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Justification of the Main Pedagogical Conditions of Interactive Teaching a Foreign Language in High School

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Abstract

This research paper was conducted to examine the main pedagogical conditions in the organization of interactive teaching at higher education system. Today, the interactive learning is widely used in all aspects of the educational process: at colleges, at the universities, in courses and workshops, because this technique is extremely effective not only in terms of acquiring knowledge, but also by the personal skills formation, we decided to reveal four pedagogical conditions of interactive teaching and its organization for teaching foreign language competence in high school. The use of interactive forms, methods, approaches and new information technology in the classroom for foreign language provide ample opportunity for the formation of the students the knowledge and skills that will grow into the necessary professional foreign language competence of teachers.

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Keywords: Pedagogical conditions; interactive (active) teaching; foreign language competence; joint activity.

1. Introduction

The educational system can operate and develop successfully only under certain conditions. "Pedagogical principals" include the elements of all training components and education: objectives, content, methods, forms, tools. At present for the successful and professionally significant development of students it is necessary to identify the organizational pedagogical conditions that will ensure the efficiency of the educational process. Under the term "pedagogical conditions" we understand the circumstances and factors that affect the process. In pedagogy these

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conditions, while not in themselves the causes of events, strengthen or weaken the cause effect. From this standpoint, the conditions act as factors that affect the educational system's efficiency.

The research is based on the scientific papers of domestic and foreign scholars in such areas as various definitions of interactive learning, a framework for categorizing the types of instruments used to assess interactive learning style, as well as prior researches on interactive learning style.

The research methodology included the following group of methods:

1) theoretical one: the literature review focused on the interactive teaching as Russian as foreign researchers, the comparative analysis of traditional and interactive teaching, the standards and educational programs analysis of the university; 2) sociological one: a survey of teachers and students in high schools in order to clarify their relationship to the interactive teaching and learning resources; 3) empirical one: the analysis of teaching a foreign language in technical universities (technology, forms, methods), including professional experience of the authors (Obskov 2014, pp. 90-93)

Application of these methods allowed, firstly, identify the factors that influence on the organizational and pedagogical conditions of interactive education, secondly, to justify the set of conditions and to emphasize their relationship and interdependence. Theoretical and methodological basis of the study is the concept of pedagogy joint activities - G.N. Prozumentova and the concept of building an open joint action of the teacher and students.

2. Main features of organizational-pedagogical conditions

Organizational-pedagogical conditions are a set of interrelated factors required for the efficient formation of students' foreign language competence and qualities needed to achieve success in their professional activities. In justifying the complex conditions, we were guided by the following provisions.

Changing the place of foreign language competence in the composition of the modern professional training and technical direction.

This situation is due to the need to comply with the modern requirements of specialist employers and market conditions. Earlier, foreign language competence was understood narrowly, basically just focused on reading and translation of technical texts; - today, given the current conditions of international openness, cooperation and academic mobility, there is a need to significantly expand the concept of foreign language competence. Today, it includes: professional, social and consumer communications, the ability to engage in dialogue on general and scientific topics, make reports and presentations, conduct business, and write communication of a professional and personal character. This means that foreign language competence becomes a necessary component of professional and personal communication, and, therefore, requires an interactive mode of formation.

Changing the content and scope of foreign language competence towards strengthening its social orientation.

The important part of changing the nature of the content of foreign language acquisition becomes its social orientation. It involves communication specialist capabilities that suggest fluency in a foreign language in the social and domestic, business and science and technology. Thus, the content of foreign language competence education is not merely the study of grammatical and lexical aspects of the language and the ability to articulate logically true, reasoned and clearly expressed thoughts through oral and written language, but also to analyze socially significant problems, finding the necessary information, and to have the ability to enter into active social and professional interaction. Unformed foreign language competence can lead to the impoverishment of the circle of communication specialist, a narrowing of the scope of his social contacts, and thus - to the impoverishment and destruction of the personal sphere of professional skills.

