



Полонська Тамара Костянтинівна—

*кандидат педагогічних наук, старший науковий співробітник, старший науковий співробітник відділу навчання іноземних мов Інституту педагогіки Національної академії педагогічних наук України. Автор і співавтор понад 100 наукових праць, зокрема підручників з англійської мови для ЗНЗ, словників, навчальних і методичних посібників, методичних рекомендацій, навчальних програм і концепцій з питань навчання іноземних мов у дошкільних і загальноосвітніх навчальних закладах. Сфера наукових інтересів: інтерактивні методи навчання іноземних мов учнів старшої школи, культурологічний аспект у навчанні іноземних мов, розроблення елективних курсів з англійської мови для допрофільної і профільної школи та конструювання відповідних навчальних посібників, використання інформаційно-комунікаційних технологій у процесі навчання учнів іноземної мови тощо.
e-mail: Polonska@gmail.com*

УДК 372.881.1

INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGE AS A MEANS OF MASTERING ELECTIVE COURSE'S CONTENT BY UPPER SCHOOL STUDENTS

T. K. Polonska

The article represents the problem on implementation of interactive methods into the process of teaching foreign languages at secondary school on the whole, and mastering the content of foreign elective courses by the students of 10th and 11th forms in particular. Introduction of elective courses in practice of upper secondary school diversifies, extends and deepens content of school foreign education due to new facilities and technologies, assists its adaptation to the European standards.

The important role in successful realization of elective courses content in teaching foreign languages at upper secondary school belongs to the interactive methods. Introduction of teaching interactive methods is one of the major directions for improvement of students training in modern school and the obligatory condition for effective realization of competitive approach. Formation of competences, marked in the State standard of basic and universal secondary education, envisages application of new technologies and forms for realization of educational work.

The use of interactive methods in teaching foreign languages at modern secondary school is based on the development of subject-subject relations of a teacher and students, where a student is the basic value of educational process. The major role of the interactive teacher is a role of a facilitator, a manager, an independent participant, a researcher and a learner.

We define the notions of “methods of teaching” and “interactive teaching”, presents a survey of some modern interactive methods in teaching foreign languages which are the most adequate to the aims and objectives of modern foreign education a tupper secondary school in the process of mastering the content of elective courses by the students of 10–11th forms. The choice of these methods was determined by their accordance with the following pedagogic concepts: communicative approach; problem-solving approach; student-centered approach.

Thus, the most workable interactive methods, in our opinion, are: cooperative learning, project method, cinquain and mind map.

Keywords: interactive method, elective course, upper secondary school, teaching foreign language.

Introduction. Strategic directions of development of school foreign education are predetermined first of all by the features of conception of reformation of aim and maintenance of studies at modern home general school. By soil for their successful introduction, among others, there are effective innovative technologies that in the last decade are actively implemented in school practice. Innovative technologies became convincing illustration for updating content of modern education, ability to provide individual possibilities of every student, assist forming of him creative thinking, development of independent activity from a capture experience to get education during life according to own necessities. Modern technology of school foreign education content is orientated on such organization of studies, that provides communicative-active character of foreign language in integration with cross-cultural aspiration of his maintenance. This approach is predetermined by the processes of globalization of international contacts, where the foreign language the role of important means of inter course belongs to.

Introduction of elective courses in practice of senior school diversifies, extends and deepens content of school foreign education due to new facilities and technologies, assists its adaptation to the European standards. Elective courses in foreign languages are obligatory educational objects that are the means of providing variant component for content of studies and are realized due to the school component of curriculum. Together with a profile subject elective courses must provide the sequence of universal school content and professional foreign education and forming clear orientation of upper students on the certain type of the future activity related to the foreign language. An important role in successful realization of elective courses content in foreign languages at upper school belongs to the interactive methods of studies.

