AN INTERACTIVE APPROACH TO LEARNING A FOREIGN LANGUAGE IN PRIMARY EDUCATION

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Abstract. *This article is dedicated to the that the study of language as a linguistic phenomenon can provide knowledge of the language system, but it does not lead to the use of this system for communication purposes. Thus, the purpose of teaching primary school students should not be considered language learning, which is appropriate for philological education in a special university, but speech as 'a way of forming and formulating thoughts and as a means of social speech interaction'. When determining the content of English language teaching, it is necessary to determine what should be taught in language and speech aspects; how to build the process of mastering communication: sequentially, from mastering language tools to speech practice with their applications or comprehensively, mastering speaking skills directly in the process of solving communication problems.*

Keywords: *primary school, communication, speaking skills, interactive, approach, teaching, foreign, language.*

A characteristic feature of modern society is continuous foreign language education, including language education, which is understood as 'a process that ensures continuous improvement of communicative competence in one or more languages demanded by a person as a means of communication'. The purpose of continuing education is seen in the formation and development of a person the ability to adapt to the transformations taking place in economic, professional, social, cultural and other spheres of life. With the spread of Internet technologies and accessibility a significant amount of information in foreign languages in general and English in particular, with the expansion and development of international cooperation, the acquisition of foreign languages in the process of continuous language education is becoming relevant for many.

When determining the content of English language teaching, it is necessary to determine what should be taught in language and speech aspects; how to build the process of mastering communication: sequentially, from mastering language tools to speech practice with their applications or comprehensively, mastering speech skills directly in the process of solving communication problems.

Next, let's turn to the requirements of the English language program in secondary schools. In the section on learning to speak in high school, it is stated that students should be able to do the following: - maintain a conversation or discussion on a familiar topic; - to request information or to ask for clarification on a matter of interest; - express your attitude and opinion on the issue under discussion; - start, maintain and end a conversation in standard settings in situations of communication in compliance with the norms of speech

etiquette, ask again and clarify if necessary; - ask the interlocutor questions and answer his questions, express your opinion, respond to a request, agree to the interlocutor's proposal or refuse it, taking into account the studied topic and the learned lexical and grammatical material; - be able to conduct their own strategic line in communication in accordance with the verbal intentions of the interlocutor or contrary to their intentions.

Based on the above requirements, we conclude that Teaching English in high school is aimed at laying the foundations of foreign language communicative competence, teaching students to interact with representatives of a foreign language culture. It should be noted that for high school students, English is primarily a means of communication and expression of their thoughts.

The study of language as a linguistic phenomenon can provide knowledge of the language system, but it does not lead to the use of this system for communication purposes. Thus, the purpose of teaching primary school students should not be considered language learning, which is appropriate for philological education in a special university, but speech as 'a way of forming and formulating thoughts and as a means of social speech interaction'.

W. M. Rivers defines speech interaction as 'the influence of people on each other in order to induce reciprocal speech or non-speech actions. If there is no interaction, there is no communication'. The realization of a communicative goal requires appropriate learning technologies. Interactive learning technology can be considered as one of these technologies, the key concept of which is interaction or interpersonal communication.

In order for speaking not to turn into educational speech, when communication is unlikely to take place, the process of teaching foreign language speaking using interactive learning technology must be implemented taking into account a number of conditions. Communication should not be limited to the "teacher–student" role repertoire. It is necessary to model the conditions of real everyday human speech behavior, taking into account the emerging needs for genuine communication that provides communicative motivation. Creating conditions for primary school students to show activity and initiative in speech activity in a foreign language is largely determined by the favorable trusting atmosphere of communication created and maintained in the classroom. Speaking is a speech activity that can be realized only in the process of direct speech interaction, the interaction of communicants.

When interacting interactively in English lessons, the dominance of one participant in communication over another is excluded. This approach allows students to teach critical thinking, solving complex language problems by analyzing circumstances and relevant information, weighing proposed opinions, making informed and thoughtful decisions, participating in discussions, discussions and respectful communication with each other. To do this, it is necessary to organize individual, pair and group work in the lessons, use research projects, role-playing games, creative works, etc. as options for conducting lessons.

Thus, an interactive approach to teaching foreign languages in general and English in particular includes active interaction of all students of the group, during which there is a mutually enriching exchange of authentic personally significant information in a foreign language, while interpersonal communication skills are acquired. It should be noted that it is

important not only to teach high school students to exchange information in English, but also to teach the very process of communication, the ability to listen and to hear other participants in communication, the ability to logically and argumentatively express their thoughts verbally or in writing, respectfully accept someone else's point of view.

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