Changing the location and content of foreign language education leads to the need to use unconventional, active (interactive) forms and methods of organization of educational process in high school. This involves close interaction of all participants in the educational activities, subject to the position of students, their high activity, and motivation for learning a foreign language.

Strengthening the role of active (interactive) teaching methods and educational resources in mastering a foreign language.

Today, the active (interactive) forms and methods of teaching are becoming more popular in all education stages. This is due to the fact that the interaction between the teacher and the student in a modern-day high school non-didactic becomes not only a teacher can teach a student, but the student can learn something from the teacher. Therefore, methods that replay on the passive position of the student and rote reproduction are not just outdated and

at odds with the new settings and motivated students who are interested in not only the knowledge itself, but the way it is received. In other words, the student's educational experience is enriched not only through new knowledge but also by the methods of their preparation. In addition, in our democratic society, the students have an increased need for closer cooperation with the democratic teacher.

The relationship of teachers and students study to the (active) interactive methods and forms of education.

The author's survey revealed that the methods and means of interactive learning put into practice can be quite difficult and can be done with different force. Opinions of teachers about the effectiveness and efficiency of active (interactive) methods were divided. Some teachers believed that interactive forms and methods of training have a positive impact on the effectiveness of mastering the foreign language communicative competence ("the result of interactive learning becomes meaningful conscious mastery of subject content"). It is considered these methods ineffective and inefficient, stating "... the game fun, is not directly related to the solution of problems of vocational training ...". The vast majority of students expressed a positive attitude towards the use of active (interactive) learning methods in the classroom. 98% of students surveyed responded that they like, "... together with the interaction with the teacher and other students to analyze, reason, trying to solve the problem."

Practical experience analysis in the field teaching a foreign language in high school.

Tomsk Polytechnic University is one of the nation's leading research universities in Russia and has strong international ties. Therefore, the University is interested in active introduction of modern innovative forms and methods of training, including foreign language education. For example, in the practice of teaching foreign languages, the following interactive forms and methods of training as autonomous learning are employed: project learning, the method of case-study, e-learning. These forms have passed the test of time and proved to be effective not only in terms of subject formation of foreign language competence, but also in terms of cognitive, social, communicative development of students. Given the isolated fact we consider important the following set of pedagogical conditions of interactive learning a foreign language in a technical college.

Condition 1. *Enhancing educational and professional work of students in the educational process of high school by improving students' motivation to pursue professional foreign language activity, which includes several major activities such as manufacturing, organization, management, research, and design.*

In order to implement future professional activity, students should master the professional competences, which are formed in the first years of training and have a huge impact on the acquisition of basic knowledge of a foreign language and preparation for professional activities. It was during the first two years in the process of learning that the discipline introduced "foreign language." Despite the fact that a foreign language is no profile, and general subjects, the student masters the foreign language competence to be necessary for professional activities: to read and understand foreign literature, and instructions; to engage in dialogue; and polylogue; to express their opinions, to evaluate actions and argue their own decisions; to build a monologue within the specified parameters of the program; to create texts of different genres on the subject content of the discipline, taking into account design standards adopted in the country to learn the language to use basic strategies for working with authentic texts of a different nature, provided by the program, use the appropriate compensatory skills in oral and written communication in a foreign language to navigate the socio-cultural markers of their own and foreign language environment.

Thus, mastering these competencies, the student specialist will be able to freely use foreign literature, that is, to read, understand and translate; instructions to the various logistics equipment; communicate with foreign experts and exchange experiences; writing scientific papers in a foreign language for professional and scientific journals. However, younger students studying a foreign language, still poorly understand the specifics of their future professional activity, so the implementation of this provision requires:

- connection between the material studied and future practice
- compliance with the content of training in basic areas of science and technology
- the ability to meet the cognitive interests of students
- orientation of the educational process on the development of student independence and responsibility for their performance
- inclusion of externally and internally motivating activities and co-motivation students
- reflexive training, conscious and critical thinking educational activities, their motivation, the quality and the results of both the teacher and students

Condition 2. *Changing the position of the head teacher in a dual position organizer party joint educational activities with students.*

Enhancing educational and professional work of students in the education process requires a change in the role and position of the teacher. The traditional role of the teacher training - to organize the relationship of active and passive parties in which the teacher "is trying to" cram into "students a standard set of ready-made knowledge" - often uses the most common explanatory and illustrative method requiring students only to memorize and reproduce knowledge. Within the authoritarian model of organization of joint activity - the teacher holds the position of head, and students, the position of the Executive of its requirements and standards (Prozumentova, 2005).

