Kozakevych O.O.[1]
The Application of Interactive Methods in Forming of the Professionally Oriented Competence

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Abstract. This article is devoted to the application of interactive methods of learning in forming of the professionally oriented competence. It reveals the peculiarities of the usage of interactive methods in professional learning. The author of the article defines the most effective kinds of interactive technologies which are used in the process of forming the professional competence of the foreign language. The writer also defines the principles of the foreign professional learning. It is explained why we should use interactive methods of learning in our modern system of education.

Keywords: interactive methods of learning, interactivity, professional competence, interactive technologies, communicative skills.

We are living in a dynamic and a fast-developing world that's why we should take into account the modern approaches of teaching English. Nowadays, there are many different types and forms of teaching English but these diverse of approaches don't really include all the aspects which are needed for realization students' potential.

It is well-known that the modern system of education in the field of foreign languages is based on personally oriented paradigm. Besides, as any complicated system, it demonstrates many ways of its development. It also realizes personally oriented, communicatively cognitive, intercultural and competence approaches. It doesn't matter in which way, this complicated system develops, still it has the following characteristics: as intellectual, creative and moral development of participants, who are involved in a learning process.

The priority of personally oriented language paradigm of education system focuses our attention on the cognitive activity of students, which takes into consideration individual, developmental, reflexive and intellectual possibilities and skills. Taking into consideration the following principles of teaching foreign language the task of a teacher is to organize productive activity of all the participants who study the foreign language. For realization of this aim our modern education system puts various technologies such as: interactive, communicative, multimedia, informational, etc.

Nowadays interactive methods and interactive tasks become very popular. It is explained by the high international standards which are put on the first place by European countries. There are many articles and works which are devoted to the usage of interactive methods and interactive tasks in various fields of the education system, among those who wrote about interactivy are: Shevchyk S.P. and Skorohodov V. A.who wrote a book which is called "Interactive Methods for Preparation Managers", Roginko K.V. investigated the role of interactive methods in formulation of foreign professional competence, Azimov K.A. researched the interactive methods and the ways of democratization education, Leo Van Lier analyzed the interactive ways of learning, Polyakov V.N, Bodrov D.A., S.L. Kozhitov wrote an article "The Tasks of Interactive Processing of Search Queries in the Set Theory Formalization", Kuznetsov M.V. "Methods of Language Skills Development in the Process of their Combination at an Interactive Lecture", zanova A.R. "The Advantages of Interactive Methods in the Process of Learning the Foreign Languages", etc.

Today the project "National Strategy for the Development of Education in Ukraine for 2012-2021 years" puts a purpose of modernization the education, to provide scientific and innovative activity in education, to make the education process more available and bright [1]. Interactive methods of teaching is one of the ways for achieving this purpose because they make the learning process more vivid, they help students to corporate with each other easily without any psychological stress. They create the atmosphere of equality and they help to settle partnership relationships among all the participants of educational process.

The purpose of the article is to identify and analyze the interactive methods which could be applied in foreign professional learning.

The main task of teaching foreign languages is to teach students to use a language as a tool in a dialogue of cultures and civilizations of modern world. This aim includes communicative and sociocultural development of students by the means of foreign languages, for preparing students to intercultural communication in different spheres of life. For this purpose we suggest the usage of interactive methods which provides not only a high level of students' knowledge but also, a possibility to apply this knowledge in a daily life practice.

Interactivity in the process of study can be explained as an ability to interact, study in the regime of dialogue, conversation, and act.

Interactive methods are very effective, but as they come little by little to the teaching practice, the majority of teachers use old and traditional methods of teaching. Interactive methods of teaching motivate students to learn foreign language and they increase students' interest to the process of studying. And this desire to learn is the first step for a successful life.

Besides, interactive technologies help to increase self-motivation and each student could feel that he or she is an inseparable part of the learning process. Interactive methods help to create democratic and comfortable conditions of studying, they help to realize innovative learning approaches [4, 105]. They help to generate and simulate the circumstances, thanks to which each participant feels his or her importance and successfulness.

One of the provident principles of interactive methods is cooperative or group work which includes the following aspects of learning:
1. positive interdependence – when each student performs his (her) job well, the group succeeds;
2. individual responsibility – when working together in a group each student has a different job;
3. equal participation – each student is given the same amount of time to speak or complete a task;

4. simultaneous interaction – when all students are involved at the same time [12].

Innovations in methodology used in the educational process of higher institutions are connected with the use of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication [10, 11].

