Interactive technologies for teaching foreign language to students of non-linguistic specialties

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Abstract

The article is devoted to the problem of intensification of foreign language learning in Russian higher educational institutions at non-linguistic faculties. According to this article one of the ways to achieve this goal is the use of interactive technologies in foreign language classes, which are associated with computer or multimedia learning and imply an interactive dialogue between the teacher and students and direct messaging. The article discusses such effective interactive technologies in teaching a foreign language to students of non-linguistic specialties as discussion, round table, role-playing and business games, project training, remote consulting, web 2 and others. Discussion stimulates conversation, increases the number of statements, at the round table everyone feels involved and equally important. The project method opens up opportunities for students to express themselves, identify their skills, and also outlines their future professional activities. The article notes that the use of role-playing games and business games increases students' motivation for cognitive activity, acquisition of knowledge and communication skills in a foreign language. Web technologies have become especially significant over the past three years in connection with the transition to remote learning. Examples of the implementation of these technologies through the Microsoft Teams program, Discord and the electronic information and educational platform Moodle are given.

Introduction

Currently, the importance of effective teaching of a foreign language has increased significantly in the world. A set of measures is being carried out to intensify the study of English in Russian higher educational institutions. Among them is the improvement of teaching standards, which means improving both the qualifications of university teachers and teaching methods. As you know, today there is an important shift from passive learning to active learning. Therefore, special attention is paid to strengthening the technological aspects of specialist training and the implementation of a personality-oriented approach to the educational process in a higher educational institution, in which the student takes an active part in cognitive activity [Karipidi, 2016, 56].

Teachers of foreign languages should find ways to increase the level of involvement of students in the learning process, increase their motivation to learn languages. One of the ways to achieve these goals is to use interactive technologies in the classroom. They contribute to the development of students' creative abilities, imagination, increase their cognitive interest in learning foreign languages and improve communication skills. The term "interactive learning technology" is usually associated with computer or multimedia learning, since it implies an interactive dialogue with real partners and direct messaging. But this concept is broader and means collective cognitive activity, where all participants interact, exchange information, solve problems in an atmosphere of real cooperation, evaluate their own actions [Bezukladnikov, 2012, 67].

Thus, interactive technologies can be characterized by the presence of dialogue, exchange of opinions and arguments for and against a controversial issue. Any discussion-based lesson is effective if the participants have basic knowledge on the subject and if the teacher has planned the main stages and key points in advance. At the planning stage, the teacher selects and formulates a problem, outlines ways to stimulate and control the activities of participants. He must prepare the necessary equipment to record students' ideas. When a discussion begins, the teacher acts as a mediator. It is very important to perceive different points of view on a particular problem, to have your own opinion, to be able to draw conclusions and evaluate achievements. You can use various techniques to present the topic to the audience: describe a problematic situation, pose problematic questions, show a video, role-play the situation, express several opinions on a particular issue. The discussion should include various points of view, which eventually develop the solution [Oskolkova, 2018, 56].

Main part

One of the most effective types of discussion is the "round table" method. 10-15 students sit around the table and discuss a particular problem. The purpose of the activity is not to find a final solution, but to discuss the problem, collect as much information as possible, realize the importance of solving the problem, find ways to achieve the goals set. When students sit at a round table, they have eye contact with all the participants in the discussion, everyone feels involved and equally important. It stimulates conversation, increases the number of statements and encourages the use of non-verbal means of communication (facial expressions, gestures). The technique of the "round table" can be combined with

a role-playing or business game.

Another interactive project method is a complex of research, information and other activities carried out by students independently or in small groups with the aim of practical or theoretical solution of a significant problem. Project-based learning presupposes a fundamentally different philosophy of building the educational process through purposeful activity of students in accordance with personal interests and goals. It is obvious that the project method opens up opportunities for students to express themselves, identify their skills, and also outlines future professional activities. In other words, the student gets the opportunity to try and test himself in different areas, reveal something intimate and interesting and focus on his desires, strengths and abilities. And, what is the most important, all his activities are aimed at forming thinking abilities, which are based on personal experience. The student shares responsibility for his own development, the level of preparation for independent professional activity in the future. The project method always provides a solution to some problem. The solution to this problem involves, on the one hand, the use of a combination of various methods and means of education, and, on the other, international letters on social and humanistic sciences [Kruze, 2014, 105].

One of the most effective activities is the discussion of various topics in the classroom through the method of "brainstorming". The teacher announces the topic, the purpose of the discussion, rules for participants and criteria for evaluating ideas. Then experts and secretaries are elected or appointed. Each student generates ideas that are recorded by secretaries. The main rule, both for the teacher and for the student, is that criticism is prohibited.

