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O. Markova

USING THE METHODS OF INTERACTIVE LEARNING AT COMMUNICATIVE COMPETENCE FORMATION OF TECHNICAL UNIVERSITIES STUDENTS

The article describes the particularities of interactive learning techniques in order to create foreign language communicative competence of technical universities students. The thesis of increasing students' educational motivation was the key to solving the problem. As the process of students' foreign language learning should provide not only the acquirement of some certain level of knowledge, but also promote the successful implementation of educational and developing potential of academic subject. Such purpose of training, in our opinion, can be achieved thanks to the introduction of interactive teaching methods (in particular, "brainstorming", method of projects, role-playing and business games, discussions, debates, round tables, and also such methods as "lace saw", "select the item", "scale of thoughts" and others), where teachers and students act as equal participants of educational dialogue while also stimulating their creativity. At the same time the implementation of interactive methods in technical colleges has its own peculiarities as the simulated situations should be similar to the real working conditions of future specialists.

The effectiveness of methods for the students' communicative competence formation is illustrated in this article in the example of using "brainstorming" and the method of projects.

The method of "brainstorming", focused on dialogue and monologue speech development, is described in the article as a three-step process to address problematic issues (setting - ideas generation - summarizing). It was illustrated in the problematic situation where the professional skills of future technician specialists were demonstrated.

The method of projects, in our opinion, significantly influences on the development of students' creative abilities in the process of foreign language learning. In the article it is offered to examine in details the topic "Car Parts" by creating the projects for the proposed theme followed by discussions.

Keywords: *communicative competence, interactive learning, "brainstorming", method of projects.*

Actuality and formulation of the problem. Foreign language training of technical specialists has become one of the most important components of modern high school. The English language teaching program for higher educational establishments indicates that the purposes of foreign language learning in high school are: mastering a foreign language as a means of communication (that promotes students' ability to use it as a communication tool in the dialogue of cultures and civilizations of the modern world); and the acquisition of professional-oriented foreign language competence. Language is considered as a means of interpersonal interaction in multinational and multicultural space. The process of foreign language learning in high school should provide the students with not only the appropriate level of language knowledge, abilities and skills to use it in various situations of life, but also this process should contribute to the successful implementation of educational and developing potential of the course [7].

However, at the current stage of foreign language educational process the problem of students' speech competence formation which would correspond to the specific tasks of foreign communication situations and reproduce the entire content of professional activities is not solved.

To achieve this goal first of all it is necessary for the teacher in the process of learning to form the high level of students' professional self-development motivation.

Therefore, in our opinion, to improve the students' motivation for foreign language learning with its further functional use, it is obligatory to use the interactive technologies which present the particular interest, as they create some comfortable learning conditions in which every student feels his success and intellectual ability. The basis of such educational process is the cooperation and productive communication aimed at solving some common problems, formation of abilities to notice the main point, to set goals, to plan activities, to distribute functions and responsibility, to think critically, to achieve the significant results.

The analysis of previous studies. The works of many native and foreign scholars are devoted to the problems of using the innovative interactive teaching methods in the educational process: I. Abramov, N. Anikeev, N. Borisov, A. Verbitskiy, Yu. Emelyanov, L. Petrovskaya, L. Pirozhenko, V. Platov, A. Pometun, A. Pridatko, V. Rybalskiy, G. Sirotenko, A. Smolkin, I. Syroyezhyn, K. Fopel, T. Chapel, S. Shmakov and others.

The interactive methods of foreign languages teaching were examined in the works of L. Gorbach, A. Kovalenko, N. Sklyarenko, A. Tsyrkal, Ya. Omelchenko, A. Yarmolenko and others.

A. Yarmolenko considers the methodical principles which appropriate only to foreign language learning. The scientist highlights the communicative competence-based approach that performs the practical goal of foreign languages learning, namely mastering the foreign-language intercultural communication through the formation and development of intercultural competence [11]. One of the principles of this approach is the principle of interactivity. "The main goal of the project is the key competencies formation such as "the ability to learn ", common cultural, social ones" [11]. The aim of the project is specified through the tasks: identifying the conditions for the competencies effective formation; the development of subtopics models; the determination of some optimal forms and means; the development, the approbation and the implementation of a video project into the learning process.

Ya. Omelchenko studies the peculiarities of a "case method" implementation at foreign language lessons.

The detailed analysis of the main interactive methods for the nonlinguistic faculties is presented by the research of O. Strelnikova. M. Yakovlev in his study focuses on the specifics of their implementation in the law specialties.

Applied to our study we can emphasize the works of A. Zubenko and S. Medvedeva, who analyze the interactive methods of foreign languages teaching in a technical university, the use of which, according to the authors, not only creates and develops some research and informative competencies, but also forms the creativity, stimulates the intellectual activity, helps to build the interdisciplinary links, teaches to use the information and telecommunication technologies and increases the students motivation to foreign language learning [5].

Thus, **the aim of the article**: to analyze the special aspects of interactive methods using at the foreign language lessons for the technical specialties, to study their role in the formation of future specialists' language competence.

