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Peculiarities of use of interactive technologies of teaching English language in training of the future masters-philologists

The transformational processes taking place in modern Ukrainian society require radical reform of the education system. Development of the educational paradigm, implemented on the basis of active European integration innovative processes in the social and economic spheres of life in Ukraine, attaches particular importance to the issue of training of the future masters-philologists who can use innovative technologies in teaching foreign languages in their future professional activity.

On the instant, we note that modern language education in Ukraine is aimed at training a specialist capable of competence communication in all spheres of his or her vital activity and in any linguistic situations. At

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the same time, the European integration processes of our state, active international cooperation, encourage its citizens to master the foreign languages and, first of all, English as a means of self-affirmation of personality in the European and world socio-cultural and economic space. First of all it concerns future masters-philologists, who should fluently speak foreign languages and accordingly form foreign language competence among their pupils/students at least at level B2. Therefore, teachers of modern higher education institutions should choose such learning tools, which can be used to explain the teaching material quickly and easily, and students will be able to learn it. One of the ways of solving the mentioned problem is the introduction of interactive pedagogical technologies into the educational process.

Analysis of the latest researches and publications that initiated the solution to this problem indicates that the researchers focused their attention on the theory and practice of interactive learning, justifying the feasibility of choosing this pedagogical technology, directing pedagogues' activity to apply interactions as effectively as possible.

Interactive technologies belong to pedagogical technologies built on the basis of humanization and democratization of pedagogical relations in the systems of "teacher–student", "student–students", "students–students", "student–teacher", activating the educational activity of the future masters-philologists and enhancement the effectiveness of the organization and management of the learning process. Until recently, the term "interactive learning technologies" was not used. Instead the concepts of "active learning technology", "active teaching methods", "interactive learning" were used. The same interactions in some sources are called technologies, in the others – methods and means, in the third – techniques, in the fourth – forms.

The word "interactive" came in the scientific literature from the English word "interact", where "inter" means – reciprocal and "act" means to operate. Thus, interactive means capable of interaction, dialogue. Interactive learning is a special form of organization of cognitive activity that has a specific, intended purpose – to create comfortable learning conditions, in which each student will feel successful, intellectual ability.

We consider it necessary to mention that Ukrainian scientists Anatolìj Kìktenko, Andrìj Nìsìmčuk, Marina Ovčinnìkova, Ol'ga Lûbars'ka,

Natalìâ Pavlenko, Oleg Padalka, Olena Pêhota refer active technologies to the modern technologies of training. They argue that, in terms of intensive educational technologies, the direction that is associated with the formation of rational cognitive activities among students is extremely important.

We share the opinion of O. Pometun, who believes that interactive can be considered the technologies that are implemented through the active interaction of students during the learning process. They allow, on the basis of the contribution of each participant during the course, doing the same actions, to gain new knowledge and organize corporate activity, ranging from the separate interaction of two or three people with each other and to the broad cooperation of many people[1]. The latter is one of the most important benefits of interactive methods over traditional ones.

It should be noted that the basis of interactive learning is a direct dialogue of students with the teacher and between themselves. During this training, future pedagogues learn the ability to communicate democratically, think critically and creatively, and make substantiated decisions. All participants of the process, working in groups on the material prepared in advance by the teacher, in accordance with the procedure and regulations in the atmosphere of trust, are involved in the work. Interactive learning changes traditional forms to dialog, based on interaction and understanding between participants of the educational process.

During training the future masters-philologists will master the following basic features of interactive learning:

– presence of a common goal and a well-planned expected learning outcomes;
– support in learning on subjective experience;
– learning is based on a dialogue, for example, a teacher with students or only between students;
– positive interdependence of students, creativity, cooperation in learning;
– achievement of personal success is possible only on the condition of success of all participants of the educational process;

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[1] O. Pometun, L. Piroženko, *Sučacnij urok: ìnteraktivnì tehnologìï navčannâ*, Kiïv 2004, p. 117.

- activity, initiative of all students in the educational process;
- creating comfortable learning conditions, students must feel their intellectual capacity;
- combination of individual, pair, group, collective work.

Consequently, the content of interactive learning is that the learning process takes place under the condition of constant, active, positive interaction of all its participants. There is a collective, group, individual learning in cooperation, when the pedagogue and the students are equal subjects of training. As a result, the organization of training under such conditions in the classroom creates atmosphere of interaction, cooperation, which allows the teacher to become a true leader of the student team. Therefore, in the context of the research, we consider it necessary to outline the peculiarities of the use of interactive technologies in the professional training of a master-philologist.

Interactive learning technologies, as evidenced by our experience, should be used in the training of the future English teachers while studying such normative academic disciplines as "Practical Course of Foreign Language", "Business English Language", "Methodology of Teaching Foreign Language in Secondary and High School", "Second Foreign Language" and the disciplines of free choice of students ("Theory and History of Linguistics", "Fundamentals of Germanic Philology", "The Third Foreign Language", etc.).

