Interactive teaching technologies as effective factor of forming the future foreign language teachers' professional communicative competence

I. Ye. Klak

Kremenets Regional Humanitarian-Pedagogical Academy named after Taras Shevchenko,
Kremenets, Ukraine
Corresponding author. E-mail: klak_inna@mail.ru

Abstract. The article reveals the importance, necessity and benefits of applying interactive teaching technologies in the process of training the future foreign language teachers in higher educational establishments. Interactive teaching technologies are determined as an effective factor of forming the future foreign language teachers' professional communicative competence as well as efficient means of intensifying the learning process and way of increasing the level of foreign language training. Using appropriate interactive teaching forms and methods, based on a democratic style of teaching interaction and aimed at developing students' creative abilities, guides the latter on the work that stimulates their activity and ingenuity as well as promotes the process of multilateral communication. The most appropriate forms and methods suggested in the article are the following: role-playing games, lectures-dialogues, battle-discussions, "Round table", "Select the position", project method, language portfolio, trainings and others. It is emphasized that using interactive technologies in training the future foreign language teachers will be effective if the content of the educational process overlaps with the students' future professional activities.

Key words: interactive teaching technologies, interactive methods, future foreign language teacher, professional communicative competence, foreign language communication, activities, habit, skill.

Introduction. One of the key points of the Bologna Declaration, the European educational community consolidates around, is expanding mobility and ensuring the employment of graduates whose knowledge and skills must be applied and practically used. Regarding methods of teaching foreign languages it means the teachers and methodists' gradual comprehension of advantages of interactive methods and technologies, in which there laid the developmental potential, in particular: ability to develop the students' critical thinking and imagination, enrich and improve their general communication culture and social behavior. Interactive technologies of teaching foreign languages create necessary conditions for the development of the future foreign language teachers' professional communicative competence as well as formation of their skills to make collective and individual decisions aiming to educate active members of the society.

Modern educational establishments are called to provide implementation of new approaches to education ensuring development of the future professionals' communicative, creative and professional competencies and stimulating their need in self-education on the basis of content and organization of educational process. Thus, to form the students' professional communicative competence through the development and improvement of all kinds of speech activities (reading, speaking, writing and listening/auding) is the aim of teaching foreign languages in the higher educational establishments.

One of the obstacles, that occurs in the way of successful mastering a foreign language in higher educational establishment, is students' insufficient and sometimes really low motivation to learning the language. Hence, interactive technologies, aimed at creating comfortable learning environment, in which every student feels his success and intellectual ability, present particular interest. In the basis of the educational process there is productive communication and cooperation directed to common solving the problems, forming the abilities to allocate the important, set goals, plan activities, distribute functions and responsibilities, think critically, achieve significant results. Therefore, in our opinion, it is necessary to intensify the process of training the future foreign language teachers by means of using appropriate interactive technologies.

An overview of recent publications on the topic. Interactive training has been the subject of study of many scientists. Interactive technologies include discussion, game and training learning. Discussion requires students' abilities to express their own extensive and reasoned statements as well as ability to listen to others' points of view. This form of teaching and efficiency of its implementation in the process of training students are thoroughly investigated by many scholars, namely O. Pometun, V. Okon, V. Yahupov, L. Alekseieva, Yu. Semenchuk, V. Svyrydiuk, H. Boretska.

One of the practical interactive methods, that can be used in training the future foreign language teachers and improving their communication skills and habits, is exercise. The opinions of the scientists who dealt with the role of exercise in teaching foreign languages worth attention. Thus, N. Gez, M. Liakhovytskyi and A. Myroliubov prove that exercise is organization of interrelated activities set in the order of increasing language and operating difficulties considering the sequence of forming speech abilities and skills in various types of speech activity [3, p. 234].

Scientists T. Borodina, M. Mahmutov, Yu. Pohotynskyi were interested in the issue of problem teaching manifested in students' acquisition of knowledge as a result of independent work on solving a problem task.

Theoretical aspects of creating speech portfolio by the students are revealed in the works of many foreign and domestic authors, in particular V. Zagvozdkin, I. Kalmykova, M. Ostrenko, T. Novikova, H. Barrett, E. Book and others. Patterns of using language portfolio in teaching foreign languages can be found in the works of N. Galskova, D. Isaieva, I. Osadcha, Ye. Polat.

