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CURRENT COMMUNICATIVE APPROACHES AND INTERACTIVE METHODS IN FOREIGN LANGUAGE TEACHING FOR FUTURE MANAGERS AND CIVIL SERVANTS

The objective of the paper is to view interactive approaches and methods as one of the effective forms in stimulating students (civil servants and future managers) to study foreign languages.

The different teaching approaches and methods have in common the belief that if language learning is to be improved, it will come about through changes and improvements in innovative teaching methodology. One of the innovative approaches/methods is interactional approach/method. Interactional approach is called also "learner-centred" approach to learning and teaching. It includes interaction analysis, conversation analysis, and ethno-methodology. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction.

The objectives of an interactive method are attained both through the instructional process and through the organized and directed interaction of teachers, learners, and materials in the classroom.

This method helps teachers to explore the role of creativity in the classroom (critical thinking, problem-solving and collaboration) both in the sense of helping students to express their unique creative identity and also by helping them to think about and use language in a creative way.

The paper looks at group-working, case-study and technical aids as the application of interactive method.

The group-working with "creating knowledge" is treated as the traditional form of study process arrangement within interactive methods.

Case study method, unlike traditional lecture-based teaching is treated as an active learning method. The benefits of this method are justified such as: learning by doing; asking the right questions, in a given problem situation; providing real-life examples of the underlying theoretical concepts etc.

The practicing of technical aids is agued to be one of the interactive methods. Nowadays there is not a language teacher who has not thought of integrating new facilities into their language classes. A practical concern is the question of fitting them into the taught timetable.

It is concluded that the choice of methods for teaching English acquires special importance. Communicative Language Learning, Communicative Language Teaching, Intensive Teaching contain interactive aspects into which both the teacher and the student are involved. The result expected is communicative competence achieved by the students.

Increased demands for professionalism of managers and civil servants on the part of their foreign languages skills have driven educational changes regarding intensive interactive teaching. We can anticipate continuation of this trend. Group-working, case-study method, technical aids represent crossovers into second language teaching. Such crossovers will doubtless continue because the field of language teaching has no monopoly over methods of teaching and learning.

*Key words***:** methods of teaching and learning, innovative methods, interactive approach/method, group-working, case-study method, technical aids

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ІСНУЮЧІ КОМУНІКАЦІЙНІ ПІДХОДИ ТА ІНТЕРАКТИВНІ МЕТОДИ У ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ ДЛЯ МАЙБУТНІХ МЕНЕДЖЕРІВ І ДЕРЖАВНИХ СЛУЖБОВЦІВ

Метою даної статті є відображення інтерактивних підходів і методів як ефективних форм стимулювання студентів (державних службовців та майбутніх менеджерів) до вивчення іноземних мов.

Обґрунтовується значення інноваційних методик викладання, а саме інтерактивний підхід/метод, основою якого є взаємообмін і взаємодія.

У статті розглядаються метод групової роботи, кейс-стаді метод та метод використання сучасних технічних засобів як види інтерактивного методу.

***Ключові слова*:** методи викладання і навчання, інноваційні методи, інтерактивний підхід/метод, групова робота, кейс-стаді метод, технічні засоби.

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СУЩЕСТВУЮЩИЕ КОММУНИКАЦИОННЫЕ ПОДХОДЫ И ИНТЕРАКТИВНЫЕ МЕТОДЫ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА ДЛЯ БУДУЩИХ МЕНЕДЖЕРОВ И ГОСУДАРСТВЕННЫХ СЛУЖАЩИХ

Целью данной статьи является отображение интерактивных подходов и методов как эффективных форм стимулирования студентов (государственных служащих и будущих менеджеров) к изучению иностранных языков.

Обосновывается значение инновационных методик преподавания, а именно интерактивный подход/метод, основой которого является взаимо-обмен и взаимодействие.

В статье рассматриваются метод групповой работы, кейс-стади метод и метод использования современных технических средств как виды интерактивного метода.

***Ключевые слова*:** методы преподавания и обучения, инновационные методы, интерактивный подход/метод, групповая работа, кейс-стади метод, технические средства.

Постановка проблеми. The Presidential Decree "On Declaring 2016 the Year of English Language in Ukraine"[3] demonstrates a deliberate effort to re-imagine the future of Ukraine and take a step closer toward its European counterparts. The Decree emphasizes the importance of English forUkrainian public servants.Under the Decree, it is necessary to evaluate public servants' knowledge of English and organize language course for its study. Learning English should be included in training programs for public servants and local government officials.

