IMPLEMENTATION OF COMPETENCE APPROACH IN TEACHING NON-LINGUIST STUDENTS ENGLISH BY MEANS OF INTERACTIVE TECHNOLOGIES

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ABSTRACT

The article describes interactive technologies that change the approach to teaching and enhance non-linguist students' communicative activity. In the present paper interactive technologies are considered as special forms of lesson organization which simulate real situations which encourage students to interact and make a joint decision. Use of interactive technologies allows to create a comfortable and communication boosting atmosphere. That leads to significant changes in teachers' behavior as well as in the approach to planning and conducting English lessons. To achieve the set goals, we chose a cluster of interactive methods according to the forms and principles of lesson organization, current teaching conditions and students' ability to speak English.

Keywords: *competence approach, interactive technologies, interactive teaching, project, discussion, brain storm, role and business games, case-study, workshop.*

РЕАЛИЗАЦИЯ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ОБУЧЕНИИ СТУДЕНТОВ НЕЯЗЫКОВ АНГЛИЙСКОМУ ЯЗЫКУ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ

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АННОТАЦИЯ

В статье описаны интерактивные технологии, которые меняют подход к обучению и активизируют коммуникативную активность студентов-нелингвистов. В данной статье интерактивные технологии рассматриваются как особые формы организации урока, моделирующие реальные ситуации, побуждающие учащихся к взаимодействию и принятию совместного решения. Использование интерактивных технологий позволяет создать комфортную и располагающую к общению атмосферу. Это приводит к существенным изменениям в поведении учителей, а также в подходе к планированию и проведению уроков английского языка. Для достижения поставленных целей

мы выбрали кластер интерактивных методов в соответствии с формами и принципами организации урока, текущими условиями обучения и способностью студентов говорить по-английски.

Ключевые слова: *компетентностный подход, интерактивные технологии, интерактивное обучение, проект, дискуссия, мозговой штурм, ролевые и деловые игры, кейс-стади, мастер-класс.*

INTRODUCTION

Modern methods of teaching foreign languages still pay great attention to information and communication technologies, while the requirements for the quality of the educational process in universities require the widespread introduction of developmental and student-oriented technologies. The modernization of Russian education consists not only in revising the content of educational material, but to a greater extent in revising teaching methods, using effective teaching techniques, intensifying student activity in the classroom, and developing their skills to find solutions to problem situations [2, p. 54]. Many modern scientists, methodologists, such as I.V. Larionova [3], V.Ya. Lyaudis [4], N.D. Galskova [4], E.S. Polat [5], and others, note that passive teaching methods negatively affect students' learning motivation. They develop an indifferent or negative attitude towards learning. That is why it is necessary to change the approach to learning so that students are not passive, they are able to independently find the necessary information, exchange share opinions, defend your point of view, take part in discussions, communicate in a foreign language on every day and professional topics.

If previously a teacher acted as a mentor and transmitter of knowledge, now he is required to change his entire approach to the learning process, turn his thinking around and become an assistant, a guide for students. To do this, it is necessary to create such conditions for communication so that students are included in the situation being studied, are encouraged to take active action, experience a state of success, in other words, so that they have an urgent need and motivation to develop language skills. It is interactive methods that best meet these requirements [6].

When using interactive methods, the educational process is based on the joint activity of all students in the group, without exception, since everyone makes their own individual contribution. In the course of work, there is an exchange of knowledge, ideas, and methods of activity. The teacher has the opportunity to organize various types of work: individual, pair and group, project work, role-playing games, etc. An environment of educational communication is created, which is characterized by openness, interaction of participants, equality of their arguments, accumulation of joint knowledge, and the possibility of mutual assessment and

control. When implementing interactive learning, it is necessary to adhere to the basic principles: interaction, activity, reliance on group experience and mandatory feedback [7].

AIM OF THE WORK.

The purpose of this work is to determine the place of interactive technologies in the system of classes when teaching English and to select the most effective forms for teaching students in non-linguistic areas of university training.

The teacher, along with new knowledge, leads the training participants to an independent search, motivating them to work with various sources of information, becoming one of such sources [8]. In the methodology of teaching foreign languages, there are three forms of interaction between teacher and students: passive methods, active methods and interactive methods.

The passive method is a form of interaction when the teacher controls the course of the lesson, and students act as passive listeners. Typically, this method is used when conducting surveys, independent work, tests, tests, etc. This method is characterized by easy preparation of the teacher for the lesson and the ability to deliver a larger amount of educational material in a limited time frame of the lesson.