In the process of dialogue training the students learn: to solve complex problems on the basis of analysing the circumstances and corresponding information, to consider alternative opinions, to take well-considered decisions, to take part in discussions, to associate with different people. It's necessary to organize different forms of activity at the foreign language classes that is individual, pair, group and team. Among the most well known form of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E. g., jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic. It is necessary to point out that all above-mentioned form of interactive training are efficient in case a problem is discussed as a whole in class and the students have previous experience and ideas which they have acquired earlier at their classes or in a course of their private life [8].

The following advantages of interactive co-operative learning are determined: friendly atmosphere and relationships between learners are formed; learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes; it'll help the learners to overcome the problems of language barrier confidence and fear of making mistakes; learners talking time is longer, it's good for communication; teacher doesn't dominate; a teacher has an opportunity to give the task to every student. All learners are involved in the work; it's good for individual work; shy and weak students have the opportunity to rely on their partners; learners can use their background knowledge.

The urgent problem of forming foreign professional communication influences on political, economic, social and scientific spheres of our life. The modern specialist must be not only smart and intelligent, he or she should be creative, resourceful, ambitious and communicative person, this person must become a vital component or a cell in his or her affair and demonstrate a high level of professionalism.

The professional foreign communication has an enormous importance and value for every country, especially for the country which tries to prove and to establish its advanced positions in the world-wide economics of the European society.

The main principles of the English professional learning are:
– the activity of the studying process or the operative character of learning:
– autonomy, the balance of linguistic and nonlinguistic knowledge;

– carrying out of communicative strategies from the native language;
– the desire for overcoming linguistic and cultural barriers;
– the balance between conscious learning of the foreign language and unconscious usage of the language during communication;
– the principle of the inner system [6, c.18];
– the principle of connection between theoretical part of studying and practical;
– the principle of developing the professional skills.

A famous Ukrainian methodologist and scientist Tarnopolsky O.B. uses experiential learning which includes the characteristics of interactive methods. He says that experientially-interactive method helps to formulate foreign professional competence in a natural way. The main idea is that when a possession of the language and communication takes place in boundaries of another activity as in the experientially-interactive method the formulation of language skills becomes an additional product of this main activity, which is carried out so say unintentionally [5].

A great researcher Tarnopolsky O.B. defines the most effective kinds of interactive methods for developing foreign professional competence:
1. *brainstorming* is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its member(s);
2. *business games* (also called business simulation game) refers to simulation games that are used at an educational tool for teaching business. Business games may be carried out for various business training such as: general management, finance, organizational behaviour, human resources, etc.
3. *role playing games* is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making or character development. Actions taken within many games succeed or fail according to a formal system of rules and guidelines;
4. *discussion* is a conversation or a debate concerning a particular topic;
5. *project making* is a carrying out of learning project of an extra linguistic character by the means of a language. Unlike traditional education, proponents of the project method attempt to allow the student to solve problems with as little teacher direction as possible. The teacher is seen more as a facilitator than a deliver of knowledge and information.
6. *internet-search* of extralinguistic information on foreign cites for carrying out of some creative and individual learning tasks;
7. *presentation* as a way of summarizing the information from some topic and salvation of some problematic questions;
8. *case study* is a teaching technique of learning foreign language that uses the actual description of the economic, social and business situations. Students must analyze the situation, understand the problems, propose solutions and choose the best of them. Cases are based on actual factual or are close to the real situation.

9. *summary making* is a good way for making conclusions from some topic or discussion [5].

Interactive methods of teaching foreign languages give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, to help establish emotional contact with the students, provide with realization of educational task, that is: to train them to work in a team, to consider somebody's opinion. As seen from experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main questions of the lesson [7].

In conclusion, it is needed to say that modern society gives special significance to professional foreign competence because a good specialist who can cope with any tasks taking into consideration all aspects of the problem is valued very highly and needed in every sphere. The future professional has to have not only good professional luggage of knowledge, he or she should find solutions to all challenging tasks on a high level and to use his or hers professional terminology in combination with foreign languages for obtaining a useful and successful product of his or hers activity.

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Козакевич О.О. "Использование интерактивных методов обучения в формировании иноязычной профессионально-ориентированной компетенции "
Аннотация. Эта статья посвящается использованию интерактивных методов обучения для формирования иностранной профессионально-ориентированной компетенции. Автор раскрывает особенности использования интерактивных методов обучения в формировании англоязычных профессиональных навыков общения. Выделяются самые эффективные виды интерактивных технологий, которые рекомендуется использовать в процессе формирования иностранной профессионально-ориентированой компетенции. Автор объясняет преимущества использования интерактивных методов обучения в современной системе образования.
Ключевые слова: интерактивные методы обучения, интерактивность, профессиональная компетенция, интерактивные технологии, коммуникативные навыки.