

## APPLYING INTERACTIVE TECHNIQUES AS AN EFFECTIVE MEANS FOR TEACHING STUDENTS VOCABULARY

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Interactive learning has lots of advantages and therefore must be widely used by both teachers and learners. The article focuses on the necessity of applying interactive approaches throughout the process of teaching students vocabulary. A brief outlook containing the stages of forming lexical competence has been given. A number of relevant interactive teaching exercises have been indicated. Some pedagogical implications concerning the utilization of interactive techniques have been made.

**Keywords:** interactive techniques, communicative competence, teaching vocabulary, international economics, professional education.

**Statement of the problem.** Scholars have long investigated various approaches and pedagogical methods of teaching students a foreign language vocabulary. Nevertheless, the practice shows that there is a need to constant improvement of the teaching methods and techniques to develop communicative competence of the learners. One of such approaches can be interactive teaching students a foreign language vocabulary, because without lexical knowledge hardly any communication is possible. Consequently, the problem of applying interactive techniques in the teaching process is worth studying and therefore more attention should be paid to its utilization by teachers of a foreign language.

**Analysis of recent researches and publications.** Recent developments in science and technology, specifically abundant Internet teaching programs and software, have helped teachers and learners to «trigger improved vocabulary acquisition», making the process of learning new words «far from boring and cumbersome» [7, p. 211]. According to the research conducted by Emily Boersma and Tesfamichael Getu [2, p. 26], computers and Internet facilities have immense educational potential in ELT in terms of «providing learners with comprehensive input, a platform for social interaction, and opportunities to produce linguistic output». In order to encourage interaction in language classrooms and to enhance students' language learning skills, Muge Gunduz [4, p. 438] suggests using blogs, which foster critical thinking abilities, and provide students with the «opportunity to learn through communication». Further, a good deal of research has also been carried out on elaborating strategies and approaches for acquiring vocabulary through reading literature, watching video, doing web quests, and learning poetry. Within this expansive and reliable range of learning vocabulary methods, there is yet another tool for raising students' linguistic awareness, which presupposes using interactive modes of work aimed at acquiring the meanings of new words and properly executing them in speech according to appropriate context and situation.

**The purpose of the article.** The purpose of this work is to ensure that interactive teaching and learning can increase the lexical competence of students within the process of taking a foreign language course. Consequently, having acquired more

lexical competence, students will gain the ability and power to apply their knowledge of vocabulary into practice, and to strengthen communicative proficiency, which stands as the utmost goal pursued by the learners.

**The results of the research.** According to the results of our pedagogical experiment, conducted with the fourth-year students majoring in International Economics, we can gather that the interactive teaching and learning of economic vocabulary intensifies the educational process. In other words, interactive techniques provide for a high level of foreign language knowledge, which allows us to achieve our desired objectives of increasing the communicative competence among students. Undertaken research of theoretical premises of interactive teaching techniques [10] along with the results of our experimental study have proven that teaching vocabulary by means of interactive approaches within small groups and pairs, in collective activities and in cooperative projects helps to increase students' both motivation and the desire to learn. Otherwise, «lack of motivation in the foreign language classroom leads to lack of effort and ultimately lack of learning success» [3, p. 147]. Additionally, exposing students to interactive modes of teaching promotes an increase in the exchange of ideas and information among students, determines learners' enthusiasm and commitment to mastering a foreign language while interacting with peers in group discussions. Altogether it enables them to develop creative initiatives and to foster the intention of deeper comprehension of the material to be learned using different language patterns.

In regards to interactive teaching methods scholars (N. Brieger, J. Comfort, D. Cotton, J.M. Dobson, G. Jacobs, L. Jones, D. Nunan, W. Riwers, S. Kashlev, O. Tarnopolsky, O. Pometun, V. Strelnikov at al.) contend that interactive teaching is a cooperative venture, in which the teacher and the group of students strive toward solutions of definite problems, all while maintaining friendly, supportive and business-like relations with each other. Further, the pedagogical environment featuring interactive teaching techniques is found to inspire and encourage new ideas and yields fresh perspectives of the topics under discussion. Therefore interactive techniques have been widely used in Ukraine both by scholars and practitioners, who have substantiated theoretical premises and of-

