

UDC 811.161.2

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FEATURES OF INTERACTIVE METHODS AT LESSONS OF UKRAINIAN AS FOREIGN LANGUAGE (FOR TECHNICAL DEPARTMENTS)

The article discusses the features of interactive learning methods of Ukrainian as foreign language at the technical departments of universities. In the realities of the modern education, interactive approaches are presented for the study Ukrainian language by foreign students, which contribute to its in-depth and comprehensive study, reveal the details of their applications and conclude on the most effective among them. It is emphasized that group interactive methods are used most often and demonstrate the best results, because the study process of Ukrainian language takes place in direct communication with a native speaker – teacher. Each method has own advantages and disadvantages, but contributes to a better assimilation of the studied material and encourages students to study the Ukrainian language as a foreign language more diligently.

Key words: interactive methods, Ukrainian as a foreign language, technical department.

The main form of educational activities organization in majority countries of the world is the traditional system. Being progressive during four centuries, today, in the conditions of scientific and technical progress, it doesn't meet the requirements of society in education and demands certain changes and improvements.

The process of reforming education in Ukraine, which would have to eliminate all the shortcomings of the traditional system of study, in fact often comes down to attempts to introduce a new content within the framework of the old system. After all, the problems of the Soviet education system, which was largely oriented towards informative goals, are automatically transferred to the modern development of education at all levels of study. Changes are made to curricula and programs, the number of study years increases or decreases, credits changed, but these factors do not significantly affect the quality of studies. The question "what to study?" always is at the center of these transformations. This approach has already been exhausted by the educational development practice. The amount of knowledge can not grow to the infinity. To a large extent, this can be achieved applying modern innovative technologies, in particular, interactive learning technologies, turning the traditional study into the interactive one. The relevance of the research is predetermined by the need to implement a variety of interactive tools in the process of study the Ukrainian language by foreigners at the technical departments of universities.

According to the standard, which is designed to prepare foreign students at the technical departments of universities, there is a need not only to make changes in the content of curricula, but also to choose methods and forms of the educational process design. "The modern educational system requires the improvement of teaching methods, because the trends in education change and it becomes open, innovative, interactive, there is a huge breakthrough in the technical tools development" (Galskova, 2003, p. 120).

The problem of introduction the interactive teaching methods in the study of Ukrainian language by foreigners was considered in the works of Galskova N. (2003), Dvulichanska N. (2011), Kashlev S. (2013), Tokareva T. (2014), etc.

The introduction of various innovations into the educational process should improve the quality of teaching Ukrainian to foreign students as a foreign language, make the learning process more productive and promote the development of students' motivation to study a non-native language. The purpose of the article is to consider interactive approaches to the study of Ukrainian language by foreigners, which help to understand the grammatical and lexical aspects of the language in more detail way.

It's generally accepted that communication in study Ukrainian as a foreign language can be "one-sided" and "multi-sided". In the first case, it could be said about the priority of the frontal forms of work at the lesson, when the teacher asks questions and the students answer. As for the "multi-sided" communication, the characteristic forms are group, in which each student can show his intellectual level (Kashlev, 2013, p. 117).

The introduction of interactive forms in the study Ukrainian as foreign language allows us to intensify the educational process at the universities. The result of the educational material perception becomes faster than in application the traditional methods of study. This forms sufficient and necessary language skills in foreign students for communication in different situations. The interactive forms of study Ukrainian as a foreign language include the follows: "Circle of Ideas", "Aquarium", "Dialogue", "Synthesis of Thoughts" "Joint Project", "Information Search", "Cluster" and "Role Play", "Around a Circle".

The purpose of the "Circle of Ideas" (Tokareva, 2014, p. 15) is to resolve current controversial issues, create a list of ideas and attract all foreign students to discuss the set question. The technique is applied when all groups perform the same task, which consists of several questions (positions) and that groups represent in turn.

When small groups complete the task and are ready to provide information, each of them in turn represent only one aspect of the problem that was discussed. Continuing in a circle, the teacher asks all groups in turn, until the ideas are finished. This will allow each group to talk about the results of their work, avoiding situations where the first group gives all the information.