Literature Review. As home and foreign experience certifies (H. Boretska, I. Dychkivska, V. Kraievsky, S. Nikolaieva, Ye. Polat, O. Pometun, H. Selevko, A. Khutorskyi, H. Brown, W. Rivers, J. Scrivener, G. Wells et al) innovative methods induce students to get knowledge, develop their intellectual potential, and as a result skills and abilities are formed to think logically and figuratively, the ability to find out causal and consequence connections, to analyze, to compare, to summarize, to expound the attitude toward certain objects, to estimate the objects and phenomena that are studied. Actually, we speak about the personality descriptions, that are produced by the competence paradigm of teaching foreign languages to the contemporary upper school pupils, who have the sufficient level of educational experience, that gives them the opportunity to fulfill creative types of activity, peculiar to the real social-communicative conditions of foreign communication. In school foreign interactive studies can be associated with the development of critical thinking as structural intellectual activity of upper pupils during organization and realization of speech cooperation.

Some theoretical bases of using interactive methods in the process of teaching foreign languages by the students of upper classes within the limits of elective courses are covered in the works of the Ukrainian researches such as T. Polonska, V. Redko, N. Basai, and others [1; 2; 3; 5]. However, these works propose only general concepts on interactive methods and their characteristics.

Purpose statement. The purpose of this article is to introduce a new approach to teaching foreign languages by using the innovative methods in the process of mastering the content of elective courses by the students of 10th and 11th forms of upper secondary school and examine some of the most interesting innovative methods, their characteristics and technology of use.

Analysis and findings. Introduction of teaching interactive methods is one of the major directions for improvement of students training in modern secondary school and the obligatory

condition of effective realization of competitive approach. Formation of competences, marked in the State standard of basic and universal secondary education, envisages application of new technologies and forms of educational work realization. First of all, it is a necessity for transition from informative forms and methods of studies to active, from knowledge approach to activity approach, search of possibilities to combine theoretical knowledge of upper school students with their practical necessities. The choice of contemporary educational technologies, active and interactive methods of teaching should be correlated with education competences.

The concept of methods has always been an essential part of language teaching: teachers and linguists have tried to find the best and most effective ways of teaching throughout the decades. The use of methods in teaching foreign languages at modern secondary school is based on the development of subject-subject relations of a teacher and students, where a student is the basic value of educational process. The major role of the interactive teacher is a role of a facilitator, a manager, an independent participant, a researcher and a learner. As a facilitator he/she makes the process of learning easier, helps students to clear away roadblocks and to find shortcuts. As a manager he/she plans lessons, organizes learning activities, gives feedback and structures classroom times. As a recourse he/she offers advices and counsels when students seek them. As are searcher and a learner he/she makes efforts to find out how well students learn and how much assistance is needed.

A notion “method of teaching” (from Greek *metodos* – a way to something), means a system of well-organized actions of a teacher and students that provides content of education. The different approaches to the concept “innovation” allows us to understand an innovation as an introduction of something new.

A method is conditioned by mutual connection of teaching aims, ways of its achievement and a character of subjects cooperation. The choice of a method by every concrete teacher is based on the analysis of pedagogical situation and depends on the amount of the time taken on a subject or separate theme; on the level of student’s preparation, his/her age features; on the level of a teacher’s preparation; on material providing educational establishment. Well-organized interactive methods will make students rack their brain, speak their mind, share their views with others naturally.

Interactive teaching is teaching, built on mutual cooperation of a student and an educational environment that serves as a source of experience assimilation. Comparatively with traditional teaching cooperation of a teacher and a student has quite other character: activity of a teacher yields to activity of students, and a task of a teacher is conditioning for their initiative. On the lessons of foreign language such studies got wide application within the limits of so-called student-centered approach, the essence of which is in the maximal transmission of learning initiative to the student, and also in cooperative learning. A central idea of interactive teaching methods is a development of the critical thinking as structural intellectual activity, conscious perception of information and its next mastering.

In pedagogical theory within the framework of interactive technologies the bases of studies are worked out, that consist of three stages: 1) *stage of challenge*, 2) *stage of comprehension*, 3) *stage of reflection*. On the stage of challenge students’ interest wakes up in a new theme, they make prognoses in relation to content of new information and forms of interactive activity realization with support on previous knowledge and language experience. On the stage of comprehension the work is conducted with a text, new material is studied, students integrate the ideas of the text with their own in order to understand new information. On the stage of reflection school students think over above the information, mastering in such a way a new material, and mark the role of all participants of interactive activity and their own [4].

