

Interactive Teaching Methods of Foreign Languages in the Context of Internationalization

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Abstract—The purpose of this study is to analyze several interactive teaching methods to help teachers of foreign languages to form interest and motivation to study. Modern tendencies of international interaction on all levels of our life require knowledge of at least one foreign language. Internationalization of higher education was adopted by our government to provide the country's access to the world educational market. A major aspect of internationalization is the ability to speak and understand foreign languages for academic communication purposes. Therefore, students must be taught effectively, and interactive teaching becomes one of the most important methods.

Key words—*interactive teaching; internationalization; foreign languages; motivation; interaction*

I. INTRODUCTION

The main methods of training which are traditionally used in educational process are aural-oral method, based on multiple repetition of language models [1]; grammar-translation method with profound studying of grammar and extensive translation practice [2]; a direct (natural) method at which teaching of foreign language is carried out without use of the native language of the student [3]; consciously-comparative method realized through understanding language phenomena and comparison with the phenomena of the native language [4]; method of physical reaction when development of the language phenomena is followed by performance of the corresponding physical actions [5]; the communicative method which is characterized by maximal approximation of training to process of real communication [6], etc.

The first thing to realize about interactive teaching is that it is NOT something new or mysterious. If you are a teacher and you ask questions in class, assign and check homework, or hold class or group discussions, then you already teach interactively. Basically, interactive teaching is just giving students something to do, getting back what they have done, and then assimilating it yourself, so that you can decide what would be best to do next. Even the most lucid and brilliant exposition of a subject by a teacher in a lecture, may result in limited learning if the students' brains do not do the necessary work to process it. There are several possible causes why students' learning may fall short of expectations in such a situation. They may:

- not understand a crucial concept partway into the lecture and so what follows is unintelligible,

- be missing prior information or not have a good understanding of what went before, so the conceptual structures on which the lecture is based are absent,
- lack of the interest, motivation, or desire to expend the mental effort to follow the presentation, understand the arguments, make sense of the positions, and validate the inferences.

However, whatever the cause, without interacting with the students (in the simplest case by asking questions), a teacher has no way to know if his/her efforts to explain the topic were successful. As Socrates discovered, a good question can accomplish this result better than, just telling the answer [7].

II. METHODOLOGICAL FRAMEWORK

The dynamic growth of modern world, increase of information, the importance of the person in the society, to follow the period of intellectual changes demand to develop the active actions of students. That is why interactive methods are very important in the education process [8]. The main goal of this article is to analyze what types of different interactive teaching methods/techniques are there used in every day practice so that one of the aspects of internationalization could be developed in our country more successfully.

Competence-based approach in the system of higher is intended to increase attention to the effective and technological formation of professional competences. Professional competence we understand as a personal education that determines the productivity of professional tasks and includes knowledge, skills and professionally significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as "knowledge", "ability", "skills" and "experience" by its integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem. Such a definition of professional competence requires significant changes in the pedagogical support of the university curriculum, filling it with teaching methods which could provide the training of future specialists with the required comprehensive result. [9]

To face this challenge we have analyzed and evaluated interactive teaching methods/techniques. We followed the concept of communicative situations.

In particular, on the one hand, the work aimed to identify the different types of situations that a group of students might find when engaged in performing a learning activity. On the

other hand, it determined the type of communication / interaction the group needed to be involved in so that it carried out the activity successfully. These findings set the theoretical basis of a framework for understanding the importance of interactive teaching methods. [10]

III. RESULTS AND DISCUSSION

First of all, we shall understand what is known under interactive teaching and what problems it is aimed to solve.

Interactive training is a special form of the organization of cognitive activity, method which is realized in the form of joint activities of students in case of which all participants interact with each other, communicate, jointly solve problems, model situations, estimate actions of others and their own behavior, feel the real atmosphere of business cooperation on solution of the problem [11].

According to Boryutko N.M., interactive training is a special form of the organization of cognitive activity of students. It implies quite specific and predicted purposes: development of mental abilities of students, independence of thinking, criticality of mind; deep penetration into an entity of the studied phenomena; development of creative potential – ability to "view" the problem, originality, flexibility, creative imagination, ease of ideas generation, ability to search the necessary information; efficiency of use of professional knowledge, skills in real work [12].

Problems of interactive forms of education are:

- awakening of interest in educational process;
- efficiency of training material assimilation ;
- independent search of ways and decisions by pupils of the educational task;
- interaction between pupils, training to work in team, to show tolerance to any point of view, to respect the right of everyone for freedom in speech, to respect his advantages;
- organization of vigorous cognitive activity of students, but not simple transfer of the ready knowledge by the teacher;
- creation of a situation of success, i.e. positive and optimistic estimation of pupils;
- introspection, self-assessment by participants of their activity [13]

Before applying interactive teaching it is better to remember some definite rules of its organization:

The rule # 1. All the students must be involved in the process in various forms. Some technologies, allowing to 'include' all the participants are to be used in the discussion.

The rule #2. Do remember about psychological aspect. It means that not all of them are ready to be involved in several types of interactive work. Start your work with warm-up tasks and don't forget to praise for good job.

The rule # 3. Number of participants shall be limited, not more than 25 people. It directly depends on the quality.

The rule # 4. Classroom must be convenient enough to work in large and small groups.

The rule # 5. The rules of the whole procedure must be strictly followed and that shall be discussed before hand. For example, any opinion must be respected as everyone has the legal right to express his/her own point of view.

