

**ADVANTAGES OF INTERACTIVE METHODS TEACHING THE ENGLISH  
LANGUAGE APPLICATION TO STUDENTS IN AGRARIAN  
UNIVERSITIES**

The advantages of using interactive methods of teaching the English language to students in agricultural higher educational institutions over traditional ones:

- the traditional lecture and viewing of an educational film provides an opportunity for one-sided communication between a teacher and a student, since they allow the formation of new knowledge without taking into account their consolidation, in contrast to the interactive lecture, when bilateral communication between a teacher and a student;
- the traditional practical lesson, on the one hand, provides two-way communication between the teacher and the student, however, in some cases, the student acts as a repeater of the prepared material for practical training or retelling the material presented at the lecture;
- Innovative interactive teaching methods allow students to develop their own and / or collective decision making in a professional field, expand and deepen the practical training of a future graduate, and quickly adapt to the working conditions and requirements of employers during studying in University or after graduate. [1, <http://www.mgirm.ru/userfiles/file/Fevr.ped.chten/2013/Danilov.pdf>].

It should be noted that at the present time there is no single procedure for applying interactive teaching methods in order to form each student's competence. In this regard, there are two main options for solving this issue: 1) competences of training cycles (B1, B2, B3) of bachelors should be distributed in modules (test cycles) [2, p. 126-134], in which they will be formed on the basis of the decision of the methodical commission of the department, allowing to distribute active and interactive methods behind the modules (blocks of examinations) and determine their most appropriate

composition for each module (exam), use the whole list of possible methods, change the composition of methods in a timely manner (a set of methods may vary annually based on the already established experience of conducting classes);

2) the teacher determines the necessary methods by himself in accordance with the recommended time allowed for practical exercises to perform the tasks in an interactive form. Both options for the use of interactive teaching methods in order to form the necessary competencies among students have their advantages and disadvantages. A significant disadvantage of the first option is that the department's decision to apply the appropriate set of methods can be made only once a year, in contrast to the second option, when the adjustment is made depending on the situation. The disadvantages of the second option are the difficulty in summarizing the practice of using interactive methods and the difficulty in monitoring the implementation of the requirements of educational standards. The first option allows:

- to establish the relationship between competence and interactive learning method by implementing the sequence "competence - module - interactive learning method", which are associated with the acquired competencies in general;
- provide an opportunity to exercise centralized control over the application of these methods and identify the most effective of them to form the final learning outcomes for students by summarizing the experience of using these methods as part of studying the relevant module (block) in order to form a student's competence and, if necessary, changes next studying year.

The use of active and interactive teaching methods are more effective than traditional ones, since they increase the possibilities of perception and memorization of theoretical material. Federal state educational standards, in turn, regulate only the general procedure for the use of interactive teaching methods and requirements for assessing the quality of the program, since they must be determined by the university independently. The proposed option of systematizing the advantages and disadvantages of active interactive teaching methods over traditional ones provides an opportunity to decide on the choice of interactive teaching methods, expands the

opportunities for a student to develop competences within the whole training period and eliminates the individual approach of each teacher to address this issue.

#### **REFERENCES:**

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2. Kiseleva, O. V. Osnovnyie predposylki vyyavleniya professionalnyih kompetentsiy profilya podgotovki bakalavra /Kiseleva O. V., Sobolev V. Yu. // Vestnik Volzhskogo universiteta imeni V. N. Tatischeva, 2014. #5(14). S. 126-134.