The main part of the work. The term "interactive pedagogic" is relatively new, it was introduced to the scientific circulation in 1975 by a German researcher Hans Fritz. In his studies, he stated the purpose of interactive process – this is the change and the way to improve the behavior models of its participants. A participant changes his model of behavior analyzing his own reactions and reactions of his partner and consciously learns it. This allows talking about interactive methods as a process of interactive education. The linguistic

meaning of the word "interactive", presented in foreign language dictionaries, explains the concept of "interactivity", "interactive" as interaction or as something that interacts, influences each other.

The interactivity in education can be considered as the ability to interact, learning in the process of conversation, dialogue, action. Thus, literally, a method can be called interactive as if the person, who studies, is a participant, who performs something: speak, manage, simulate, write, draw and so on. He does not only act as a listener or an observer, but he is actively involved in what is happening and in this way actually creating this phenomenon [5].

In our opinion, the content of interactive learning includes teaching each other, group form of educational process organization with the implementation of some active group learning methods for solving the didactics tasks.

The teacher at the same time serves as an assistant in the work, a consultant, an organizer, becomes a source of information. However, students and teachers act as equal partners in the learning process. The interaction excludes the domination of any participant, any opinion or point of view above the others, but it must take into account the concrete experience and the practical application. During such dialogue training students learn to think critically, to solve complex problems by analyzing the circumstances and the related information, weighing some alternative opinions, to make thoughtful decisions, participate in discussions and to communicate with other people.

The organization of many sided communication process promotes the use of appropriate interactive teaching methods which aim to develop students' creative abilities and orient to the work which stimulates their activity and creativity. They include the following methods: "brainstorming", method of projects, role-playing and simulation games, discussions, debates, roundtables, such methods as "lace saw", "select the position", "the scale of thoughts" and others.

The implementation of these methods in technical colleges has its own peculiarities: the lexical material selection and the problematic situations playing off should be realized according to the curriculum. However, the future machinery specialists should get at these foreign language classes not only the fundamental knowledge of the chosen profession and some lexical minimum of a certain topic, but they also should improve their communicative skills in the simulated situations which are close to the reality. Considering this, let's study the possible implementation of some innovative methods at foreign language lessons of technical specialties.

The method of "brainstorming" (founded by Alex Osborn's book "Guided imagination" in 1953 in the USA) consists of three stages.

The first stage - problem statement. At this point the problem or theme should already be clearly defined. For example, after reading a lexical minimum of the topic, the teacher writes on the blackboard the challenging issues:

1)   Do you agree as a future specialist with the main conclusion of the article? Give your opinion.

Or

2)   What criteria are necessary for the head of the department of mechanical engineering?

At this stage, we do the selection of participants (students are divided into groups of 3-4 people), the presenters are determined and a student who can quickly record the ideas of his groupmates is selected.

The next stage is the generation of ideas. This is the main stage. At this time, students - brainstorming participants - produce and record the ideas arising on the given topic. Even the most incredible ideas should be encouraged and by no means should be criticized, as it leads to participants' stiffness and isolation.

To facilitate the work and to improve the tasks productivity fulfillment at this stage the participants can be divided into two groups according to the polar positions they take to address the challenging issue. In this case it is possible to draw two columns on the blackboard: "Agree" and "Disagree", noting the key points and phrases of the discussion.

In the other case - you can make "Skills" cards-criteria, which students read, give their own opinion and discuss it with the other group participants.

Having noticed all the ideas that are available you can analyze, group and format them - this is the last stage of brainstorming - at this stage the ideas are estimated, the best are selected and then grouped and systematized.

It should be emphasized that the method of brainstorming is aimed at developing the speaking skills (both monologue and dialogue). For this task performance the teacher must prepare the students for this kind of work beforehand: teach them the bases of discussion, determine the language style, give the most common phrases and expressions for such words as "for" and "against", teach them the introductory words etc.

On the other hand, it is very important to introduce the method of "brainstorming" using the topic which is familiar to the students so they are not diverted to find the necessary words and structures, and can only be focused on the process of ideas generating of the familiar material.

The method of projects. E. Polat noted that the method of projects involves a certain set of teaching and learning tools and students' activities which can 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. As pedagogical technology it is a set of research, exploration, creative and problematic methods [8].

During the training some various types of methods of projects are used: research, creative, informative, practical, method of games. They are present in different forms, among which we consider the most appropriate for the linguistic competence formation at English classes in high school are the following: role playing, report, press conferences organization, interviews, thematic exhibition and slideshows with the verbal support of students who present them and others.

As an example we can study the theme "Car details". At the first stage, students learn the lexical material on the given topic. The next stage - the division into groups and getting the task to create a separate project presentations of some part of a car (it can be drawings, charts, presentations, etc.). You can also offer to make a dialogue between students of different groups on the topic "In the showroom" or "At the service station", where some specific lexical material is used in the communicative situations.

The last stage – the conclusion: the discussion of advantages and disadvantages of the proposed projects.