The rule # 6. Pay attention to separation of the participants into groups. At the very beginning it's better to ask them to do it themselves and then for the next time divide them randomly [14].

In the modern pedagogical science there is great number of interactive technologies/methods, notwithstanding that the major part of them is used by teachers of foreign languages, we can enumerate some of them.

One of the most widely used methods is "brainstorming". It is a method when any answer of the student is accepted. It is a kind of methods just to find new ideas and ways to solve the problem. The participants shall not explain their points of view, any person can try to develop any idea in any way.

The mini-lecture is one of effective forms of a presentation of theoretical material. Before the announcement of any information the teacher asks what students know about the problem. After providing the information the teacher suggests to discuss students' relation to it.

Presentations with the use of any various supportive applications: boards, books, video, slides, computers, etc are related to interactive teaching. Interactivity is provided with process of the following discussion.

Watching and discussion of videos. You can watch any art or documentary videos, fragments from them, as well as videos or video topics.

The lecture or information statement with planned mistakes allows to develop ability to analyze quickly professional situations, to act as experts, opponents, reviewers, to select incorrect and inexact information.

Warm-up promotes development of communicative skills (communication).

Discussion – one of the most important forms of communication, a fruitful method of the solution of controversial issues and at the same time a peculiar way of learning. The discussion is a kind of a dispute. It helps to develop skills to communicate in rather emotional situations.

There are used different types of discussion.

"Question-answer"-technique. This technique is a type of simple interview; the difference consists in there is used a certain form of asking questions.

"Discussion in Low Voice" procedure. This technique assumes holding the closed discussion in minigroups. Then leader reports the position of his/her group and this position is discussed by all participants.

"Clinic"-technique. When using such technique each participant develops his/her solution of the delivered problem

then this decision is evaluated both by head, and group of experts specially selected for this purpose.

"Maze"-technique. This type of discussion is called differently method of sequential discussion, it represents a peculiar step procedure in which each subsequent step is taken by other participant. All decisions are subjected to discussion even incorrect one.

"Relay"- technique. Each participant finishing his/her performance can pass his/her relay to any person he/she considers to be the next.

Freely floating discussion. The essence of this type of discussion is that the group doesn't come to the result. The idea of this technique is to make students think alone about the problem and find hi/her own way to solve it.

Case method is a kind of methods when you try to analyze any situations that can happen at work. This method promotes activization of students, stimulation of their success. Their task is to analyze the problem, to offer several variants of its solution and choose the best one.

Collective solutions of creative tasks are such tasks which will help students to work in team and find collective decisions.

Business game is a kind of method when real conditions at work are imitated, concrete specific operations are fulfilled, the corresponding working process is modeled.

Role-playing game is a method when students perform a play and their parts were distributed in advance. It helps to master some behavioral or emotional role.

The training is a process of obtaining skills and abilities in any area by means of performance of the consecutive tasks, actions or games directed to achievement and development of the required skill.

In the project-method students are united in small groups where they are to develop any program of research on any perspective, interesting to them topic. This is a kind of analytical work that includes several stages allowing to improve skills of logical thinking, to develop creative opportunities of students and stimulate them to research work.

Sparring is a type of pair work outside the class-room, when students become opponents and they work according to a definite plan of the teacher.

Method of critical thinking development through reading and writing is the method aimed at the development of critical (independent, creative, logical) thinking.

The heuristic method unites various games in the form of competitions, business and role-playing games, competitions, researches. This is the type of methods that is really loved by students.

The research method has something in common with a problem method of training. But here the teacher himself/herself states a problem. The task for students is to organize research work on studying the problem.

The method of modular training — the content of training is distributed into didactic blocks-modules. The size of each

module is defined by the subject, the training purposes, differentiation of faculties and choice of students.

Argumentation method. The use of such methods helps students to reason the position in a discussion. In the very beginning students shall state their position, then they shall justify their position, after it state examples and illustrate conclusion.

Socratic dialogue has long traditions in teaching. It is constructed on asking some "induced" (but not directing) questions.

"For and Against" method. This method helps to find out different opinions of any question. Any participant can change their opinions under the influence of convincing arguments.

IV. CONCLUSION AND RECOMMENDATIONS

The main task of a higher education institution in the modern society is aimed at ensuring high quality education having which a graduate using the obtained knowledge, abilities and skills would be able to quickly adapt to production processes of the occupation selected. In the system of classical higher education having established by nowadays, classroom studies based on passive teaching methods prevail. There are both numerous supporters and opponents of this form of teaching. [15]. It is clear enough that in our globalized world it's impossible to live without foreign languages. So, to be successful in teaching them, a modern teacher must use interactive methods, that will help to solve several problems as formation of interest and motivation to study, maximal acquisition of the material, development of intellectual independence of students cause they have to look for variants and ways of solving the problem individually; team-work training, interaction between students; formation of opinions, relations, professional and life skills.

When using interactive methods of training the role of the teacher fades into the background. He/she stops being a key figure at the lesson, and is only engaged in the organization of the process. Just before the lesson a teacher prepares tasks, formulates questions and subjects for discussion, during the lesson controls time and order of tasks performance. As practice shows, use of interactive teaching methods at the lessons removes stress from students, helps to come into closer contact between all participants of educational process, gives the chance to change activity, teaches to listen and hear people around, respect opinions of other participants. Eventually, when teacher changes form of presenting material, the level of its perception increases, thereby increasing motivation to learn foreign language, as a key aspect in the process of internationalization.

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