The interactive training role of the teacher is changing dramatically. The teacher ceases to be central, and overwhelming; they only regulates and deal with general organization, prepare the necessary tasks in advance and formulate questions or topics for discussion in the groups, give advice, monitor the time and order of execution of the plan. In this case, organized by Leadership and partnership model of joint activities in class, the teacher, who is in the position of organizer-venturer, must be sure to work with the educational initiatives of the students (their desires, interests, concerns, expectations). The teacher helps to expand these initiatives into independent educational activities (Pozdeeva, 2012, pp. 198-202).

Using interactive forms and methods in teaching at the university includes:

- trusting, positive relationship between learning and studying; democratic style of communication teachers and students
- cooperation in the process of communication between the student and the students themselves
- reliance on the personal experience of students, including in the educational process of striking examples, facts, images
- variety of forms and methods of information and forms of activity of students, their mobility
- mutual communication and versatile communication in a foreign language with a view to producing authentic information, which is equally interesting for all participants
- joint activities, characterized by interconnection of three objects: the manufacturer information, the recipient information and situational context
- compliance with the content of the training content of training the previous level of education - school, college, school, the Lyceum

Students in their responses to the questions of the survey pointed out that the interest and involvement in the educational process is enhanced by the use of multiple forms and methods of interaction between the students themselves, students and teachers, as well as the positive impact of trust and positive relationships between students and teachers.

Condition 3. *Using interactive methods and forms of training.*

The changing role of the teacher, which implies greater activity of students in educational and pedagogical process, necessitates the use of special techniques and interactive forms, which lead to greater activity, independence and motivation.

Among these forms are the following:

- creative tasks
- work in small groups
- debate
- educational games (role-playing, simulation, business games and educational games)
- study and consolidation of the new material on an interactive lecture (lecture-discussions, lectures - discussions, lectures with the analysis of specific situations, a pre-planned lecture errors, lecture, press conference, a mini-lecture)
- heuristic conversation
- the use of public resources, social projects and other extracurricular teaching methods, such as viewing and discussing movies, tours, inviting expert performances, exhibitions
- discussion and resolution of problems ("brainstorming", "decision tree", "analysis of incidents", "negotiation and mediation", "snakes and ladders")

The most modern methods of interactive learning include:

- case-study
- education Authority
- projects

In the practical teaching practice my colleagues and I often use techniques such as discussion, creative tasks, small group work, educational games (simulation), lecture-discussions, lectures - discussion method of case - study.

We note in particular the method of cases - training equipment, which uses the description of real situations. Students need to analyze the situation, to plunge into a real problem, to develop in the group and possible solutions to find the best way out. The case is based on the real factual material or close to the real situation.

The method of specific situations is the description of a specific profession or emotional and behavioral aspects of human interaction. As part of the case study - groups work to find the solution preferably in the form of open discussions. The important point is the development of cognitive activity and acceptance of foreign solutions to the problem without prejudice. This allows students to develop the ability to analyze the situation and develop productive independent decisions, which is necessary for every specialist, especially in the modern market economy.