ferred various pedagogical implications, as well as gave recommendations how to utilize these techniques in educational environments on different levels. For example, Olga Komar [6] in her Doctorate thesis elaborated theoretical and methodological foundations for applying interactive techniques with the purpose of training future teachers of elementary schools. She claims that «interactive teaching/learning presupposes modeling close to life situations, using role plays, collective solution of the problem» [6, p. 70]. Also Maria Radyshevska [8, p. 64] in the Ph.D. thesis defines interactive competence of future teachers of Humanities as an integral quality of a personality, who is able to interpersonal communication, ready for permanent individual development, and who supports tactful and equal conditions for interaction. Researchers have studied different aspects of applying interactive techniques while teaching students mathematics, history, music, Ukrainian language and literature, and other subjects. Also, scholars have analyzed various interactive forms of work – presentations, negotiations, role plays, simulations, discussions, brain storming and others when teaching English to tertiary students of non-linguistic specialties. In this respect it is worth mentioning the following opportunities for experts in a foreign language methodology in case of employing interactive techniques:

- they have an immense impact on acquiring professional terminology by future specialists;
- they allow applying optimal strategies for learning English and forming lexical competence as an integral component of the foreign language communicative competence;
- they create a proper learning environment, which helps students to immerse into the foreign language surrounding in the process of learning English.

Thus, the positive perception of interactive teaching and learning is conducive towards ensuring mutual respect and responsibility for common decisions, enriching language potential and gaining professional knowledge, and promoting interest as well as increasing motivation for achieving proper levels of communicative competence. Students' participation in activities «let the teachers fully appreciate the benefits of interaction and personalization for engaging the students and contributing to their active language learning» [9, p. 305]. Consequently, as a result of applying interactive techniques, students acquire new vocabulary through modes of meaningful communication and use target language according to desired standards within the frameworks of a student-centered way of teaching.

Researchers have posited that teachers should use different types of interactive performance in class vigorously, with the aim of stimulating the learning of vocabulary through communication and in communication. Learners, including their teachers, interact with each other, while doing various creative tasks, co-teaching and evaluating, monitoring and assisting. Absorbing new information, students simultaneously use professional vocabulary to express their thoughts and to share their opinions, based on their personal experience and materials from the relevant sources (professional literature, web sites, etc). In this mod-

el, the teacher acts as a facilitator, who creates conditions, which allow students to memorize new words effortlessly by means of repetition over different contexts and within various language patterns. Only subject-subject relations offered by the teacher provide for the willingness of students to participate in activities, otherwise tension and discomfort can linger, hampering productive communication from students. Partnership relations during the classes encourage a sincere rapport, which is complemented by mutual understanding and cooperation. Under such circumstances, students are supported in learning language material and enriching their knowledge more conscientiously. It gives them a sense of pride for being capable of participating in interactive tasks and acquiring invaluable identity trends. In this process of interactive teaching and learning, each person is free in suggesting his or her ideas, in expressing emotions, and in analyzing alternative hypotheses and solutions without fear of being criticized or ridiculed. In such an atmosphere, there is no domination of one student over another, for everybody is equal and is concurrently well-disposed to one another. Thus, we can assume that interactive activities are essential in creating positive educational environments, which promote high levels of academic achievement on the bumpy road of learning vocabulary and mastering a foreign language.

It can be observed that the most crucial portion of interactive class exists as a set of exercises and communicative tasks, designed to increase lexical competence throughout the three stages of the vocabulary learning process:

- 1) Introduction and semantization (defining meanings) of new words.
- 2) Training within new lexical units on levels of separate words, phrasal word combinations and sentences.
- 3) Usage of newly acquired vocabulary on the textual level in speech altogether with the control of the degree of lexical competence formation.

Within the three stages of the vocabulary learning process, the initial stage correlates with receptive acts of students' perceiving new (unknown) words, accompanied with simultaneous referencing their graphic representations and listening to their pronunciation. Students derive meanings of new words through means of: visual aids, explanations, and possible translations into L1. Interactive tasks required from students during this stage can be depicted through the following: researching proper meanings of word lists with dictionaries, finding associations, creating semantic maps, asking and answering questions, anticipating definitions of new words prior to reading (pre-reading activity), transforming words, building collocations, etc. Such lexical exercises consist of tasks oriented around repeating words, correlating special terms with their definitions, filling gaps with adequate words, finding and correcting mistakes, combining parts of words, etc. To some extent, the exercises within this stage are mostly non-communicative, though they should be conducted through interactive forms of work. In this respect, it is worth citing the results of a questionnaire survey, which revealed that the majority of respondents displayed «positive attitudes towards learning new words in

