functioning of interactive learning is the establishment of an environment characterized by goodwill and mutual support throughout the collaborative process. This positive atmosphere fosters engagement, cooperation, and the overall success of interactive learning experiences.

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