Before proceeding to a thorough review of interactive teaching technologies it is worth to find out the original nature of the phenomenon and compare it with generally known, traditional approaches to teaching. The first most comprehensive description of the system of methods prevailing in the 1960s gave Ye. Golant, who suggested the classification according to the level of students' activity. He singled out the active and passive models depending

on the students' participation in educational activities. It is understood that the term "passive" is conventional, since learning, anyway, involves a certain level of cognitive activity of the subject – the student, otherwise achievement of results, even minimal, is impossible [4, p. 107].

In his classification Ye. Golant probably used "passive" to define low level of students' activity, mainly reproductive one, while their independence and creativity are completely absent. In the passive learning model students act as the "objects" of training, i.e. they have to learn and reproduce material given them by the teacher or textbook. Appropriate teaching methods are those in which students only listen and watch (lecture-monologue, reading, explanation, demonstration and reproductive interrogation of students). Students typically neither interact with each other nor they do any creative tasks.

Active learning model provides methods that stimulate students' cognitive activity and independence. Students act as the "subjects" of training being engaged in doing creative tasks as well as dialogues with the teacher. Basic methods developing students' creative thinking are: self-study, problem and creative tasks (often home), students' questions to the teacher and vice versa. Interactive training as a variety of the active one, having its own peculiarities and characteristics, should be added to this classification.

Scientific use of the term "interactive pedagogy" was introduced in 1975 by the German researcher Hans Fritz. In his studies he determined the aim of the interactive process as changing and improvement of its members' behavior. Analyzing his own and partners' feedback, the participant changes his behavior pattern and assimilates it consciously. This allows to consider the process of interactive methods as interactive education. Linguistic meaning of the word "interactive", represented by foreign dictionaries, explains the concepts of "interactivity", "interactive" as interaction of what interacts and influences each other [1].

Interactivity in learning can be explained as interoperability, learning in the mode of conversation, dialogue, action. So, in the literal sense the method in which a student is a participant who carries out something: speaks, manages, models, writes, draws and the like. He acts not only as a listener and observer, but takes an active part in what is going on, actually making the phenomenon [11, p. 87].

Muradova N. proves that interactive learning is learning immersed in the process of communication. To improve the efficiency of the learning process three components of communication are needed, namely: communicative (transmission and preservation of verbal and nonverbal information), interactive (interaction in joint work) and perceptual (perception and understanding of a person by another person) [6]. Hence, interactive teaching methods is based on a democratic style of pedagogical interaction.

Pometun O. believes that interactive technologies can be considered as those undertaken by active cooperation of students in the learning process. Based on the contribution of each participant, engaged in doing common affairs, they allow to receive new knowledge and organize corporate activity, beginning from individual interaction of two or three persons among themselves to broad cooperation of the many [8; 9].

The aim of the study is to review and analyze the interactive teaching technologies and their impact on the effectiveness of forming the future foreign language teachers' communicative competence.

The main body of the article. In our opinion, the essence of interactive learning lies in mutual learning, group form of the educational process envisaging the implementation of active group learning methods in order to solve didactic problems. The teacher, thus, performs the functions of the assistant, adviser, organizer of the work and becomes one of the information sources. However, both students and teachers act as equal subjects of the educational process. Interaction comprises domination of any participant, thought, opinion over others but takes into account specific experience and practical application. In the process of dialogue studying students learn to think critically, solve complex problems by analyzing relevant information and circumstances, evaluating alternative views; to make thoughtful decisions, participate in discussions, communicate with other people.

Process of multilateral communication is promoted by using appropriate interactive teaching methods, based on a democratic style of teaching interaction aimed at developing students' creative abilities, and guide the latter on activities that stimulate their activity and "ingenuity". These include the following interactive forms of work: role-playing games, lectures-dialogues, battle-discussions, "Round table", "Select the position", project method, language portfolio, trainings, debates and others.

It should be noted that the use of interactive learning in teaching foreign languages in higher educational establishments will be effective if the content of the education process overlaps with the students' future professional activities. Teacher should consider the level of the students' proficiency as well as the level of formation of their communicative skills. It is essential that theoretical knowledge in the process of active learning becomes conscious so that the students could develop and make perfect not only language knowledge but connect it with their future professional activities.

Priority in mastering foreign language communication skills and habits belongs to communication with native speakers and creating foreign language environment based on the use of simulated professionally designed situations of real touch with friends, colleagues and collaborators in the process of teaching foreign languages. The result is updating the formation of students' foreign language communicative competence and capacity for creative application of acquired knowledge of a foreign language in the conditions of interactive learning. This approach promotes optimization of not only the future foreign language teachers' professional training by organizing professionally focused foreign language communicative interaction but reveals their fundamental and potentially significant qualities in the study of special disciplines, development of critical (estimating) and productive thinking and active educational position as well as the future foreign language teachers' readiness to using interactive technology in their professional careers.