isolation and in context» [12]. In addition, studies from the same researcher disclosed «the need for the use of the learners' mother tongue when situation demanded.» Moreover, when investigating the effect of explicit and implicit vocabulary teaching strategies on the L2 lexical development of learners, Reza Biria and Naser Khodaeian [1, p. 183] proved that «both adults and young adults who received explicit instruction outperformed other groups taught by implicit instruction». According to Sergei Shatilov [11], the so-called language (lexical, in our case) exercises form the skills of word formation and positively affect the process of forming speaking skills, therefore they are considered to be a necessary condition for developing speaking abilities among learners. Thus, we can see that teaching vocabulary explicitly while using non-communicative exercises as well as practicing translating the new words from L1 to L2 has value and should not be denied, at least during the first stage of the vocabulary teaching/learning process.

The following stage of vocabulary teaching/learning leads to the gradual development of speaking skills and presupposes further training in forming lexical competence with the assistance of the so-called quasi-communicative (conditionally communicative) exercises. In doing these exercises, students perform operations with new words, aimed at multiple repetitions, while developing their vocabulary usage in speech patterns. Students work with the text (reading activity) in preparation to reproduce, and/or to gradually produce their utterances by means of monologue and dialogue conversations, and through using textual information while applying their newly obtained language experience. Exercises within the second stage include answering questions relating to the text, finding definitions, explaining visual means (tables, drawings), building lexical charts, interpreting some passages from the text, and translating separate sentences, etc. Learners are involved into cooperative work of extracting professional information from the text, preparing short notes with active professional terms and compiling plans for their future discussions. They exchange their opinions on understood items and look for evidence from other sources (within professional textbooks, journals, and on the Internet, for example). Such activities require mobilizing the efforts of all students, and demand concentration on facts and examples to prove judgments, where these exercises can hardly be done without interaction and, of course, speaking. Exercises of the second stage help students to train using language (namely, lexical) material and to get ready for participation in further interactive types of work; they also allow students to display their speaking and creative thinking abilities. Learners grapple with the text, which in turn, yields results of enriching their vocabulary load, broadening their professional knowledge and gaining intensive practice in expressing their minds. Learned on this stage vocabulary remains in the long-term memory of students, which enables them to retrieve necessary lexical units and to use them adequately with intentions of speaking, along with definite communicative situations. Thus, the so-called conditionally communicative exercises within the second stage, being reproductive in the beginning, gradually in the process of training form

a required basis for real communication, along with an automated usage of necessary words to satisfy the communicative needs of learners.

Finally, the third stage of forming lexical competence is intended to engage active vocabulary from the so-called speech exercises, which are fully communicative and productive, as they allow students to apply their knowledge of the language material in their own pieces of conversation. Also, the third stage helps to control (or, rather, to moderate) the ability of learners to use active vocabulary, both in oral and written speech. In doing exercises, such as discussing professional problems described in the texts (post-reading activity), participating in the presentations of prepared projects, solving controversial issues in debates and negotiations, students simulate future professional activities, and gain experience in fulfilling realistic duties. Upon interacting with these activities, learners cannot help but use professional terminology, and repeatedly rely on necessary words and expressions with their utterances. In these types of interactive work, students apply different learning strategies, such as mnemonic, cognitive, and compensatory, which helps them to compare and generalize facts, and to make inferences and conclusions. Students develop not only their lexical and communicative competence, but they also broaden their professional outlook, and enrich their socio-cultural horizons, as «socially oriented competencies are needed for successful global interactions» [5, p. 36]. This is vitally important for future international economists, for they will definitely participate in negotiations, conferences, business meetings, and workshops. To take part in meaningful discussions with their foreign business partners and to manage various meetings (presentations, negotiations, etc.), students as future specialists need to be aware of the latest developments in the business world. Therefore, they must read additional literature, prepare reports, participate in projects, and compile glossaries relevant to terms of their profession. Also, they should lead an active life of a researcher and explorer, while keeping modern trends in mind and continuing to be lifelong learners. Such an approach goes in line with the modern requirements as to the intensification of foreign language training and meets the demands of the society to foster competent specialists, able to withstand numerous political, socio-economic, and cultural challenges.

