

МЕТОДИКА НАВЧАННЯ ІНОЗЕМНИХ МОВ

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THE PECULIARITIES OF ENGLISH-SPEAKING COMPETENCE FORMATION BY MEANS OF INTERACTIVE TECHNOLOGIES

Speaking is one of the main purposes in learning a foreign language. It is an essential part of communicating process. As communication involves not only speaking itself, but exchanging of thoughts and ideas, receiving new information, it is one of the most difficult skills to develop in classroom. However, in modern society a student cannot ignore mastering indicated skill. Nowadays educational system has shifted from passive learning into active one. It means that students should be involved in learning process, actively participating in it. It is remarkably difficult to teach speaking using only traditional techniques. Therefore, interactive technologies are the actual way to do it. The purpose of this study is to analyze the effectiveness of using interactive technologies in teaching English-speaking competence.

Розмова є однією з головних цілей у вивченні іноземної мови. Спілкування передбачає не лише розмову, але обмін думками та ідеями, отримання нової інформації, це одна з найскладніших навичок, яку можна розвинути в класі. Однак у сучасному суспільстві студент не може ігнорувати оволодіння зазначеними навичками, оскільки освітня система перейшла від пасивного навчання до активного. Це означає, що студенти повинні бути залучені до навчального процесу, активно в ньому брати участь. Інтерактивні технології – це справжній спосіб це зробити. Мета цього дослідження – проаналізувати ефективність використання інтерактивних технологій у навчанні англомовної компетентності.

Key words: *interactive technology, speaking, communication, activity, learning.*

In a modern society the importance of learning English is obvious. Speaking became a main goal in learning process nowadays. Moreover, the successful process of speaking increases the students' confidence, give them opportunity to build a good relationship with people, express their thoughts and receive the information. During the speaking students can see the practical value of learning language. Therefore, teaching speaking is a very important part of second language learning. However, it is the most difficult aspect to teach. Communicating process is not only about speaking, but understanding the partner, thinking about one's own contribution and expressing thoughts. Besides, the process of communication involves not the only one person. That is why the speaker cannot predict the way communication will be held. Indicated aspect makes this process even more difficult to teach. As the communication cannot

be predicted and occurs spontaneously, the speaker should be ready to respond any time. In order to do that one should listen to a partner carefully and construct his own ideas in words, expressing them. Many advanced methods in the modern educational process of learning English pay much attention to interactive methods, which are based on a person-oriented approach. The problem of using the interactive methods of teaching foreign languages was studied by H. Stern [10], R. Blair [1], E. Polat [7], D. Starkova [9], S. Martinelli [5], L. Konoplianyk [3] and others.

Interactive technologies aimed at overcoming specified difficulties and developing not only the creative potential of the learner, but also the ability to think and respond quickly, improving communication skills. Due to the importance of the problem we need to create effective methods, which will help to teach speaking to high school students effectively.

The purpose of the teaching a foreign language is to develop communicative efficiency. Speaking process is an essential part of communicating and is needed to practice this skill during lessons. The structure and the levels of foreign language communicative competence of students are correlated with the willingness of the student to use the possibilities of foreign language for professional self-education [6].

However, there are some difficulties, which appear during the communication in class. They include hesitation, a lot of repetitions, a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and fear of making mistakes. In order to overcome these difficulties, teacher should use modern teaching methods and techniques. The most popular technologies of teaching speaking nowadays are interactive technologies. They are regarded as tools, which encourage the active participation of each student in the learning process, awakening their interest in learning a foreign language. Interactive technologies provide students with the ability to form their own position, expanding their language skills. In this regard, in the recent researches on pedagogy and psychology it is highly recommended to use interactive technologies [11].

The aim of the article is to identify and characterize interactive techniques which are appropriate in teaching speaking.

Nowadays English is being spoken all over the world. Speaking is one of the most important skills in English as a foreign language. The main goal of learning a foreign language is to learn how to communicate well. In order to meet all of communicative requests teacher should be familiar with modern technologies, which will provide him with opportunity to teach students effectively. Interactive learning technologies include clearly planned learning results, interactive methods, tools, and forms stimulating the learning process, cognitive and mental conditions and procedures for achieving planned results [8, p. 131].

Interactive technologies of teaching foreign languages are centered on activity-based approach and include non-situational (dialogue) and situational (game, simulation, analysis of situations, debates) organic combination in the educational process of various learning tools (electronic and paper-based information), innovational (distance-learning) and traditional forms of education on the principles of the appropriateness of their implementation and complementarity [8, p. 131]. The basis

of interactive learning is concentrated in a high interaction between students and teacher. That is why indicated technologies help to develop students' skills of collective work, imagination, attention, critical thinking, creativity, persistence in achieving new goals as well as communicative skills.

Interactive technologies are characterized by the presence of dialogue that is why by changing thoughts and opinions. Learning, based on discussion is highly efficient as the participants have an opportunity to express their emotions and thoughts, to learn something new from the partner. During the process of planning the lesson teacher must take into consideration the students' interests, their psychological factors, prepare clear guidelines, set a friendly, comfortable atmosphere between students. It is necessary for language teachers to implement some natural strategies such as: role plays, group work, round table, etc. to avoid shyness and unwillingness to speak English. Thus, the primary job of a language teacher is to encourage learners to use English not only in the classroom but also in their daily interaction with their classmates, teachers or any other English speaking people [4, p. 400–416].

During the process of discussion teacher should give prompts to students during oral tasks, but not take the students' the initiative away, provide students with feedback after oral tasks. He also should make the right conclusions and evaluate achievements. Teacher can use different techniques, which will evolve discussion and put the development of communicative skills first. They are: role play, brainstorming, round table, discussion.

One effective kind of discussion is a "Round table" technique. "Round table" is a form of academic discussion when participants agree on a specific topic to discuss and debate. The aim of stated technology is not to find right solution but to discuss the problem, find some ways to reach the particular problem and collect as much information as possible. Each person is given equal right to participate that is why every student feels involved into the process of discussion. Furthermore, students use not only verbal means of communication, but non-verbal as well, which will help them to prepare for the real communicative situation. Other benefits of mentioned technology are: strengthening relationships between students, integrating listening and speaking skills, building confidence and speaking fluency, improving student autonomy, using class time efficiently. "Round table" technology creates the sense of friendship, which will help students to exchange their ideas, to provide others with some insights. In such atmosphere students are more likely to feel comfortable practicing their language skills and, therefore, to improve their linguistic skills. Finally, students are eager to share topics that are personally thought-provoking to them, and they are interested in their peers' speeches [4].

Role play is another important technique, which is commonly used in teaching speaking because it gives students an opportunity to practice communicating in different contexts and social roles. In addition, stated technique also allows students to be creative and to put themselves in another person's place for a while. The role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill [2, p. 37].

Moreover, role play technique will help to achieve fluency in speaking process, as students will have an opportunity to immerse into different social situations. It means that learners are put in conditions which require speech that is used to communicate socially. That is why it gives students the chance to practice typical activities they will probably perform in real life. They are: ordering food in a restaurant, greetings, asking for directions, booking holidays at a travel agency, etc. Mentioned technique encourages students to learn, achieve, explore and simulate their creativity, imagination and personal likes.

Conclusions. Speaking is the aim of learning foreign language. However, it is the most difficult skill to teach. There are various innovative technologies, which help significantly in teaching speaking skill in the classroom; among them we can distinguish interactive technologies. The undoubted advantage of interactive technologies in teaching a foreign language is its orientation on direct live communication, the broad autonomy of students, decision making in conditions of creative competition and the development of skills for spontaneous speech.

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