The most workable classroom interactive activities are cooperative learning, presentations, pair work and group work, discussions, debates, etc. All these activities need to be task-oriented so that they can help nurture students’ problem-solving and creative abilities,

and can give them experience in functioning in realistic discourse. Besides, these activities frequently interest and engage students, provide them with chances for independence.

We'll consider those interactive methods that are the most adequate to the aims and objectives of modern foreign education at upper secondary school in the process of mastering the content of elective courses by the students of 10–11th forms.

Cooperative Learning is an instructional arrangement in which small groups or teams of students work together to achieve team success, construct and product new knowledge collectively, but not consume them already in the prepared kind. Student's independent educational activity is one of teaching principles. A teacher is a valuable participant of educational process, in some cases he can be a consultant or a helper.

There are a few varieties of cooperative learning method, that differ in educational tasks and organizational forms: Student Team Learning, Student Teams Achievement Divisions, Team Assisted Individualization, Teams Games Tournament, Jigsaw, Learning Together. All variants of cooperative learning have common features, such as a) dependence of only one aim, b) individual independent work that is a part of collective independent work, c) an identical estimation for work of every student.

The method of cooperative learning corresponds the personality-oriented approach, as it provides for reflection, selectivity, responsibility, student's autonomy, and consequently his/her permanent self-education and self-development. Personality-active approach lies in the basis of this method, because joint activity is the essence of a method. The aim of studies are not subject knowledge, but competences, thus not only communicative, but all together.

Project method is one of the most urgent modern educational technologies in teaching foreign languages at upper secondary school. It combines the elements of problem-based learning and cooperative learning that allows to achieve the highest level of mastering any school subject, and a foreign language in particular. Project method forms student's communicative skills, culture, ability consciously and clearly formulate thoughts, be tolerant to the opinion of partners in communication, and it also develops the ability to select information from a variety of sources and perform it with the help of modern technologies.

Project method allows students to integrate a variety of activities, making learning admirable, more interesting and therefore, efficient. Students with different abilities became successful and felt they needed project activities. Educational, social and communication skills are developed during the implementation of projects.

Conditionally it's possible to divide projects that are used on the lessons of foreign language into two groups: *individual* and *group*. Organization of work with individual and group project envisages seven stages. It's useful to give students the algorithm of sight where they can find the stages of successive work on the project, and where actions are described in detail, the functional semantic and content supports are given. *For example:*

1. Choose the title of the project.
2. Pick up information and illustrations.
3. Revise all material on this problem.
4. Combine all the possible characteristics.
5. Create project in any of the following forms – a scheme, a collage, a poster, a booklet, a leaflet, a guide, an advertisement, etc.
6. Deliver your project to the classmates.
7. Explain your ideas.

Analyzing the activity according to the offered algorithm in the process of working on project, students draw conclusion, that the process of their work is no less important, than the result itself.

It is better to use projects on the final stage of a certain cycle of working on development and perfection of abilities in all types of speech activity, for example, on completion of the thematic module ("Musical Britain", Education in Great Britain", "Life of British Youth", etc.), or certain attestation period (at the end of trimester, semester). From the point of view of teaching foreign speech, the most dignity of projects is that they envisage natural intercommunication in all four types of speech activity with possible advantage of one of them on the separate stages, depending on the character of a project.

Cinquain (from fr. *cinq* – five) is a verse of five lines, written on certain rules, namely: *the first line* is the name of a theme in a word (as a rule, by a noun, but it is possible by a pronoun); *the second line* is a description of a theme in few words (by adjectives or participles); *the third line* is a description of an action within the limits of a theme by three words (by verbs); *the fourth line* is a phrase of four words, that shows attitude toward a theme (sense by one phrase); *the fifth line* is a resume, a conclusion. As a rule, it is a synonym of the first word, expressed by any part of speech.

For example: Cinquain «Adele».