In the process of their assimilation, the following competencies are formed in the future philologists: informational, linguistic, linguistic-didactic, speech, foreign-language, linguistic-country studying, literary, philosophical-value, intellectual, communicative, social (socio-cultural), personality-motivational, life, special (reflexive), methodical, research, technological, interactive. They, according to Volodimir Koval', are necessary for the successful professional activity of teachers-philologists[2].

We believe that in the context of the study of the problem we outlined it is appropriate to clarify the peculiarities of considering the essence of the concept of "competence" in the "European Recommendations on Language Education", where it is interpreted as the sum of knowledge,

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[2] B. O. Koval', *Teoretičnì ì metodičnì zasadi formuvannâ profecìjnoï kompetentnostì učitelìv-filologìv u viših pedagogìčnih zakladah: monografiâ*, Uman' 2013, p. 137–144.

skills and characteristics that allows a person to perform certain actions. Language competence is mainly considered as the ability to use language, that is, the ability to act communicatively through language, in particular, to perform various tasks in some contextual and interpersonal conditions. This document, based on an activity-oriented approach, states that any form of use and language learning can be described as the one that "includes actions performed by means, which as individuals or social agents, develop a series of competences, both general, and – especially – communicative speech competences. Formed competences are used as needed in different contexts depending on different conditions and different needs for different kinds of speech activity, which include speech processes and/or perceptions of texts related to certain rates in specific spheres. The strategies that appear to be the most suitable for performing the tasks outlined are used. The management of these actions by the participants leads to the strengthening of their competence"[3].

Modern approach to the professional education of the future masters-philologists requires from the student to master the skills and theoretical knowledge of dialogue. This is due to the fact that the dialogue of pedagogical activity contributes to the implementation of the creative approach and the development of scientific communication.

Therefore, it is important to direct future pedagogues to assess situations of interactive pedagogical interaction. Students must adhere to a certain professional-pedagogical position, be able to substantiate its expediency and benefits for the use in the future pedagogical activity. The main task of the teacher is to enable students to enter into dialogue, controversy, to ensure the interaction of the views of the interlocutors. It is effective to identify the positions in communication from the point of view of its dynamics, since the dialogue has the following possibilities:

- convergence of positions (up to matches);
- divergence of views of dialogical partners;
- contradictory positions (up to the occurrence of complete incompatibility).

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[3] *Zagal'noêvropejskì rekomendaciï z movnoï osvìti: vivčennâ, vikladannâ, ocìnûvannâ*, ed. S. Û. Nìkolaêva, Strasburg, Kiïv 2013.

The dialogue helps to increase the efficiency of the process of professional training of the future masters-philologists, since it is aimed at activating students' intellectual activity in search of the right answer to a specific question. At the same time, students gain experience in organizing dialogic interaction in the professional activity as the English language teacher.

The effective means of forming these competencies for the future masters-philologists is the active purposeful use of interactive technologies, to which we refer the entire set of pedagogical technologies used in the process of professional-pedagogical training of the future teacher. The technologies of pedagogical education envisage the designing by the pedagogue of the goals of the educational process, the choice of components of the content of education, the definition of appropriate methods and tools.

The experience accumulated in recent years convinces that teaching a foreign language will be more effective when:

- when forming the purpose of teaching, the interests of the students are taken into account;
- it corresponds to their general needs and is deeply motivated;
- it is connected with their past and present experience;
- participants are actively involved in the learning process and manage it by themselves;
- the atmosphere of mutual respect is created.

We emphasize that interactive technologies provide for the organization and development of dialogue communication, which leads to a joint solution of common but important tasks for each participant. Interactive eliminates the domination of one thought over another. During the dialogue, students are critical thinking, solving complex problems on the basis of the analysis of circumstances and relevant information, take into account alternative thoughts, participate in discussions, communicate with other people. To do this, individual, pair and group activity is organized, research projects, role games, work with documents and various sources of information are applied, creative work, etc. is used.

The conducted analysis shows that interactive technologies contribute, on the one hand, to the deepening and improvement of knowledge,

on the other hand, the simulation of individual and collective professional activity. In addition, they develop creative efforts, independence in solving problem situations, and produce positive aspects of the dynamic stereotype of the future specialist (organizational, professional skills and abilities, ability to manage, communicate), which is especially relevant for the future teachers of English.

The method of projects, the method of brainstorming, and the method of business role-playing games belong to the most effective interactive technologies in teaching English future masters-philologists.

The method of projects was proposed by the American teacher U. Kilpatrick in the early twentieth century. Its main goal is to provide students with the opportunity to independently solve practical tasks and the problems that prompt them to find the necessary information in various scientific sources.

