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USING OF INTERACTIVE METHODS AS A GUARANTEE OF EFFECTIVENESS OF PROFESSIONAL PREPARATION OF FUTURE TEACHERS-PHILOLOGISTS

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Abstract

Professional development of future teacher of philological subjects – process is complicated and lengthy. Theoretical and practical study is necessarily part during of future teachers master of system of research knowledge in the branch of philological subjects in conjunction with general professional training. The problem of using of interactive methods in the preparation of teacher-philologists of higher pedagogical educational establishment is considered in the article. The role of innovative educational environment in the process of professional preparation of teacher philologist in pedagogical activity is determined in it; main characteristics of content of innovation process in education are distinguished; subject and tasks of educational innovation is grounded.

The formation of readiness to innovation activity of teachers is one of the main tasks of the educational process of higher educational institution. The article contains the ways of professional competence future teacher of philologist, defined social and cultural factors, that influencing on forming and spiritual development of personality; concretize the concept of «competence» and «competence», the generalized model of professional competence is given as associate components. The theoretical aspects of problem the readiness for innovation activity are analyzed, the meaning of «preparation» and «interactive methods».

The readiness to innovative teaching activities – particularly personal status of the teacher, which implies the presence of a motivational-value attitude to the professional activity, possessing of effective ways and means of achieving educational goals, the ability to creative and reflection is indicated. Many of the problems faced by teachers who work in an innovative mode,

its associated with low innovation competence – systems of motivation, knowledge, skills, personal qualities of the teacher that provide effective using of new educational technologies in their work with children. The using of innovative teaching methods of philologist of teachers in teaching activities are analyzed; the content of innovation process in education is defined; the object and tasks of educational innovation are grounded; the conceptual design of efficient provision of educational technologies in the process of formation professional competence of teachers philologist.

Key words: *readiness, professional preparation, pedagogical activity, innovative studies, innovative activity, innovation technologies, teacher–philologist, interactive methods, effectiveness of studies.*

Actuality of the problem. The globalization and integration country, of world association and European community contributes of to the rapid growth of the role of quality education for the further development of society, and in accordance its intensive reform. Given this problem actualized improve the quality of process of preparation the future teachers, including of future teachers of English for increase their competitiveness, its requires of process to effective realization of competence approach. Effective deciding of these tasks possible for conditions by the improvement of educational content and its procedural-methodical using on innovation basis. The quality of professional preparation of future teachers depends of the content to modern education, it should include of full orientation on purchase by students' of system the competencies and permanent updating by improving the mechanisms and their using in everyday practice.

Ukraine wishes to commit to the European dimension of higher education by adopting measures from the Bologna Declaration. At the same time, certain issues relating to the Bologna Process objectives remain to be addressed. One of the issues is to develop learners' professional language competence.

The democratic and humanization reforms which take place in Ukraine need renovating the process of teaching foreign languages, recomprehending aims, tasks and contents of education, implementation of new educational technologies to master foreign communicative competence successfully.

Using to computer technologies in the education makes in development of personal the different changes, it relating as to cognitive, so and to emotional-motivational processes, its influence on the character of personal, herewith increasing of cognitive motivation of students at work with computer. Using of means of information and communicative technologies in teaching contributes of increase the proportion of independent training activity and activation of student, formation his personal by development

it ability to education, self education, self upbringing, self update and self realization. The information and communicative technologies affect to formation of theoretical, creative and modular-reflective intellection of students, computer visualization of educational information produces of significant influence on formation the ideas, it occupy of central place in creative thinking, and imagery representation of phenomena in the memory of student enriches of perception of educational material, it promotes his scientific understanding.

Innovations in methodology used in the educational process of higher institutions are connected with the of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication.

Analysis of last researches and publications from problems of the research showed, that there is significant world theoretical and practical improvements in the field of competence approach in the process of preparation of future teacher. By many scientists of Ukraine are considered the problem of forming of competence the specialists of different profiles. In particular, explored the problem of formation of professional pedagogical competence of teachers (N.Borytko, S.Demchenko, L.Zelenska, I.Mishchenko, R.Serozhnykova); professional competence of officers (O.S. Vorontsov); pedagogical competence of teachers (L.Golik, N.Loseva, A.Shyszko); psychological-pedagogical competence of teachers (N.Lisova) and others.

The problem of using the interactive methods of teaching foreign languages at the higher educational establishments were also studied by R.Blair, S.Martinelli, L.Konoplianyk, O.Siutkina, H.Stern, Ye.Polat, M.Taylor and other.

The purpose of this article and tasks of the research is to briefly look at certain of the new methods that have attracted the attention of the profession in recent years, to show reason for interest in them, in what they are exploring, in what they accomplish, the principles and ideas that guide them.