Recognising the role of English in today's world and responding to demands in society, governments and educational institutions around the world havemade serious efforts to improve the teaching and learning of English.The changing role of English in the world is the main factor driving the increased interest in its learning. More and more, English is seen today as a basic skill of managers and civil servants necessary wishing to operate internationally and to improve their employment prospects and engage with the wider managerial and administrative space. Increased opportunities for communication among managers and civil servants created a demand for language proficiency which can be achieved by means of innovative communicative approaches and interactive methods of teaching.

Мета статті. The objective of the paper is to view interactive approaches and methods as one of the effective forms in stimulating students (civil servants and future managers) to study foreign languages.

Аналіз останніх досліджень і публікацій. The problem of interactive methods in foreign language teaching was studied by such scholars as Bliznyuk O.I., Panova L.S., Borzov E.V., Gurvich P.B., Demyanenko M., Lazarenko K.A., Miller C. V., Mylrud R.P., Savchenko G.A., Solovov E.N. and others. Didactic aspect of interactive methods was explored by such prominent scientists as G.M. Bros, N.V. Klaren, L.V. Pyrozhenko, N.M. Fomin, O.I.Pometun, N. I. Suvorova and others. Methodological aspects of interactive technologies were partially explored by Vorontsov V., Kazantsev I., Selevko G. and others. Among the foreign scholars the issues of interactivity were studied by BarnesL., CarrellP..ChristensenC.R., Daly P., DevineA., HansenA., Rivers W. and others. In scientific papers different forms and techniques of interactive learning were analyzed and classified, their impact on the effectiveness of new knowledge and skills of students was determined.

Невирішені частини загальної проблеми. Though numerous publications provide a description of the basic principles and procedures of the most recognized and commonly used approaches and methods for teaching a foreign language, not much attention is paid to interactive methods of teaching. There is a gap in studies on interactive approach/method which has an articulated theoretical orientation and a collection of strategies which are used effectively in learning activities designed to

reach the specified goals and achieve the learning outcomes for future managers and civil servants.

Виклад основного матеріалу. The history of language teaching throughout much of the twentieth century saw the rise and fall of a variety of language teaching approaches andmethods. Common to most of them are the following assumptions:

– an approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching;

– particular approaches and methods, if followed precisely, will lead to more effective levels of language learning than alternative ways of teaching;

– the quality of language teaching will improve if teachers use the best available approaches and methods.

The different teaching approaches and methods, while often having very different characteristics in terms of goals, assumptions about how a second language is learned, and preferred teaching techniques, have in common the belief that if language learning is to be improved, it will come about through changes and improvements in innovative teaching methodology. An innovate teacher employs materials picked up from various sources and uses the text book as framework without following each task in each unit, maintaining the atmosphere of creativity in class. The students should be enthused to look up information on the topic offered in different sources. Swapping information the teacher and the students feel involved in the mutual process of acquiring knowledge. This cannot but bring forth a positive feedback from the students which create interactive workshop intercourse.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Within one approach, there can be many methods.

The students cannot always feel they are making rapid progress which may cause distress. To avoid this, the teacher is to give them favourable opportunities to learn. Emphasis must be laid on 2 aspects: grammar and vocabulary. The choice of intensive and extensive teaching to a great extent depends on the level of the students' preparation.

Intensive methods can do for the elementary level of preparation. Grammar becomes the main aspect drilled in class. The presentation of a language form should be realized first in an oral speech situation which is visually supported. This provides secure memorizing the form at this stage. Vocabulary extension remains in the focus of the teacher's attention though.

Extensive methods are employed when the basic grammar and vocabulary patterns have been mastered. More complicated language materials are studied at this

stage more consciously. Vast variety of exercises drills the ability to speak fluently and respond on the spot.

Among these are reading, learning speech patterns, asking-answering questions, making dialogues, discussing the topic, etc. It is at this stage that the students can provide the materials found by them single-handedly. They assume the right amount of challenge and desire to get involved into creative work in class. The teacher should always be in command of the situation, arranging interactive discourse, carefully guiding the students in the process of mastering a foreign language.

One of theview of language which is widely used in adult audience (managers and civil servants) is the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals.

Interactional approach is called also "learner-centred" approach to learning and teaching.

Interactional approaches to language teaching include interaction analysis, conversation analysis, and ethno-methodology. Interactional theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction.

As Rivers W. says, students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to both speaker and listener in a situation of importance to both). This is interaction" [8, p. 4].

The notion of interactivity has also been linked to the teaching of reading and writing as well as listening and speaking skills. Carrell P., Devine F. and Esky D.use the notion of "interactivity" to refer to the simultaneous use by effective readers of both top-down and bottom-up processing in reading comprehension. It is also usedto refer to the relationship between reader and writer who are viewed as engaged in a text-based conversation [6].