A theoretical analysis of the three stages of forming lexical competence has been provided in the previous paragraphs. By following these stages and adhering to their described requirements, it becomes possible to systematize assignments for learning lexical material correctly, and to make its acquisition consistent and more effective. All of these stages are «closely interconnected,» for at the end of the initial stage we can note the elements from the second stage, while at the end of the middle stage there appear the elements of the last one [13, p. 8]. Doing exercises during these stages promotes involuntary memorization of new lexical units, capturing them in the long-term memory and retrieving proper words when situations demand, in order to satisfy the communicative needs of the speakers. Deliberate work



with separate words while completing language (non-communicative) exercises does not contradict a communicative approach to learning, but, rather, creates a «unity» [13, p. 8]. All operations with words should be understood and realized by learners, making the process of vocabulary acquisition conscientious and logically justified. At the same time, the educational process of forming lexical competence must be interactive, which provokes activeness and partnership from each member of the class, along with a mutual understanding and support, common solutions of professionally-oriented tasks and problems, a readiness to explore and enrich cognition, and the ability to analyze, or compare and contrast alternative points of view. Interactive education embraces a wide range of techniques: discussions in small groups and all-class presentations, writing reports and conducting negotiations, as well as participating in debates and case studies. Whatever the activity, students learn new words, acquire lexical knowledge, enrich their vocabulary load and become more and more competent in the target language. Students also develop their social skills and broaden their professional outlook, learn to be friendly and supportive, practice their linguistic abilities and dis-

play their understanding of socio-cultural contexts of being a participant in our globalized society.

**Conclusions.** Thus, we can conclude that interactive techniques have been widely accepted and utilized in Ukrainian educational establishments. Researchers have studied and substantiated the necessity of using interactive teaching/learning methodology when we want to mobilize students' attention and desire to learn more with less efforts, when new technologies (in particular, the Internet, Power-Point and other software) assist in organizing the teaching/learning process and make it more effective. Teachers of practically all specialties use different interactive means to provide students with knowledge and skills necessary for future specialists. In this range we highlight interactive techniques for teaching students a foreign language vocabulary within the ESP course at the economic university to develop learners' communicative proficiency in English. Proper and regular application of the above mentioned interactive forms of work and adherence to the principals of interactive methodology will allow students enrich their vocabulary load and master a foreign language as it is required by the curriculum and will help teachers to make English classes interesting, useful and productive.

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## **ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ПРИЙОМІВ ЯК ЕФЕКТИВНОГО ЗАСОБУ ДЛЯ НАВЧАННЯ СТУДЕНТІВ ІНШОМОВНОЇ ЛЕКСИКИ**

### **Анотація**

У статті розглядаються переваги інтерактивних прийомів при навчанні студентів іношомовної лексики. Проаналізовані можливості інтерактивного навчання, які мають бути використанні викладачами та студентами в навчальному процесі. Подається короткий огляд етапів навчання іношомовної лексики та пропонується широкий спектр інтерактивних прийомів роботи на кожному етапі. Вказується на доцільність інтерактивних форм роботи при виконанні лексичних вправ. Зроблено низку педагогічних висновків щодо використання інтерактивного навчання іношомовної лексики на заняттях з іноземної мови у вищій школі.

**Ключові слова:** інтерактивні прийоми, комунікативна компетентність, навчання іношомовної лексики, міжнародна економіка, професійна освіта.

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## **ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ПРИЕМОВ КАК ЭФФЕКТИВНОГО СРЕДСТВА ДЛЯ ОБУЧЕНИЯ СТУДЕНТОВ ИНОЯЗЫЧНОЙ ЛЕКСИКЕ**

### **Аннотация**

В статье рассматриваются преимущества интерактивных приемов при обучении студентов иноязычной лексике. Проанализированы возможности интерактивного обучения, которые должны быть использованы преподавателями и студентами в учебном процессе. Подается краткий обзор этапов обучения иноязычной лексике и предлагается широкий спектр интерактивных приемов работы на каждом этапе. Подчеркивается целесообразность интерактивных форм работы при выполнении лексических упражнений. Сделано ряд педагогических выводов касательно использования интерактивного обучения иноязычной лексике на занятиях по иностранному языку в высшей школе.

**Ключевые слова:** интерактивные приемы, коммуникативная компетентность, обучение иноязычной лексике, международная экономика, профессиональное образование.