Thus, the use of project technologies enables the formation and development of research, communicative, technological, informational competencies, generates creativity, stimulates intellectual activity, develops communication skills, helps to build interdisciplinary links, teaches to use information and telecommunication technologies in the study of foreign languages, helps to develop the skills of group work and creates social mobility.

In addition, all these factors raise students' motivation, as in this case, language learning is not a goal, but a means of creating the final product. Even the weakest students

can prove themselves out by performing some feasible tasks, and as a result, each student contributes to the creation of the project.

The conclusion. The interactive learning of foreign language communication contributes not only to the program material mastering, but also creates communicative competence, which is determined by the change of students' communication style, by the realization of some communication barriers, by the nature of solving some communication problems.

The specific of this methodology implementation in technical universities is to solve the main problem of the educational process: learning some complicated material (terminology, technical syntactic constructions and phrases) by each individual student in the most appropriate way, from the level of vocabulary mastering by means of reproductive material performing to the development of professional communication skills.

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О. О. Маркова

ВИКОРИСТАННЯ МЕТОДІВ ІНТЕРАКТИВНОГО НАВЧАННЯ ПРИ ФОРМУВАННІ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ ТЕХНІЧНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

У статті розглянуто особливості методики інтерактивного навчання з метою формування іншомовної комунікативної компетенції студентів технічних вищих навчальних закладів. Ключовою у вирішенні проблеми стала теза про підвищення навчальної мотивації у студентів, оскільки процес оволодіння іноземною мовою студентами повинен не тільки забезпечувати оволодіння певним рівнем знань, а й сприяти успішній реалізації освітнього потенціалу, що розвивається, цього навчального предмета. Така мета навчання, на нашу думку, може бути досягнута завдяки впровадженню інтерактивних методів навчання (зокрема, "мозковий штурм", метод проектів, рольові та ділові ігри, дискусії, дебати, круглі столи, методи "мереживна пилка", "обери позицію", "шкала думок" тощо), де викладач і студент є рівноправними учасниками навчального діалогу, водночас стимулюючи до творчості. Впровадження інтерактивних методів у технічних вишах має свою специфіку, оскільки змодельовані ситуації повинні бути максимально наближені до реальних умов праці майбутніх фахівців.

Ефективність методів при формуванні комунікативної компетенції студентів проілюстровано у статті на прикладі "мозкового штурму" та методу проектів.

Метод "мозкового штурму", спрямований на вироблення навичок діалогічного та монологічного мовлення, описаний як трьохетапний у процесі вирішення проблемного питання (постановка - генерація ідей - підбиття підсумків), був проілюстрований проблемною ситуацією з виявлення професійних навичок майбутнього спеціаліста-техніка.

Метод проектів, на нашу думку, суттєво впливає на розвиток творчих здібностей студентів у процесі оволодіння іноземною мовою. У статті запропоновано опрацювати тему "Деталі автомобіля" шляхом створення проектів із запропонованої теми із їх подальшим обговоренням.

Ключові слова: комунікативна компетентність, інтерактивне навчання, "мозковий штурм", метод проектів, етапність.

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Е. А. Маркова

ИСПОЛЬЗОВАНИЕ МЕТОДОВ ИНТЕРАКТИВНОГО ОБУЧЕНИЯ ПРИ ФОРМИРОВАНИИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ

В статье рассмотрены особенности методики интерактивного обучения с целью формирования иноязычной коммуникативной компетенции студентов технических вузов. Ключевым в решении проблемы стал тезис о повышении учебной мотивации у студентов, поскольку процесс овладения иностранным языком студентами должен не только обеспечивать овладение определенным уровнем знаний, но и способствовать успешной реализации образовательно-развивающего потенциала этого учебного предмета. Такая цель обучения, по нашему мнению, может быть достигнута благодаря внедрению интерактивных методов обучения (в частности, "мозговой штурм", метод проектов, ролевые и деловые игры, дискуссии, дебаты, круглые столы, методы "кружевная пила", "выбери позицію", "шкала мыслей" и др.), где преподаватель и студент выступают равноправными участниками учебного диалога, одновременно стимулируя к творчеству. В то же время внедрение интерактивных методов в технических вузах имеет свою специфику, поскольку смоделированные ситуации должны быть максимально приближены к реальным условиям труда будущих специалистов.

Эффективность методов при формировании коммуникативной компетенции студентов проиллюстрирована в статье на примере "мозгового штурма" и метода проектов.

Метод "мозгового штурма", направленный на выработку навыков диалогической и монологической речи, описанный как трехэтапный в процессе решения проблемного вопроса (постановка - генерация идей - подведение итогов), был проиллюстрирован проблемной ситуацией по определению профессиональных навыков будущего специалиста-техника.

Метод проектов, по нашему мнению, существенно влияет на развитие творческих способностей студентов в процессе овладения иностранным языком. В статье предложено проработать тему "Детали автомобиля" путем создания проектов по предложенной теме с их последующим обсуждением.

Ключевые слова: *коммуникативная компетентность, интерактивное обучение, "мозговой штурм", метод проектов, этапность.*