Pyrozhenko L. and Pometun A. define the conditional classification of interactive methods according to educational forms (models). They were divided into four groups depending on the purpose and the form of classes: Co-Teaching Interactive methods, Corporative-Group training methods, Situational Modelling methods, Debatable Issues methods[2, p. 49].Task-Based Language Teaching also draws on an interactional view of language, as to some extent do Whole Language, Neuro-Linguistic Programming, Cooperative Language Learning, and Content-Based Instruction.

The objectives of an interactive method are attained:
-through the instructional process;

- through the organized and directed interaction of teachers, learners, and materials in the classroom.

This method helps teachers to explore the role of creativity in the classroom (critical thinking, problem-solving and collaboration) both in the sense of helping students to express their unique creative identity and also by helping them to think about and use language in a creative way. The activities are suitable for a broad range of students can be used alongside the existing syllabus and course materials to enhance the students' experience of learning English [4]. The *group-working* with "creating knowledge" is the traditional form of study process arrangement within interactive methods. The creative performance is practiced at seven procedural stages of the training sessions[9, p. 25-26]:

1. Analyze (forming intentions). Students are asked to analyze in groups the assigned task, in terms of intended outcome and targeted audience, and take notes.

2. Search related/available sources. Students are asked to collect data through library research, internet and field trips. They have to take notes, and critically evaluate the ideas of others to formulate their knowledge about a specific topic. 3. Discuss in groups (discussion circles). Students discuss reached information/data and relate it to the task and targeted audience.

4. Design (oral or/and written presentation). Students have to consider first, how content is given linguistic expression (through definition, description, explanation, classification, generalization, comparison, contrast, and hypothesis, etc.). Second, how thought connectors are used. Third, how a formal discourse is organized. Finally, how sub-headings, diagrams, tables, and charts can be used in the final layout of the composition poster.

5. Rehearse/review. In this stage writers/presenters re-examine their first draft along with the peer evaluation checklist and consider peer comments while writing/preparing the final draft. In some cases, students may have to reconsider their decisions in the first stage regarding scope, purpose, audience, and framework, and revise the draft accordingly.

6. Publish. Participants give a presentation and/or publish a brochure, poster, journal article to the real targeted audience.

7. Reflect. The final product (e.g. brochures or posters or presentations) produced by the students could be the basis for a discussion about comments of the audience. Participants are encouraged to reflect on the whole experience and write what they have learned and what they intended to improve in the next presentation.

The mostly recognised method for training public servants (used in Harvard Kennedy School of Government) is *case study method*. Unlike traditional lecture-based teaching where student participation in the classroom is minimal, the case study method is an active learning method. For students who have been exposed only

to the traditional teaching methods, this calls for a major change in their approach to learning.

Cases are narratives, situations, select data samplings, or statements that present unresolved and provocative issues, situations, or questions. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Students can work through a case during class as a whole or in small groups[5].

Instructors can create their own cases or can find cases that already exist. The following are some things for instructors to keep in mind when creating a case:What do you want students to learn from the discussion of the case?What do they already know that applies to the case?What are the issues that may be raised in discussion?How will the case and discussion be introduced?What preparation is expected of students? (Do they need to read the case ahead of time? Do research? Write anything?)What directions do you need to provide students regarding what they are supposed to do and accomplish?Do you need to divide students into groups or will they discuss as the whole class?Are you going to use role-playing or facilitators or record keepers? If so, how? How much time is needed for students to discuss the case?

Performing case study gives students the following benefits, it:

- allows students to learn by doing. Case study permits students to step into the shoes of decision-makers in real organizations, and deal with the issues managers face, with no risk to themselves or the organization involved;

- improves the students ability to ask the right questions, in a given problem situation;

- exposes students to a wide range of industries, organizations, functions and responsibility levels. This provides students the flexibility and confidence to deal with a variety of tasks and responsibilities in their careers. It also helps students to make more informed decisions about their career choices;

- strengthens the student's grasp of management theory, by providing real-life examples of the underlying theoretical concepts. By providing rich, interesting information about real business situations, they breathe life into conceptual discussions;

- provides students with an exposure to the actual working of business and other organizations in the real world;

- reflects the reality of managerial decision-making in the real world, in that students must make decisions based on insufficient information. Cases reflect the ambiguity and complexity that accompany most management issues;

- helps to understand and deal with different viewpoints and perspectives of the other members in their team. Unquestionably, this serves to improve students communication and interpersonal skills [1].

