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The Usage of Interactive Teaching Methods in L2 Classroom to Enhance Future Philologists' Subjectness

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Abstract

The author discusses the problem of eliciting and implementing interactive teaching methods in L2 classroom to enhance future philologists' subjectness. The necessity to use interactive teaching methods such as educational discussion, didactic games, debates, 'workshop' method, partially-inquisitive and research methods is theoretically grounded in the article.

Keywords: educational discussion, didactic games, debates, future philologists, subjectness, interactive teaching methods, higher education, higher education institution

Introduction

Present-day higher education faces the necessity to train a future expert who will represent the new generation and will be able to take part in reforming Ukrainian society. This necessity concerns first and foremost the training of future philologists as they play an important role in improving linguistic culture of Ukrainian population. In the light of the processes which take place in the present-day Ukrainian society, professional training of future philologists requires reconsideration of existing state of affairs. That's why the academic staff of higher educational establishments search for interactive teaching methods which can be used in L2 classroom to enhance future philologists' subjectness.

The aim of the research

The main aim of the following research is to elicit the interactive teaching methods which can be used in L2 classroom to enhance future philologists' subjectness.

Analysis of the latest research studies and publications

The problem of classifying and eliciting efficient teaching methods which can be used in the training process of higher educational establishments is not the new one and it takes an important place among the scientific research of

national and foreign scientists (Bystrai, Pometun, Sanina, Mushkirova, Pidkasisty, Iliyina, Elkonin, Luzan, Levochko). At the same time the problem of eliciting interactive teaching methods in L2 classroom to enhance future philologists' subjectness requires further development and is the main aim of the following research.

Presentation of basic material of research

Thorough theoretical analysis of scientific works of national and foreign researchers allows us to confirm that the usage of interactive teaching methods in L2 classroom can greatly enhance future philologists' subjectness. In this article we use the term 'interactive teaching methods in its primary meaning according to which the interactive methods are the ways of organizing the active interaction of the subjects of learning in the educational process in order to achieve the predetermined didactic results (Kremin, 2008). When in 1960s Holant suggested to classify all the methods into active and passive (depending on the type of participation of agents of education) scientists began to view the interactive teaching methods as a subtype of active methods which vary according to the kind of communication between all the participants of educational process. The implementation of the active teaching methods stimulates the students' cognitive activity and independence, while the passive teaching methods view students only as objects of education who acquire and recreate material provided by a teacher or a textbook (Kremin, 2008). Many contemporary scientists think that one of the main disadvantages of passive teaching methods being used in the training process of higher educational establishments is that they don't allow students to freely interact with each other and fulfill creative tasks. Unlike passive and active teaching methods, the usage of interactive ones allows the teaching staff not only to stimulate the students' cognitive activity and independence, but also to view them as full-fledged 'agents of education' who actively participate in "co-education (education accompanied by close interaction and cooperation)" (Kremin, 2008, p. 357). As it is known that in the process of interactive education students "learn to be democratic, learn how to communicate with other people, think critically and make thoughtful decisions" (Kremin, 2008, p. 357) the main principles of interaction are considered to be the constant interaction of all the agents of education, cooperation, communication and collaboration.

The following types of work are distinguished as the interactive teaching methods being used in the process of formation of professional subjectness of the future philologists: educational discussion, didactic games, debates, workshop, partially-inquisitive and research methods. It should be also mentioned that according to many scientists the main forms of organization of

joint activities in the process of implementation of the interactive methods are cooperation and competition (Bystrai, 2003, p. 78–83; Goncharova, 2011, p. 205–207; Ilina, 2015). Let's look at them in more detail.

Thus, the educational discussion serves as a dynamic dialogue form of realization of training process, as a certain tool of interaction between the subjects of education. According to the argument classification they differentiate between four main types of discussion, mainly, apodictic discussion, dialectic discussion, heuristic discussion and sophistic discussion (Sanina, 2011, p. 88–109). The apodictic discussion is a discussion that aims at finding the truth. Contrary to the apodictic discussion, the dialectic discussion presupposes finding of the relative truth. The use of heuristic discussion in the process of professional training of the future philologists helps not only to form and develop their ability to make convincing arguments and effectively criticize opponents' views, but also helps them to learn how to make their opponents believe in the correctness of their own opinions and views. Sophistic discussion on the contrary aims at teaching future philologists how to win by any possible means (Sanina, 2011, p. 88–109).

The main peculiarity of the educational discussion teaching method is that it presupposes group discussion of a defined problem and its mutual solving. Its implementation in the process of future philologists' training involves stimulation of the students' cognitive interest and encourages them to actively discuss the problem they are currently studying from various points of view (Pidkasisto, 2010). It teaches future philologists how to accept criticism made in their direction and find compromise settlement of the problem that would satisfy all the members of the discussion; enhances development of their communicative competence which means the ability to communicate with various people, speak to the public and make proper questions.

The usage of various game methods in L2 classroom, especially the method of didactic game, presupposes that the future philologists' simulate real professional situations by doing which they acquire certain knowledge and skills necessary for the fulfillment of different types of practical activities. The peculiarity of a didactic game lies in the fact that it examines the activities of the subjects of education (Pidkasisto, 2010). The main structural elements of a didactic game include the subject of educational activity, the common activities of the participants of the game, the game rules, the process of decision making as well as the process of evaluation of this or that decision. It should be also mentioned, that any didactic game consists of several consecutive stages, mainly, preparation to the fulfillment of an individual task, task setting, choosing of the object simulation model, solving the task according to the chosen model,

checking, improvement and implementation of the taken decision as well as the evaluation and analysis of results (Pidkasisto, 2010).

The usage of a didactic game which gives its participants an opportunity to experience responsibility for other people and for the decisions being made, stimulates their creative thinking and speaking abilities and improves their general creative skills. Thus, a didactic game during which the whole team and its each member work together in order to fulfill this or that task and successfully achieve one common goal, has significant potential features for optimizing the cognitive activity of the future philologists (Pidkasisto, 2010).

The usage of the dialogue method presupposes constructive interaction between the students, during which they share mutual information, ideas and views concerning the discussed problem. In our opinion, it's really necessary to use the dialogue method when forming professional subjectness of the future philologists, as dialogue always involves two spheres – a cognitive and an affective one. The cognitive sphere presupposes a thorough understanding of the subject of discussion, the knowledge of oneself as well as of other agents of education. The affective sphere of a dialogue always shows the attitude of students to each other, displays a psychological side of a conversation and manifests the evaluative students' attitude to various ideas and views, arising in the process of discussion of this or that problem.

The usage of the interactive 'workshop' method presupposes the creation of certain conditions necessary for sharing personal experience of its participants in order to form and develop their creative potential and creative thinking. This is such a kind of organisation of the educational process that is characterized by a highly intensive group interaction, activity and independence of all the members of the group. In the course of the 'workshop' provision future philologists learn new things by gaining urgent personal experience that is much easier to gain in group rather than individual learning. Each participant is being transformed from a passive listener into an active creator of an educational process (Lytvyenko, 2014, p. 10–12).

The primary goal of a partially-inquisitive (heuristic) teaching method is to make the future philologists gradually approach the state of independent problem solving, while the primary goal of the research method is to provide students with the experience of searching activity during which they have an opportunity to use their previously acquired creative knowledge and skills.

Conclusion

Thus, the usage of interactive teaching methods in L2 classroom allows the faculty to teach future philologists to freely interact with each other and fulfill creative tasks, to stimulate their cognitive interest, to encourage them to actively discuss various problems and to enhance their subjectness.

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