Innovations in methodology used in the educational process of higher institutions are connected with the use of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication [3, p. 47]. Interactive teaching is this kind of learning and cognition activity, which is realized in the form of a dialogue (student, teacher, student-student) with continuous adjustment of the learning content according to the analysis of activity of the subject of teaching. From conditions of using of interactive methods in the teaching process is organized, that almost all the students are involved in the learning process. The purpose of interactive methods in the process of learning

a foreign language is to create of learning conditions in which all students' interaction among ourselves.

So, in terms of methodology, the meaning of a category interactive training will be considered as: a) a dialogue training in the course of which interaction between a teacher and a student occurs; b) training the purpose of which tackles linguistic, communicative and action tasks. Interactive training activity involves the organization and development of dialogue speech aimed at mutual understanding, interaction, solving of modern and general but significant tasks for every participant of the educational process [1, p. 146].

The main principles of cooperative learning within the interactive training system are:

- 1) positive interdependence – when each student performs his (her) job well, the group succeeds;
- 2) individual responsibility – when working together in a group each student has a different job;
- 3) equal participation – each student is given the same amount of time to speak or complete a task ;
- 4) Simultaneous interaction – when all students are involved at the same time [5, p. 84].

In the process of dialogue training the students learn: to solve complex problems on the basis of analyzing the circumstances and corresponding information, to consider alternative opinions, to take well-considered decisions, to take part in discussions, to associate with different people.

It's necessary to organize different forms of activity at the foreign language group that is individual, pair, and team. Among the most well known form of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E.g., jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic.

It is necessary to point out that all above-mentioned form of interactive training is efficient in case a problem is discussed as a whole in the students have previous experience and ideas which they have acquired earlier at their classes or in a course of their private life. In the process of work the teacher should take into consideration the fact that the topics which are to be discussed in the classroom must not be limited or very narrow. One of the most common peculiarities which are characteristic of the interactive forms are those that these forms of training motivate the student not only to

express their own opinion but after some argumentation of their partners in the process of work to change the point of view [4, p. 26].

The following advantages of interactive cooperative learning are determined:

- friendly atmosphere and relationships between learners are formed;
- learners have the opportunity to be more independent and self-confident; they are not afraid to make mistakes;
- it'll help the learners to overcome the problems of language barrier confidence and fear of making mistakes;
- learners talking time is longer, it's good for communication;
- a teacher doesn't dominate;
- a teacher has an opportunity to give the task to every student. All learners are involved in the work;
- it's good for individual work;
- learners can use their background knowledge.

The language is the social product, and as the form of existence of human intellectual activity it embraces all spheres of individual and social life. Perhaps one of the most essential pedagogical principles of language teaching is one that emphasizes the study of language in a cultural context. One of the main tasks of teaching foreign languages is the penetration into the culture the peoples whose language is learnt, into the system of their world perception. The language is the result of theoretical and practical activity of both an individual and society. The culture of peoples, social conditions of life and the language are inseparably connected.

The readiness to innovative teaching activities – particularly personal status of the teacher, which implies the presence of a motivational-value attitude to the professional activity, possessing of effective ways and means of achieving educational goals, the ability to creative and reflection is indicated. Many of the problems faced by teachers who work in an innovative mode, its associated with low innovation competence – systems of motivation, knowledge, skills, personal qualities of the teacher that provide effective using of new educational technologies in their work with children. The using of innovative teaching methods of philologist of the future teacher in teaching activities are analyzed; the content of innovation process in education is defined; the object and tasks of educational innovation are grounded; the conceptual design of efficient provision of educational technologies in the process of formation professional competence of future teachers philologist.

The priority of education development for economic department at the State Higher Educational Establishment «Pereyaslav-Khmelnytskyi State Pedagogical University named after Hryhoriy Scovoroda» is the im-

plementation of modern information technologies that provide the access to the network of high quality databases, widen the possibility of students to apprehend complex information. It is realized through the construction of individual module teaching programs with various complexity levels depending on specific needs, the use of the interactive methods, introduction of remote education, production of electronic textbooks.

Interactive methods of teaching foreign language give us a chance to solve some problems simultaneously. The main purpose is to develop communicative skills, to help establish emotional contact with the student, provide with realization of educational task, that is: to train them to work in a team, to considered somebody's opinion. As seen from experience the use of the above mentioned methods helps to avoid a student's nervous tension, to change the forms of activity, to draw attention to the main question of the lesson [2].

To summarize the interactive methods of teaching give the foreign language teachers the possibility to master some new communicative methods of foreign language training. Risk taking and conversational interaction play a major part in language acquisition. It is hoped that this brief survey will encourage many language teachers to learn more about the interactive methods of training. Such knowledge will give some healthy perspective in evaluating the innovations or new approaches to methodology that will continue to emerge over time.