A business game is an effective tool both for learning a language and for preparing for the future professional activity of a teacher. Students of our Humanities and Pedagogical University are usually very willing to participate in the business game, as they are quite mature and have ambitions for future professional activities. As an example, we can cite the business game "Problems of Schoolchildren". Students are offered the roles of head teacher, subject teachers, school psychologist, schoolchildren and their parents. The director of the school is elected. The group gets a task to solve the problems of youth: these can be addictions, difficult relationships in the family, bullying- bullying at school, etc. The discussion begins: the causes and ways of solving problems are discussed. When students have reached an agreement, they announce the principles of working with difficult teenagers or schoolchildren in trouble, and outline an educational work plan. This interactive technique combines a business game with a discussion, a case and a project. The use of role-playing games in general and business games in particular increases students' motivation for cognitive activity, acquisition of knowledge and communication skills in a foreign language. This creates a positive psychological atmosphere. Creating problematic situations, the teacher ensures that the material corresponds to the level of available knowledge and intellectual capabilities of the group, reflects the real situation of professional activity, is also related to the topic of future work, the text read, the grammar studied. When performing these tasks, future teachers can comprehend the information presented in the text, activate lexical and grammatical material. In universities, and in particular in pedagogical ones, professional presentations of students are becoming an increasingly common type of educational activity. Through the presentation, the material is presented most effectively due to its clarity and demonstrativeness [Efimov, 2014, 290].

A special refraction of the above-mentioned interactive technologies for teaching future English teachers is associated with the widespread use of web 2.0. The web 2.0-based teaching method is designed to teach English by expanding and diversifying the areas of future professional pedagogical activity, and its application determines a new context for the use of these interactive learning

technologies.

Web 2.0. provides both teachers and students of our university with the opportunity to publish in English their hypertext documents, multimedia presentations, didactic materials, developed interactive tests, exercises and other materials on the electronic information and educational platform Moodle PSHPU (Perm State Humanitarian Pedagogical University). Publications on this distance learning platform provide opportunities for discussion in a foreign language. In addition, this system provides an opportunity to convert files into a format convenient for collaboration, work collectively with multimedia materials, exchange hypertext documents, tables, presentations, bookmarks, etc.

Especially relevant and significant over the past half a year in connection with the transition to remote learning is the method of remote counseling, the essence and main purpose of which is the possibility of individual communication between the teacher and the student, as well as students among themselves in a foreign language through modern multimedia in synchronous and asynchronous modes.

Asynchronous mode of remote counseling is characterized by the absence of instantaneous reactions of participants in counseling. For its implementation, e-mail, a support blog and a forum are used.

In the asynchronous mode of remote counseling, the future teacher can request help from the teacher and other students regarding the resolution of any difficulty that has arisen in front of him. The teacher, on the contrary, has the opportunity to provide future teachers with additional materials for self-study (for example, while working with a case, project, business game, etc.), as well as recommendations for improving the content of their materials, etc.

The synchronous mode of remote counseling, on the contrary, is characterized by the flow of communication between the teacher and students with the aim of teaching English in real time. For its implementation, our educational institution uses the Microsoft Teams program. Synchronous remote consulting mode is used for the same purpose as asynchronous, however, unlike asynchronous mode, real-time consulting allows you to solve problems in more detail and comprehensively due to the ability to ask and answer problematic questions at the very moment when they appear [Oskolkova, 2018, 58].

Conclusion

Thus, effective language learning means free communication, expression of opinions and mutual respect. By introducing interactive technologies into the educational process of the university, we concluded that they enhance students' communication skills and increase their motivation; develop their personal, intellectual and social competencies; create a positive atmosphere in the classroom. University students, in particular pedagogical ones, should be competitive in their future professional field. Mastering English is one of the priorities for any specialist. The modern world requires the strengthening of the general cultural foundations of education, the development of skills and abilities, the activation of personal potential to solve social problems. Highly professional graduates who do not just follow instructions, but have creative and constructive potential are in demand. Obviously, there cannot be a single universal scheme for organizing the educational process. The structure of the lesson depends on the goals, content, target audience, etc. The use of interactive technologies is not a goal, but a means of creating the necessary conditions for communicative and effective learning. It promotes cooperation of individuals, self-development, improves both foreign language communication skills and personal qualities.

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Интерактивные технологии обучения студентов неязыковых специальностей иностранному языку

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Аннотация

Статья посвящена проблеме интенсификации изучения иностранного языка в Российских высших учебных заведениях на внеязыковых факультетах. Одним из способов достижения этой цели согласно данной статьи является использование интерактивных технологий на занятиях по иностранному языку, которые связывают с компьютерным или мультимедийным обучением и подразумевают интерактивный диалог между преподавателем и студентами и прямой обмен сообщениями. В статье рассматриваются такие эффективные интерактивные технологии при обучении иностранному языку студентов неязыковых специальностей, как дискуссия, круглый стол, ролевые и деловые игры, проектное обучение, дистанционное консультирование, веб 2 и другие. Дискуссия стимулирует разговор, увеличивает количество высказываний, за круглым столом каждый чувствует себя вовлеченным и одинаково важным. Проектный метод открывает перед студентами возможности самовыражения, выявления своих умений и навыков, а также намечает их будущую профессиональную деятельность. В статье отмечается, что применение ролевых игр и деловых игр повышает мотивацию студентов к познавательной деятельности, приобретению знаний и коммуникативных умений на иностранном языке. Особенно значимыми за последние три года в связи с переходом на удаленное обучение становятся технологии веб. 2 и дистанционное консультирование. Приведены примеры реализации данных технологий через программу Microsoft Teams, Discord и электронную информационно-образователььную платформу Moodle.

Ключевые слова

Интерактивные технологии обучения, дискуссия, круглый стол, деловые игры, проектное обучение, дистанционное консультирование, веб 2.

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