The active method is a form in which the teacher and students interact with each other. Students are active participants, the teacher and students have equal rights. If passive methods presupposed an authoritarian style of interaction, then active ones presuppose a more democratic style.

Despite the fact that active and interactive methods have some commonality, there are differences between them. The interactive method is considered as the most modern form of the active method. Interactive method (inter - mutual, act - act in English) - means to interact, to be in the mode of dialogue, conversation with someone. Unlike the active method, the interactive method is focused on the interaction of students with the teacher and with each other, as well as on the dominance of student activity in the learning process. The teacher develops a lesson plan and directs the students' activities to achieve the goals of the lesson.

DISCUSSION.

Interactive learning is a special form of organizing cognitive activity. Its goal is to create comfortable conditions for learning, in which the student feels his success, his intellectual competence, which makes the learning process productive. The objectives of interactive forms of training are:

- increasing student interest;
- effective assimilation of educational material;

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- students' independent search for ways and options for solving a given educational task (choosing one of the proposed options or finding their own option and justifying the solution);

- establishing interaction between students, learning to work in a team, show tolerance to any point of view, respect everyone's right to freedom of speech, respect their dignity;

- formation of students' opinions and attitudes;

- formation of life and professional skills;

- reaching the level of conscious competence of the student.

To solve educational problems, the following interactive forms can be used: project, round table (discussion, debate), brainstorming, business and role-playing games, case-study (analysis of specific situations), master class. There are other interactive forms of training (methods "Take a Position", "Decision Tree", trainings, group discussion, interactive excursion, video conference, focus group and others) that can be used in the classroom. In addition, the teacher can develop new forms himself, depending on the purpose of the lesson, as well as modernize and improve existing forms.

In the process of preparing for a lesson, the teacher, depending on the purpose of the lesson, must select suitable interactive forms or may even combine several teaching methods to solve the problem.

The interactive lesson requires adherence to the following principles:

- activity - general team work;

- all participants are equal;

- each participant has the right to his own opinion on any issue;

- there is no place for direct criticism of the individual (only the idea can be criticized).

There is an algorithm for preparing and conducting an interactive lesson, which includes a preparatory part, introduction, main part and conclusions (reflection). It can be supplemented or modified depending on the students' level of foreign language proficiency, the purpose of the lesson and the content of the educational material. Let's look at the general characteristics of the following methods:

1. Project - (from the Latin projectus - speaking) is an independent individual or group creative activity. The advantage of the project method is that it motivates and creates comfortable conditions for communication, develops the ability to work with information, independence and initiative, presentation skills, and the ability to work in a team.

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2. Round table (discussions, debates) is a method that allows students to develop the ability to express their thoughts, argue, justify and defend their opinions, find a common solution to a problem, and be tolerant of the opinions of others.

3. Brainstorming is a quick method of solving a problem, in which participants offer as many solution options as possible, even the most fantastic ones, and choose the most effective ones for use. This method develops communicative competence and creativity.

4. Business and role-playing games are simulations of communication situations in which students are close to real life and professional conditions. This activity transforms the acquired knowledge into an activity context. Modern technology offers a huge variety of games.

5. Case-study - this method is based on situational analysis of real situations (identifying problems, finding solutions). Its advantage is that students, analyzing the situation, exchange ideas and experiences, independently study the problem and make their individual contribution to solving the problem.

6. Master class is a means of conveying your new idea and includes event design. It allows you to work in small groups, exchange opinions, activates the cognitive activity of students, and promotes the development of non-standard thinking. At the Federal State Budgetary Educational Institution of Higher Education "Togliatti State University" the discipline "English Language" in the curriculum is allocated 4 hours a week in all courses and in all areas of training. This is due to the new requirements of the time for the educational system in universities and the competence of university graduates. Unfortunately, most students in engineering, economics, chemistry and other fields are not motivated to study a foreign language to such an extent. They do not realize the need to know a foreign language they do not see any prospects for using it in the profession. Therefore, the primary task is to develop a sustainable interest in learning English and orient students towards the widespread use of foreign language communication, both in the professional sphere and in everyday life. To increase motivation, a teacher needs to use a variety of teaching methods and techniques in his arsenal, and interactive methods are the most effective in achieving this goal.