1. Adele.
2. Persistent, talented.
3. Sings, creates, records.
4. Changed pop culture.
5. Singer.

Cinquain is one of the methods for activating cognitive student's activity on lessons. The brevity of a form of this method develops an ability to sum up information, to express one's opinion in a few meaningful words, capacious and short expressions. Cinquain can be offered both for individual independent task and for work in pairs.

Mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping students to better analyze, comprehend, synthesize, recall and generate new ideas. A mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner. A mind mapping is a great way to brainstorm, creative thinking, make a plan, or turn ideas into the steps needed to make it real.

The author of Mind Map – the methodology of memorizing, creativity and organization of thinking Tony Buzan offered such basic rules of mind mapping:

1. All mind maps begin with a *main concept* or *idea* that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents that first main idea.
2. From that main idea, create *branches* (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colours and images to differentiate the branches and sub-topics.
3. Then, create *sub-branches* that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics.
4. Mind maps can be created on paper but are more easily and fluidly created on a computer with mind mapping software such as Inspiration Software.

Mind maps help students brainstorm and explore any idea, concept, or problem; facilitate better understanding of relationships and connections between ideas and concepts;

make it easy to communicate new ideas and thought processes; allow students to easily recall information; help them take notes and plan tasks; make it easy to organize ideas and concepts.

Creation of such intellectual maps will be expedient at an acquaintance with programmatic topics in senior forms, and also at mastering grammatical material. So, for example, the study of forms and functions of infinitive in English considerably will be simplified with the use of mind map, where Infinitive comes as a problem (or as the object of attention), and by themes and subthemes are: **Indefinite Infinitive** – Active, Passive; **Perfect Infinitive** – Active, Passive; **Continuous Infinitive** – Active; **Perfect Infinitive** – Active.

Conclusion. In connection with integration of Ukraine into the European educational space a process on modernization of home school foreign education is increasing, that provides for renovation of teaching content as well as use of effective forms and methods of its mastering. The interactive methods of teaching foreign communication, offered by us, within the limit of elective courses content are revealing in the process of communicative activity when upper students not only get certain pragmatic directed knowledge, but also execute a system of educational actions that provide mastering this knowledge in practical activity. Only on condition, when a student personally will participate in execution of educational-communicative actions, will realize the ways of its realization and functional prescription in a complex with other actions, he/she will be able to obtain experience of speech interaction in oral and written forms. We intent to study some more interactive methods in the near future, which are not mentioned in this article, for instance “cluster”, “diamond”, case study method, situation modelling, etc.

References

1. Kontseptsia navchalnykh posibnykiv elektivnykh kursiv z inozemnykh mov dlia uchniv 10–11 klasiv profilnoi shkoly / [V. H. Redko, T. K. Polonska, N. P. Basai ta in.] ; za nauk. red. V. H. Redka. – K. : Ped. dumka, 2015. – 38 s.
2. Lihvodydaktychni zasady navchannia inozemnoi movyuchniv starshykh klasivzahalnoosvitnikh navchalnykh zakladiv : navch.-metod. posib. / [V. H. Redko, T. K. Polonska, N. P. Basai ta in.] ; za nauk. red. V. H. Redka. – K. : Ped. dumka, 2013. – 360 s.
3. Navchalna prohrama elektivnykh kursiv z inozemnykh mov dlia starshoi shkoly ZNZ / [V. H. Redko, T. K. Polonska, N. P. Basai ta in.] ; za nauk. red. V. H. Redka. – K. : Ped. dumka, 2015. – 38 s.
4. Novyie pedagogicheskiye i informatsionnye tekhnologiiia v sistemie obrazovaniia / pod red. Ye. S. Polat. – M. : Izd. tsentr “Akademia”, 2003. – 272 s.
5. Polonska T. K. Profilne navchannia inozemnoi movy uchniv starshoi shkolie : metod. rekom. / T. K. Polonska. – K. : Ped. dumka, 2014. – 80 s.