Conclusions. So, the computerization of educational process forms of thinking of students, including such characteristics, as a predisposition to experimentation, flexibility; it develops his creative activity, ability by new perceive of obvious facts, to designate of new, original connections.

Prospects for further of scientific researches in this direction is considered more thorough consideration of practical peculiarities and methods of realization of competence approach and its components in the process preparation of future teacher, as well as the current control system implementation results of this approach in higher education in Ukraine.

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ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ КАК ЗАЛОГ ЭФФЕКТИВНОСТИ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ-ФИЛОЛОГОВ

Аннотация

Профессиональное становление будущего учителя филологических дисциплин – процесс сложный и длительный. Среди его обязательных составляющих – теоретическое и практическое обучение, во время которого будущие учителя овладевают системой научных знаний в области филологических дисциплин в сочетании с общепрофессиональной подготовкой. В статье рассмотрена проблема использования интерактивных методов при подготовке учителей-филологов высших педагогических учебных заведений. Определена роль инновационной образовательной среды в процессе профессиональной подготовки будущего учителя филолога в педагогической деятельности; выделены существенные характеристики содержания инновационных процессов в образовании; обоснованно предмет и задачи образовательной инноватики. Формирование готовности к инновационной деятельности будущих учителей является одной из задач учебно-воспитательного процесса высшего учебного педагогического заведения. Освещены концептуальные подходы формирования профессиональной компетентности учителей-филологов, обоснованно социокультурологични факторы, способствующие формированию и духовному развитию личности специалиста. Рассматриваются теоретические аспекты проблемы готовности

к инновационной деятельности, проанализировано содержание понятий «подготовка» и «интерактивные методы».

Отмечено, что готовность к инновационной педагогической деятельности – особый личностный состояние педагога, который предусматривает наличие у него мотивационно-ценностного отношения к профессиональной деятельности, владение эффективными способами и средствами достижения педагогических целей, способности к творчеству и рефлексии. Многие проблемы, стоящие перед педагогами, которые работают в инновационном образовательном режиме, связанные с низкой инновационной компетентностью – системой мотивов, знаний, умений, навыков, личностных качеств педагога, обеспечивающих эффективность использования новых педагогических технологий в их работе. Проанализировано использование инновационных методов обучения учителей-филологов в педагогической деятельности; определено содержание инновационных процессов в образовании; обоснованно предмет и задачи образовательной инноватики.

Ключевые слова: готовность, профессиональная подготовка, педагогическая деятельность, инновационное обучение, инновационная деятельность, инновационные технологии, учитель-филолог, интерактивные методы, эффективность обучения.

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ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ МЕТОДІВ ЯК ЗАПОРУКА ЕФЕКТИВНОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ВЧИТЕЛІВ-ФІЛОЛОГІВ

Анотація

Професійне становлення майбутнього вчителя філологічних дисциплін – процес складний і тривалий. Серед його обов'язкових складових – теоретичне й практичне навчання, під час якого майбутні учителі оволодівають системою наукових знань у галузі філологічних дисциплін у поєднанні із загальнопрофесійною підготовкою. У статті розглянуто проблему використання інноваційних технологій при під-

готовці вчителів-філологів вищих педагогічних навчальних закладів. Визначено роль інтерактивних методів у процесі фахової підготовки майбутнього вчителя філолога в педагогічній діяльності; виокремлені сутнісні характеристики змісту інноваційних процесів в освіті; обґрунтовано предмет і завдання освітньої інноватики. Формування готовності до інноваційної діяльності майбутніх учителів є одним із завдань начально-виховного процесу вищого навчального педагогічного закладу. Висвітлено концептуальні підходи формування професійної компетентності вчителів-філологів, обґрунтовано соціокультурологічні чинники, що сприяють формуванню та духовному розвитку особистості фахівця. Розглядаються теоретичні аспекти проблеми готовності до інноваційної діяльності, проаналізовано зміст понять «підготовка» та «інтерактивні методи».

Зазначено, що готовність до інноваційної педагогічної діяльності – особливий особистісний стан педагога, який передбачає наявність у нього мотиваційно-ціннісного ставлення до професійної діяльності, володіння ефективними способами і засобами досягнення педагогічних цілей, здатності до творчості й рефлексії. Багато проблем, що постають перед педагогами, які працюють в інноваційному освітньому режимі, пов'язані з низькою інноваційною компетентністю – системою мотивів, знань, умінь, навичок, особистісних якостей педагога, котрі забезпечують ефективність використання нових педагогічних технологій у їх роботі. Проаналізовано використання інноваційних методів навчання вчителів-філологів у педагогічній діяльності; визначено зміст інноваційних процесів в освіті; обґрунтовано предмет і завдання освітньої інноватики.

Ключові слова: готовність, професійна підготовка, педагогічна діяльність, інновації навчання, інноваційна діяльність, новітні технології, вчитель-філолог, інтерактивні методи, ефективність навчання.