The technology of using interactive learning is a gradual, logically built process of applying active learning forms, from the simplest to more complex ones; it comprises assimilation of playing techniques by introducing them to the practice of conducting lessons and increasing use of playing situations, discussions, debates, final ses-

sions on the topic held in the form of games. Thus, the use of role-playing games, in which students communicate either in pairs or in groups, not only allows us to make classes more diverse but enables students to demonstrate speech independence, realize communication skills and speaking habits. Students can help each other, successfully correct their interlocutors' expressions, even if the teacher does not give such a task. Participants of role-playing games can perform different roles while their task is to solve the problem situation. These series of problem tasks open the possibility of using a foreign language for everyday communication as well as for solving professional problems. Providing formation of the appropriate kinds of speaking activity they help realize the basic function of learning a foreign language in higher educational establishments – formation of students' professional communicative competence. Creating problem situations, the teacher should mind the tasks so that they were not stereotyped, but could meet the students' current knowledge and intellectual capacity, reflect the real situations of professional activity, present the problem under the unexpected angle, relate to the topic of the lesson and text students read as well as the grammar they worked out. Carrying out these tasks students can practically understand the information presented in the text, activate and enrich lexical and grammar material.

Lecture-dialogue is an interactive form of teaching foreign languages, characterized by the replacement of the educational paradigm of the system focused on the teacher as a "repeater of knowledge by the one focused on the student, according to which the teacher acts as organizer of educational activities, and the model of student's behavior changes from passive learning to active research and self education. Pedagogical interaction of teachers and students as the subjects of pedagogical activity, that contributes to students' independent search of optimal solutions, development of critical and logical thinking, initiative and creativity, is typical for this form of conducting lessons.

One of the useful and quite effective type of classroom activity is creating discussions in English, the subject of which can vary. It is advisable to create professionally oriented discussions dealing with students' future profession and making them use appropriate vocabulary. Battle-discussions, aiming to create simulated educational environment and using English both as a goal and means of learning, can be suggested as an example of practical lessons and seminars on special disciplines. While having such discussions students are divided into three subgroups: the first subgroup is to present the lesson or its fragment, conducted according to traditional methods of teaching; the second one presents the lesson on the same subject but conducted according to the up to date teaching approaches; the third subgroup is experts (the jury) who carefully observe the conduction of the lesson as well as further debate and make their "verdict". The teacher takes the role of organizer of communication, formulates the questions, pays attention to the participants' original opinions and controversial issues, assists in the resolution of tense moments arising during the debate.

Competitive spirit of cheerful interaction between students and teachers, accompanied by the optimistic mood on both sides, dominates at the lesson of the type. The relationships are built on the principles of cooperation, mutual help, goodwill; team members like to participate in common affairs and spend free time together; approval and support dominate in relationships but criticism is expressed only with good wishes. Classes are held in the atmosphere of fair and respectful attitude to all participants who, in turn, demonstrate integrity, honesty, hard work, activity and energy. What deserves special attention is that individual members' progress and failure cause empathy and sincere sympathy to all members of the group. Thus, mutual affection, understanding and cooperation dominate in the relationship between microgroups within the team. These show that the formation of the future foreign language teachers' professional communicative competence is significantly affected by the friendly psychological climate.

"Round table" is a kind of group resolving the issues characterized by a certain order and sequence of the participant's statements as well as equal rights and positions of all those present. It is a simpler and gentler debate form than discussion, debates, brainstorming, dispute or more complex forms such as public hearings and analysis, problem seminars. "Round table" can be carried out in various situations and for different purposes, for instance: when some problem is expected, to generate new ideas and discuss the existing ones, to sum up some events, etc. "Round table" is effective at different stages of solving problems – either at the stage of identification or during the search for solutions. The method significantly differs from other forms of social dialogue by selecting participants. The definition of it states that all members have equal rights and positions, there are neither leaders and employees nor lecturers and students at the "round table". All those present are considered to be experts of the issue under discussion. The invited can be divided into two groups: those who are familiar with the problem and those who it directly relates to. Participants, through mutual discussion, have the opportunity to take a fresh look at the issue and see it out in a different context as well as to present their personal position and hope to lobby for their own interests publicly.