Список використаних джерел

1. Концепція навчальних посібників елективних курсів з іноземних мов для учнів 10–11 класів профільної школи / В. Г. Редько, Т. К. Полонська, Н. П. Басай [та ін.] ; за наук. ред. В. Г. Редька. – К. : Пед. думка, 2015. – 38 с.
2. Лінгводидактичні засади навчання іноземної мови учнів старших класів загальноосвітніх навчальних закладів : навч.-метод. посіб. / [В. Г. Редько, Т. К. Полонська, Н. П. Басай та ін.] ; за наук. ред. В. Г. Редька. – К. : Пед. думка, 2013. – 360 с.
3. Навчальна програма елективних курсів з іноземних мов для старшої школи загальноосвітніх навчальних закладів / [В. Г. Редько, Т. К. Полонська, Н. П. Басай та ін.] ; за наук. ред. В. Г. Редька. – К. : Пед. думка, 2015. – 41 с.
4. Новые педагогические и информационные технологии в системе образования / под ред. Е. С. Полат. – М. : Академия, 2003. – 272 с.
5. Полонська Т. К. Профільне навчання іноземної мови учнів старшої школи : метод. rekom. / Т. К. Полонська. – К. : Пед. думка, 2014. – 80 с.

Полонська Т. К.

ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ЯК ЗАСІБ ОВОЛОДІННЯ ЗМІСТОМ ЕЛЕКТИВНОГО КУРСУ СТАРШОКЛАСНИКАМИ

Упровадження елективних курсів у практику старшої школи урізноманітнює, розширює і поглиблює зміст шкільної іншомовної освіти новими засобами і технологіями їх використання, сприяє її адаптації до європейських стандартів. Важлива роль в успішній реалізації змісту елективних курсів з іноземних мов у старшій школі належить інтерактивним методам навчання. Інтерактивні методи спонукають школярів до отримання знань, розвивають їхній інтелектуальний потенціал, унаслідок чого в них формуються навички й уміння логічно та образно мислити, з'являється здатність аналізувати, порівнювати, узагальнювати, висловлювати своє ставлення до певних об'єктів, давати оцінку предметам і явищам, що вивчаються. У статті аналізуються сучасні інтерактивні методи навчання іноземних мов, розкривається роль і сутність окремих з них (навчання у співпраці, метод проєктів, сінквейн, інтелект-карта), які, на думку автора, є найбільш адекватні цілям і завданням сучасної іншомовної освіти у старшій школі у процесі оволодіння змістом елективних курсів. Окрім того, називаються інші інтерактивні методи, які будуть досліджуватись автором у подальшому.

Ключові слова: інтерактивний метод; елективний курс; старша школа; навчання іноземної мови.

Полонская Т. К.

ІНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ КАК СРЕДСТВО ОВЛАДЕНИЯ СОДЕРЖАНИЕМ ЭЛЕКТИВНОГО КУРСА СТАРШЕКЛАСНИКАМИ

Современная технология овладения содержанием школьного иноязычного образования ориентирована на такую организацию обучения, которая обеспечивает коммуникативно-деятельностный характер иностранного языка в интеграции с межкультурным направлением его содержания. Внедрение элективных курсов в практику старшей школы расширяет, углубляет и разнообразит содержание школьного иноязычного образования новыми средствами и технологиями их использования, содействует его адаптации к европейским стандартам. Важная роль в успешной реализации содержания элективных курсов по иностранным языкам в старшей школе принадлежит интерактивным методам обучения. Интерактивные методы побуждают учащихся к получению знаний, развивают их интеллектуальный потенциал, вследствие чего у них формируются навыки и умения логически и образно мыслить, появляется способность анализировать, сравнивать, обобщать, высказывать свое отношение к определенным объектам, давать оценку предметам и явлениям, которые изучаются. В статье анализируются современные интерактивные методы обучения иностранным языкам, раскрывается роль и сущность некоторых из них (обучение в сотрудничестве, метод проєктов, синквейн, интелект-карта), которые, по мнению автора, являются наиболее адекватны целям и задачам современного иноязычного образования в старшей школе в процессе овладения учащимися содержанием элективного курса. Кроме того, называются другие интерактивные методы, которые будут исследоваться автором в дальнейшем.

Ключевые слова: интерактивный метод; элективный курс; старшая школа; обучение иностранному языку.