We would like to draw attention to another very important and very interesting method in the educational environment of students an e-learning course - an educational electronic edition or resources to support the educational process in institutions of general, special and vocational education, as well as for self-education through training programs, including aimed at continuing education. E-courses allow you to perform all the basic functions of electronic methodical editions:

- reference and information
- control
- function of the simulator
- simulation
- modeling
- demonstration

In terms of information and communication technologies e-courses are an information system (software implementation), multi-purpose, providing through a single computer program, without recourse to the hard copy of information, the implementation of didactic possibilities of ICT at all levels of the didactic cycle of the learning process:

- formulation of cognitive tasks
- presentation of the content of educational material
- organization of primary application of acquired knowledge (the organization of the implementation of certain tasks, which results in the formation of scientific knowledge)
- feedback control of the activities of students
- organization of preparations for further training activities (task orientation to self, read more literature) (Nurmukhamedov, 2012).

E-courses, ensuring the continuity and completeness of the didactic cycle of the learning process, provides theoretical material, organized training activities and monitors the level of knowledge, information-search activity, mathematical and simulation with computer visualization and service functions. E-learning courses can have built-in mechanisms to adapt to the needs of a particular student, making the learning process more personal, and therefore more effective. These mechanisms should take into account possible differences between students, determining the difference in the perception of educational material.

Condition 4. *Deploying the content of discipline "Foreign Language" in the direction of interactive training focuses on the development of universal interprofessional competencies.*

In traditional teaching, basic content is reduced to the study of vocabulary and grammar (ie the formation of the ability to read, write and translate). During interactive learning, the following become the main content in

developing foreign language communicative competence:

- navigating freely in foreign language information space, or for the purpose of self in order to find professionally significant information
- mastering the ability to communicate in social and household level
- mastering the skills at the level of professional and business communication (oral and written communication, presentations at conferences, exchange of opinions within the scientific and professional problems)
- socio-cultural awareness

We expand the content of the discipline "Foreign Language" in the direction of a participatory approach by the example of one subject in the curriculum of the Energy Institute of TPU: "Higher education in Russia and abroad." The study of this subject involves the following objectives:

1. Introduction, study and comparison with the system of higher education in Russia and abroad: study of native high school (subjects, exams, levels of higher education, the history and traditions of the TPU, known and distinguished scholars and alumni), educational programs in Russia and abroad (qualifications and certificates, grants, exchange programs, academic mobility);
2. The study of lexical and grammatical aspects of foreign (English) language in the framework of the topic;
3. Students need to master competencies for a successful career.

In the study of this topic, we rely on forms of interactive methods and tools, such as: discussion, the method of simulation iterations autonomous learning, e-learning, the conference week as a form of education (implementation of a participatory approach in training). In preparation for the conference week on the subject, students chose topics interesting to them for presentations and further discussions in the group.

3. Conclusion

In this case, the teacher's role is reduced to the organization and coordination of a conference as a form of organization of the educational activities of students. In preparing and holding the conference week, students play an active role in the implementation of their own educational initiatives they are self-selected topics of interest to them, to seek information on the chosen theme, organization, systematization and preparation of presentations carried out a comparative analysis of the higher education systems of different countries to independently develop criteria. At this stage the teachers act as a consultant. In preparing students to get knowledge about the different systems, form and content of education in Russia and abroad. Students have the opportunity to compare, find and highlight the advantages and disadvantages of higher education in different countries, including in the field of vocational training, in this case, and in the energy sector. This means that they master the method of comparative analysis.

For the presentation of their reports, there is a need to learn a new set of lexical and grammatical knowledge and skills. The conference week is evaluated not only lexical and grammatical skills, but the ability to play it as close to the pronunciation of a native speaker.

In the course of the meeting the week after each presentation, students participate in the discussion reporter. The debate is one of the interactive teaching methods that encourages students to interact. As a result, students share information, consolidate lexical and grammatical skills and master the skills of discussion in a foreign language (English). The role of the teacher is reduced to coordination and peer review. In addition the teacher can also speak with their own report, including on the material their own educational trips to other countries.

In the course of preparation and holding of the conference week, students not only master the specific information, knowledge, lexical and grammatical aspects of the language, and acquire listening skills, speaking and pronunciation, but most importantly - master communicative foreign language competence; the ability to freely navigate in foreign language information space.

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