As an alternative, not only group, but also individual, work can be presented in a circle. This method is effective for solving problematic issues. To create a list of ideas or points of view, teacher can ask each student to offer one idea or write it down on the index card without a name. The teacher collects all the cards and compiles a list of ideas and starts a discussion using the information from the cards.

The following method is "Aquarium" (Tokareva, 2014, p. 35). This is one more variant of joint study, which is a form of foreign students' activity in small groups. It is effective for developing communication skills in a small group, improving the discussion ability and argue own opinions. It can be offered only when students already have good group work skills. The work is design in the following way: the teacher unites students in groups of 4-6 people and gives them the task.

One group sits in the center of the audience. This is necessary in order to separate the active group from the audience by a certain distance.

This group receives a task for group discussion, formulated approximately as follows:

- read the task out loud;
- discuss it in a group;
- find solution in 3-5 minutes.

While the active group takes place in the center, the teacher gives the same task to the rest of the students and reminds the rules of discussion in small groups. The group should discuss the possible solutions to the problem situation out loud within 3-5 minutes. Foreign students who are in the outer circle listen without interfering with the discussion.

At the end of the discussion time, the group returns to its place, and the teacher asks the following questions:

- Do you agree with the opinion of the group?
- Was this idea proved enough?
- Which of the arguments was the most convincing?

The conversation should last no more than 2-3 minutes. After that, another group takes place in the Aquarium and discusses the next situation.

At the end, the teacher should discuss the results of group work with students, comment on the level of discussion ability in small group and pay attention to the need and directions for further improvement of such skills. Within the "Aquarium" it is possible to sum up the results of a lesson or discuss the work of each group.

Method "Dialogue" (Tokareva, 2014, p. 29). It is the general search of an agreed solution by all groups. This is reflected in the final text, list, scheme etc. The dialogue excludes opposition, criticism of the position of this or that group. All attention is focused on the strong points in the position of others.

Language groups are combined into 5-6 working groups and a group of experts consists of smart students. Working groups get 5-10 minutes to complete the task. The group of experts draws up own version of the task solution, monitors the work of the groups and controls the time. At the end of the work, representatives from each working group make a final record on a board or on the paper. Then representatives from each group rapport in turn. Experts fix general views, and in conclusion offer a joint solution to the task. Groups discuss and complete it. The final variant is fixed in copybooks.

Method "Synthesis of thoughts" (Tokareva, 2014, p. 18). It is very similar to the goal and the initial phase of the previous version of group work. But after form the groups and complete the task, students do not write the results on the blackboard, but pass on their own version to other groups, which supplement it with their opinions, emphasize what they do not agree with. The papers with general results pass on to the experts, who match the written with their own version, make a general report which discusses the entire class.

Method "Joint Project" (Tokareva, 2014, p. 33). It has the same purpose and group form as the method "Dialogue". But the groups receive different tasks and discuss the problem from different sides. At the end of the work, each group reports and writes down own answers on the board. As a result, the general project is made of all answers, which is reviewed and supplemented by a group of experts.

Method "Search for information" (Tokareva, 2014, p. 37). The variation, an example of work in small groups, is a team search for information (usually one which complete a previously teacher's lecture or material from a previous lesson, homework), and then answers to a question. It is used to make material more interesting.

The questions are developed for all groups, the answers can be find in the different sources of information. They may include:

- training hand-outs;
- documents;
- textbooks;
- reference books;
- accessible information on the computer;
- artifacts;
- tools.

Students form groups. Each group receives a question on the topic of the lesson. Time is determined for searching and analyzing information. At the end of the lesson, each group makes a report, which is expanded by the other group.

It should be noted that design of interactive methods requires communicative interaction, which influences on all students of the group, reveals the potential of each foreign student. Collective works promotes the atmosphere of cooperation, foreign students try not only to demonstrate their knowledge, but also improve the overall result. These methods should be used at different stages of study from the first to the fourth year.

Consequently, these group methods are productive when students are involved in the process of acquiring knowledge and have the opportunity to demonstrate their own opinion. For example, at the first year at a technical department of the university, when studying the topic: "The History of Aircraft Construction", should consider not only the academic interpretation of this phenomenon, but also the scientific opinion of each student. At the end of the discussion, you need to choose a favorable version of the lexical topic, argue the idea, and introduce the topic for further study of the material.