Interactive training method "Select the position" encourages students to taking certain thoughts, opinions and, that is essential, to arguing their choice and point of view. "Scale of the ideas" method trains the ability to formulate students' own opinions, defend their position. As the arguments in this case it is important to involve science-based concepts and theories and use one's own life experience.

Project method is worth mentioning since it involves a certain set of teaching and learning means and students' activities that allow to solve a particular problem as a result of independent cognitive actions and involve the presentation of the results in the form of a specific product of the activities. As educational technology it is a set of research, exploration and problem methods that are inherently creative [7].

In project work students are involved in search training and cognitive activities created by the teacher. The technology enables the formation and development of students' search and research, communicative, technological, informational competences; it also forms their creativity, stimulates intellectual activity, develops communicative skills, helps to build interdisciplinary communication, teaches to use information and telecommunication technologies in the process of studying a foreign language, helps to master group work skills, creates social mobility.

Moreover, all these increase the students' motivation because, in this case, learning the language is not the aim but a means of creating the final product of the activities. Even the weakest students can fully prove themselves performing the feasible tasks, and as a result, each student contributes to the creation of the project.

Using language portfolio in the classroom is a practical implementation of the common European concepts which, in O. Karpiuk's opinion, always helps to solve a number of problems, such as practical implementation of the perspective educational ideology in the field of foreign languages; providing the students with reliable and affordable tools for determining their achievements in mastering foreign languages and further improvement of their knowledge and skills; giving the teachers an opportunity to evaluate each student's level of achievements in learning foreign languages and making, if necessary, corrections in their teaching activity; providing the human with social mobility within united Europe; developing and maintaining everyone's motivation to language learning throughout the life [5, p. 213].

At present trainings, as a means of students' adaptation to professional activity, reprogramming their behavior and activity, received wide recognition and implementation in various areas of students' activities. Training technology is an alternative to the traditional model of education, organized according to the principle of transferring the prepared material, - checking its assimilation by the students [10, p. 22]. The essence of the technology is not to provide the participants with a certain amount of knowledge but update their creative potential. Therefore, the only way of removing the contradiction between the modern education system and economic realities is implementation of training technologies in the educational process of the higher educational establishments.

All the above mentioned interactive methods are aimed at developing students' cultural communication and forming their personality that is characterized by a creative and axiological potential and good at using technologies of creative self-development, self-improvement and self-actualization.

Conclusions. Therefore, interactive learning technologies in teaching foreign languages require development of communication skills, habits of working in pairs and groups, arguing and debating skills i.e. formation of the future foreign language teachers' professional communicative competence. In general, interactive learning to communicate in a foreign language creates a cumulative effect manifested in forming the ability to cooperate, the productivity of which is characterized by the change of interaction strategy, opportunity to engage students in learning interaction and character of group interaction. Future foreign language teachers' professional communicative competence is determined by the change of communication style, comprehension of the communication barriers, nature of solving communication problems.

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Интерактивные технологии обучения как эффективный фактор формирования профессиональной коммуникативной компетентности будущих учителей иностранного языка
И. Е. Клак
Аннотация. В статье раскрывается важность, необходимость и преимущества применения интерактивных технологий обучения в процессе подготовки будущих учителей иностранного языка в высших учебных заведениях. Интерактивные технологии обучения определяются как эффективный фактор формирования профессиональной коммуникативной компетентности будущих учителей иностранного языка, средство активизации учебного процесса и способ повышения уровня обучения иностранному языку.
Ключевые слова: интерактивные технологии обучения, интерактивные методы, будущий учитель иностранного языка, профессиональная коммуникативная компетентность, иноязычное общение, деятельность, навыки, умения.

Інтерактивні технології навчання як ефективний чинник формування професійної комунікативної компетентності майбутніх учителів іноземних мов
І. Є. Клак
Анотація. У статті розкривається важливість, необхідність та переваги застосування інтерактивних технологій навчання у процесі підготовки майбутніх учителів іноземної мови у вищих навчальних закладах. Інтерактивні технології навчання визначаються як ефективний чинник формування професійної комунікативної компетентності майбутніх учителів іноземної мови, засіб активізації навчального процесу та спосіб підвищення рівня навчання іноземної мови.
Ключові слова: інтерактивні технології навчання, інтерактивні методи, майбутній вчитель іноземної мови, професійна комунікативна компетентність, іншомовне спілкування, діяльність, навички, вміння.