Projects have the following common features:

- use of language in communicative situations that are close to real communication conditions;
- inducing students to work independently (individual or group);
- search and choice of the project topic that is most interesting to students and is directly related to the conditions in which the project is being implemented;
- search for linguistic material, types of tasks and sequence of work according to the topic and purpose of the project;
- visual display of the final result[4].

The characteristic feature of all projects is their positive motivation. Scientists explain the active use of the project technology by three reasons. Firstly, the project is an individual work. Students describe their lives, their family, city, dreams, their own observations and research. Secondly, the project work is very active mediator. Those who study don't just learn vocabulary or use it, but they also:

- collect information;
- draw maps, illustrations, diagrams, make up plans;
- group texts, use visibility;

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[4] E. S. Polat, *Metod proektov na urokach innostrannogo âzyka*, „Inostrannye âzyki v škole" 2000, No. 2, p. 25.

– conduct surveys, interviews, studies, make notes[5].

Project work means learning through action. And, finally, the projects give a full sense of what has been achieved, the ability to produce a project. This feature of the project work is very suitable for a group with different abilities, because students can work according to their level and success. Capable students can show what they know irrespectively of the program or plan, while the weaker ones can reach what they can be proud of, compensating lower level of language proficiency when displaying video or using other visual methods.

The method of "brainstorming" ("brain attack", "ranked assessment") was proposed by J. Donald Phillips (USA). It is used when a team faces the problem of finding new solutions, new approaches to the situation. "Brainstorming" can significantly increase the efficiency of generating new ideas. Its main task is to find a series of solutions to one problem within a short period of time.

Method of "brainstorming" encourages students to propose new and original ideas by forbidding criticisms from the teacher or other group members at the stage of generating ideas. At this stage, attention is concentrated only on the number of ideas, not their quality. After the initial generation stage, the ideas proposed by the students can be grouped, evaluated, postponed for further study, and taken away from the ideas that appear to be the most effective for solving a particular problem.

Researchers single out the following stages of "brainstorming":

– formulation of the educational problem, reasoning of the ways of its solution;
– express warm-up;
– "attack" of the problem;
– discussion of the results of the work;
– choosing and evaluating the best ideas;
– informing about the results of "brainstorming" ("attack") in the order of execution;
– public defence of the best ideas[6].

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[5] E. S. Egorov, *Mobilnost' „mozgovogo centra": Metodičeskaâ služba innovacionnoj školy*, „Učitel'" 2000, No. 5, p. 32.

[6] Ibidem, p. 31.

According to the researchers, the method of "brainstorming" has its advantages and disadvantages. In particular, not all ideas proposed by the students will be successful, which is a non-stimulating factor. However, they should not be discarded in the learning process, but applied in the context of solving other problem situations.

Role-playing game as the activity involves clarifying the purpose, planning, implementing the goal, as well as analysing the results in which the individual fully realizes himself or herself as a subject. Motivation of the game activity is ensured by its voluntary nature, the possibility of choice and elements of competition, the satisfaction of the need for self-assertion, and self-realization.

It should be noted that the role-playing game helps in communication, facilitates the transfer of acquired experience, gaining new knowledge, and correctly assessing the actions. It develops communication skills, memory, thinking and imagination.

Role playing has four main features:

– free developing activity, which begins only at the request of the participant for the satisfaction of the process of activity (procedural satisfaction);
– creative, largely improvised and energetic activity ("field of creativity");
– emotional excitement of activity and emotional stress;
– presence of direct or indirect rules that reflect the content of the game, the logical sequence of its development.

At the lessons of foreign language, the role-playing game allows students to expand associative backgrounds while learning language material. For example, the phrase "Who is absent today?", which students perceive mechanically, becomes significant in the role-playing game. The student who takes the part of a teacher at school addresses to another student who takes the part of a lazy pupil with a question that expresses reprobation, indignation and even threat. The emotion accompanying this remark now gives it a natural unambiguity, establishing direct relationships with the situation and creating favourable conditions for memorization.

In the speech-language training of the future masters-philologists in recent years, interactive technologies of frontal learning; interactive technologies of group training; interactive technologies for working out debate questions (technology of learning in discussion) are also actively being used. The conducted theoretical analysis made it possible to detail the methods that make up the essence of the identified innovative technologies. It was assumed that armed with the knowledge about the intended use of certain interactive technologies, future bachelors-philologists will be able to effectively solve pedagogical problems by choosing interactive technology suitable for a particular situation.