The method "Cluster" (Tokareva, 2014, p. 43) should be also considered as interactive educational methods. This method is lexically thematic groups of words which include the combined thematic lexemes. To introduce this method into groups of foreign students, the teacher makes lexical cards, where the main word, or term, and dependent words refer to the same topic. The clusters should be used at the lessons of Ukrainian as a foreign language: students study the lexical thesaurus to the each topic. This method allows you to classify word terms according to academic and lexical principles. Thus, at the first year, a foreign student could study technical clusters on the topics: "Internet", "Aviation", "Radio Engineering", etc. At the second year, lexical clusters consist mainly of narrow technical topics. At the third year, clusters help you quickly learn professional terms and use them in practice. At the fourth year, this method helps to repeat and introduce the terminological apparatus of a foreign student during work practice and work on the diploma paper.

The interactive method "Role Play" (Tokareva, 2014, p. 25) helps to develop the cognitively scientific field of foreign students in Ukrainian as foreign language at the technical department: their personal understanding of the world, scientific thinking, memory. At the same time, this method performs several functions: cognitively scientific and culturological, which allows foreign students to form behavior and communication norms in different life situations.

The main priority of this method is that a foreigner can be not only a student but also a teacher and a real scientist, foresee the consequences of his actions and independently choose the concept of his own monologues and scientific choices. The method "Role Play" has a certain scenario in which certain actions are described. This method can be used at all stages of the study. For example, it is possible to apply the role play "Student is a historical person" with the topics studied: "The history of the development of a parachute", "Outstanding test pilots" at the first year of study Ukrainian as foreign language. It will help students at the technical department of the universities to prepare for the perception of more detailed material. Foreign students are encouraged to make a dialogue with a historical person. At the same time, the script is followed and the formulas of speech etiquette are used, information on the realization of the scientific discovery is questioned, and the results of the dialogue are summed up. In the second year it is recommended to conduct a role play "Student-teacher", with a prepared script. One student pretends to be a teacher, the other group is students.

In our opinion, the "Circle" method should be used to summarize the individual topic of both training modules, because it includes different approaches, has a logical and generalized structure. You can conduct a lesson as follows: At the initial stage of the lesson, the teacher suggests the topic of the lesson, recommends reading the text from the proposed topic, answering questions, watching the presentation, or a video clip. The teacher prepares foreign students for oral and written communication. Foreign students enter into dialogical interaction, study to think logically, consistently express all arguments. At the end of the lesson, students write a mini composition. Unlike other interactive methods, the "circle" method can be used at all stages of the lesson.

Thus, interactive learning is a study process occurs only through a constant, active interaction of the teacher with the students. Such methods of study are quite popular in the practice of study Ukrainian as a foreign language, because they help to make the educational process more effective. The application of interactive forms of work facilitates the assimilation of educational material and promotes the improvement of study results.

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ОСОБЛИВОСТІ ІНТЕРАКТИВНИХ МЕТОДІВ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ (НА ТЕХНІЧНИХ ФАКУЛЬТЕТАХ).

У статті розглядаються особливості інтерактивних методів навчання української мови як іноземної на технічних факультетах університетів. У реаліях сучасної освіти представлені інтерактивні підходи до навчання іноземних студентів української мови, які сприяють її поглибленому та всебічному вивченню, розкриваються деталі їх застосування та робиться висновок щодо найефективніших серед них.

Застосування інтерактивних форм праці розглядається як таке, що сприяє засвоєнню навчального матеріалу і сприяє поліпшенню результатів дослідження.

Доводиться думка, що інтерактивне навчання є процесом навчання, яке відбувається тільки через постійну, активну взаємодію викладача зі студентами. Такі методи дослідження досить популярні у практиці вивчення української мови як іноземної, оскільки вони допомагають зробити навчальний процес більш ефективним.

Ключові слова: інтерактивні методи, українська мова як іноземна, технічний факультет

Стаття надійшла до редакції 13.10. 2018 р.