METHODS OF INTERACTION AND EXTRA ONLINE MATERIALS USED IN THE LESSON

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Abstract: Teachers should effectively structure their lessons to ensure successful learning in the classroom. This article examines strategies for educating high school students and leveraging supplementary resources.

Key words: Interaction patterns, supplementary sources, teacher, pupils, digital materials, group work.

The effectiveness of a lesson's organization in an engaging and beneficial manner depends on the teacher's expertise. An educator is required to balance various tasks at the same time, such as delivering lessons, inspiring students, modeling appropriate behavior, aiding students, overseeing class dynamics, and offering constructive criticism. A great deal of skill and proficiency from the instructor is necessary for this. Therefore, the teacher should be able to use different approaches to achieve the intended goal in the lesson, as well as be able to provide the materials to the students in the right way.

There are ten types of classroom interaction patterns:

1. Group work. Students work in small groups on tasks that entail interaction; conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

2. Closed-ended teacher questioning (IRF). Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game.

3. Individual work. The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

4. Choral responses. The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

5. Collaboration. Students do the same sort of tasks as in "individual work", but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from "Group work", where the task itself necessitates interaction.)

6. Student initiates, teacher answers. For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

7. Full-class interaction. The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

8. Teacher talk. This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

9. Self-access. Students choose their own learning tasks, and work autonomously.

10. Open-ended teacher questioning. There are a number of possible "right" answers, so that more students answer each cue [1].

All the aforementioned patterns can be employed at different points in the lesson for a variety of purposes. But picking the wrong method for a specific teaching goal can make learning less effective. For example, we can think about the best ways to interact to meet specific teaching goals.

Group work is more difficult to organize, because it usually involves moving students, and sometimes their chairs and tables. Pair work is easier,

because students are often sitting in pairs anyway, and simply turn towards each other. For this reason, pair work is more appropriate for the shorter collaborative tasks, for example comparing answers to an exercise. Also, group work is often more difficult to control with an undisciplined class: some students are inevitably sitting with their backs to you, focusing on each other, and will be less ready to pay attention to you [2]. Group work has some benefits. More students can share their ideas during a discussion. If the task is a game, more people can join in. Groups can work together like a team in a competition. Plus, when students get up to create or change their groups, it gives them a nice break from sitting in one spot all the time. Moreover, it encourages students to be independent in their learning. Students in groups are not directly managed by the teacher; they decide for themselves how to work on their task. If they are working together on grammar exercises where they fill in the blanks, their choices will be based on how fast they work, how much they do, and maybe the order they do things in. If they are talking about something, they will choose the words they use, not the teacher. If they are collaborating on a project, the content might rely on their choices. In one word, it is better to choose the type of the interaction depending on the activity.

For many years, teachers were told that new technology was coming soon and that we would be using computers in class all the time. But for a long time, that promise (or threat) was not kept. For many people, computers were just a fun thing to use on Friday afternoons. They were nice to have for entertainment, but they weren't very important for learning [3]. There are some type of digital tools that we use in the classroom:

a) Interactive whiteboards (IWBs);

b) The Internet;

c) Research tools: search engines, corpora, etc.;

d) Powerpoint and other presentation software;

e) Free or cheap software;

f) Tablet computers and netbooks;

g) Pods, music and podcast players;

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h) Shared learning and social media wikis, blogs, Twitter, Facebook;

i) Virtual Learning Environments (VLEs), eg Moodle;

j) Virtual worlds;

From those tools which are mentioned above I used an interactive whiteboard during my lesson. As everyone know, there are a lot of functions of it. And it is really helpful for the teacher to focus students' attention. Integrating technology into the classroom can significantly enhance both teaching and learning experiences [4].

In summary, using different ways for people to interact and digital tools like teamwork websites, fun quizzes, and videos can greatly improve the learning experience. These methods help students work together and get involved, and they also provide learning options that suit different ways of learning.

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