The case method exposes students to this reality of management .It should be acknowledged that styles and modes of learning vary from student to student. In other words, case studies may not be suited to everyone. One possible solution to this problem is combination of case studies and exam assessment. It provides a balance in learning styles. Moreover, it enables students to develop a range of skills and no student should be unfairly disadvantaged compared to another.

Case-based method is useful in developing the following skills [7]:
– group working;
– individual study skills;
- information collecting and analysis;
-time management;
-presentation skills;
-practical skills.

Though case-method has lots of advantages many teachers shy away from using case studies in the classroom situation for many reasons. First of all, they may feel that they will be engulfed in the content aspect of the case study and lose face before their students. Secondly, they may not be comfortable with the role shift in their teaching – from teacher to facilitator.

However, the advantages of case studies are numerous as case-method is used [5]:
- to develop critical thinking and reflective learning in the learner;
- to improve the student's organizational skills as case studies are sometimes very dense in information, the key is to condense this information into logical sections and organize them so that a clear picture of the problem/issue can be understood;
- to enhance communication skills as case studies can be used to improve the student's written and oral communication. Non-verbal communication skills are also practiced by using case studies;
- to train managerial communication skills such as holding a meeting, negotiating a contract, giving a presentation etc. Case studies force students into real-life situations to require them to get involved in managerial communication;
- to encourage collaborative learning and team-working skills in the language learner.

Alongside with the mentioned methods of interactive teaching the practicing of *technical aids* is agued to be one of them. Along with technological advances, new forms of technical aids come into existence and thus the contact we have with

information resources and teaching materials increases day by day. Nowadays there is not a language teacher who has not thought of integrating new facilities into their language classes. A practical concern is the question of fitting them into the taught timetable.

We have already mentioned that trends in foreign language teaching have moved in recent years towards a more student-centered approach. In case with technical aids learner autonomy is being encouraged. Due to the new gadgets such as smart-phones and tablets, classroom is no longer the only place where learning happens. Teacher is no longer the only source of information. Software programs provide students with additional opportunity to learn in terms of place and material. They make the process of learning more personalized creating a bridge between the teacher and the student.

On the other hand, if integration of new facilities into the learning process is left unattended, modern gadgets can easily become another form of destruction to students, leading them away from the lesson instead of contributing to it. Thus, the fact of integration should be seen by language teachers as a new challenge which should be approached to satisfy the needs of the students and to complement to the teaching program. As the practice proves, there is enough room within the lesson to address gadgets. Students can look words up in a glossary, read the tape script of listening texts if required, check the answers or spelling, look for synonyms and antonyms.

Apart from that, gadgets can be used to perform some simulated tasks: writing emails, memos, practicing telephone conversations and developing general writing skills. The advantage of using gadgets is obvious. Memos and emails are received not only by the student they are addressed to but by the teacher, who can analyze and improve them. In that case backwash can be given immediately. Moreover, students can send their memos and emails to everyone in their class in order to share experience and learn on each other. It is motivating and encouraging. If multimedia software is available in the classroom, the teacher has more control over the learning process. So, typical problems come immediately in light to be addressed by the teacher.

What is more, all classes are mixed ability to one extend or another. In that respect, gadgets can serve a useful role in offering extension activities for stronger students and providing help for weaker ones in order to ensure maximum participation of all of them and to keep them motivated. Upon completion a reading task, early finishers can look for some relevant information on the topic, using their gadgets, to inform the class, while weaker students have more time to complete the task. As an educator and a manager language teacher plans and organizes a listening

task in a way that weaker students can cope with most of it. They may be allowed to read the tape script or part of it using their gadgets.

We suggest that most students are likely to feel more satisfied with software assisted lessons when the teacher points out what the aims of the lesson are and manages the class in a way that everyone takes the most of the lesson.

Висновки та перспективи подальших наукових розробок. The choice of methods for teaching foreign languages acquires special importance. Communicative Language Learning, Communicative Language Teaching, Intensive Teaching contain interactive aspects into which both the teacher and the student are involved. The result expected is communicative competence achieved by the students. Great responsibility is laid on the teacher. Careful design of each lesson can stipulate the students' follow-up activities. The students can be motivated by the teacher's profound selection of teaching stuff.

Such new methods of teaching foreign languages as interactive methods contribute to solving problems of communicative, cognitive and educational nature. They prompt the process of study developing communication skills, establishing emotional contact between students, practicing them to work in a team, considering the thoughts and ideas of others.

Increased demands for professionalism of managers and civil servants on the part of their foreign languages skills have driven educational changes regarding intensive interactive teaching. We can anticipate continuation of this trend. Group-working, case-study method, technical aids represent crossovers into second language teaching. Such crossovers will doubtless continue because the field of language teaching has no monopoly over methods of teaching and learning.

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