The interactive technologies of the frontal (collective) training include: "Work in pairs", "Rotating triplets", "Two-four-all together", "Carousel", "Work in small groups", "Dialogue", "Synthesis of thoughts", "Joint Project", "Information Search", "Circle of Ideas", "Aquarium", etc. Application of interactive technologies of this group helps to unite the efforts of students to solve a universal task. Every participant of these forms of organization of the educational process understands that achievement of the final positive result while performing tasks is possible provided the joint actions of all subjects. In this form of organization of classes participants of the educational process feel psychological security. On their own experience, students were convinced that such technologies allow to properly express their thoughts, to perceive information, to respond adequately to it, to adduce arguments, counterarguments, conduct dialogue, discussion, etc.

Effective interactive technologies of group learning tested at the lessons on linguistic disciplines include technologies such as: "Discussion of the problem in the general circle", "Microphone", "Unfinished positions", "Brainstorming", "Learning – study", "Mosaic", "Analysis of situation" (Case-study), "Problem solving", "Tree of solutions", etc. The use of these technologies involves the mutual work of the whole group to solve a specific problem. Technologies "Learning – study", "Mosaic" involve splitting students into groups and are used when it is necessary to acquire a large amount of information in a short period of time. Work in the training group promotes the formation of communicative skills, overcoming psychological barriers. The technology "Analysis of situation" (case-study – English, Fallstudie – German name) refers to the

analysis of specific practical situations, that is, situations that reflect actual events that have occurred in the past or occur at the moment. Applying in practice these interactive technologies, the students were convinced that through their use they not only acquire new linguistic knowledge, but also learn to analyse the communicative situation, identify the main and secondary elements, evaluate it, predict different variants of the development of events, choose the optimal solution from several, acquire practical experience of personal behaviour in different situations of foreign communication and experience of adequate emotional response to the problem. The application of this technology contributes to the development of analytical thinking, formation of tolerant attitude to different opinions, views, etc.

To interactive technologies of development of debate questions that are appropriate to use in training of the future English language teachers belong: "PRESS Method", "Occupy the position", "Dial of thoughts", "Continuum", "Discussion", discussions in the style of television talk show, "Assessment discussion", "Debate", etc. Pedagogical discussion envisages productive solution of a certain problem task, question by the whole team, by the students of the entire academic group in the process of their joint, active communicative interaction. Students were convinced that through the use of interactive technologies at the English lessons, they learned to clearly express their thoughts, independently defend their own position, listen to the opinions of others, and provide logical arguments that would help to change the attitudes and opinions of the participants of the discussion. After all, in the process of discussion, the knowledge of the problem is refined. The use of interactive technologies for working out debate questions provides the increase in the motivation to study, the formation of personal outlook, develops critical thinking. At the same time, the introduction of interactive learning technologies contributes to the versatile, holistic development of the student's personality.

Thus, the use of these interactive technologies in teaching English is the effective factor in improving the quality of professional and communicative preparation of the master-degree students as the future teachers of foreign languages in institutions of higher and general secondary education of Ukraine, ensuring their competitiveness in the European educational space.

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Summary

The article substantiates the necessity of introducing the newest technologies of teaching English in the process of training future masters – teachers in the system of higher education of Ukraine and professionals-practitioners in other areas of public life of the state. This need is conditioned by Euro-integration processes, expansion of international cooperation of Ukraine, self-affirmation of its citizens in the European and world socio-cultural and economic space. Interactive technologies of teaching foreign languages have been recognized effective means of forming foreign language linguistic competences, tested in institutions of higher education of Ukraine, as they contribute to the formation of such vital and professional competences as information, linguistic, speech, linguistic country study, world-outlook-valuable, communicative, socio-cultural, methodical, research, and so on. This process takes place in the context of the "European Recommendations on Language Education" and the domestic linguodidactics.

It is argued that the most effective technologies tested by the authors of the article and their colleagues in Ukraine are the method of projects, the method of brainstorming and the method of business role-playing

games. The method of projects motivates students to find ways to independently solve practical problems and issues, develops the skills of joint educational activities in achieving a specific goal. The method of brainstorming (assault) contributes to the generation of ideas that will help in a small amount of time to solve the task, set to the training group. Its value is in the number of ideas offered, and not only in their quality, although not all ideas will be implemented. The role-playing game helps in mastering the skills of the future professional activity, provides students with communication, facilitates the transfer of acquired experience, acquires new knowledge, develops communication skills, thinking and imagination.

It is concluded that the use of these interactive technologies in the teaching of English is the effective factor in improving the quality of professional and communicative training of the future teachers of foreign languages in institutions of higher and general secondary education of Ukraine, ensuring their competitiveness in the European educational space.

keywords: teaching English, interactive technologies of teaching English, teaching English, masters-philologists, training of the future masters-philologists

słowa kluczowe: nauczanie języka angielskiego, interaktywne technologie nauczania języka angielskiego, nauczanie języka angielskiego, mistrzowie-filologowie, szkolenie przyszłych mistrzów-filologów