Over the course of the year, interactive methods such as the project method, debates, discussions, business and role-playing games were tested in practical classes in English. The choice was made based on an analysis of methodological literature and the personal experience of the teacher. Most of the practical classes were interactive in nature, as they involved the interaction of all participants in the process. Over the course of two semesters, students were required to study eight modules.

Work on the module included several stages: introduction and training of lexical material based on listening, introduction and training of grammatical material based on reading texts, creation of situations of real communication and a control stage. For each module, existing games, discussions, debates and projects were developed or modified in accordance with the students' level of English and their area of training. The methods listed above were used at certain stages of working with the module. For example, role-playing and business games are especially effective at the stages of training and control of lexical and grammatical material. Brainstorming was carried out at the initial stage of working with the module, text or before listening, as well as at the final stage of working with the module. Methods such as discussion and debate are good means of control and generalization of the studied material. The project method is a universal method; it was used at different stages of working with the module.

The role of the teacher at the preparatory stage was to carefully plan the lesson and organize it in accordance with the set goal and objectives. The organization included the development of a script, preparation of handouts, selection of tools and techniques, development of instructions, rules and evaluation criteria, reflection and summing up. It can be noted that students with Elementary and Pre-Intermediate levels of English proficiency showed very good results in business, role-playing games and projects. Students at these levels were comfortable communicating in a foreign language within real situations, where they showed their creativity, professional skills and cognitive activity.

The most effective were business and role-playing educational games that were time-limited, as they were carried out during scheduled classes. The participants' activities were assessed with points according to developed criteria. The teacher can develop some general criteria, which will be modified depending on the level, content, objectives and purpose of the game. The result of the game depended on whether there was a ready-made answer that had to be arrived at or whether the answer had to be found during the game. According to the methodological classification, the following were carried out: role-playing (where each participant has his own role), simulation (when a certain situation close to reality is created), group (to develop group work skills), organizational-activity (where there are no roles and rules, where solutions to interdisciplinary problems are developed) and innovative (where innovative solutions to traditional problems are found) games.

As for projects, their significant role in the Much has been written about teaching foreign languages, so the project is one of the main methods in a teacher's practice. However, in order to develop the communicative and professional

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competencies of students using gaming and project technologies, the following conditions must be met:

- situations must be real or close to real, interesting and problematic,

- take into account the level of training of the participants, develop evaluation criteria,

- have a clear structure,

- control the process,

- carry out reflection.

Methods such as "Debate" and "Brainstorming" have been effective in teaching students with Intermediate English proficiency level, as they involve speaking freely on an issue, exchanging opinions, explaining, arguing, and giving examples and limited time.

The most labor-intensive method for a teacher is the "Debate" method. It consists of:

- the preparatory stage, where the problem is selected. Students are divided into groups "for" and "against", these are drawn up, information is searched, strategies and questions are thought through;

- introductions, representatives from both sides introduce the team, their point of view, theses, conclusion;

- the main stage, when each team member expresses his point of view, gives examples, explains and argues;

- the final stage, when reflection is carried out, the preparation of teams is discussed and analyzed.

Each stage is pre-planned and signed by the teacher, a script is created and the entire process is monitored and summed up.

Brainstorming is also divided into four stages. In the first stage, a problem or question is selected, in the second stage, suggestions and ideas are expressed, in the third stage, groups make a presentation of the results, and in the last stage, the results are summed up. The goal of this method is to consider as many ideas as possible in a short period of time and select the most suitable solution to the problem. Here is one example of using this method. For third-year students at the Institute of Economics, Finance and Management (a group of 8 people), the pressing problem was combining successful study and work. Therefore, the teacher, upon completing the study of the module "The World of Work" at the preparatory stage of brainstorming, led to the formulation of the problematic question "How to be a good student and earn money at the same time?" Then a leader (moderator) was selected, whose task was to record ideas on the board and monitor the order of hypotheses and the correctness of

expressing ideas. The main technique of the second stage was the breakdown into clusters, a graphic method of systematization. A problematic question was placed in the center of the board, and large semantic units around it, i.e. proposed solutions to the problem (for example: to organize your day; to find part-time job, where you have a lot of free time; to ask money from parents; to find a way with university teachers, etc.). The time for this stage was limited to 10 minutes. At the third stage, we collectively discussed solutions to the problem, their pros and cons, and established cause-and-effect relationships between the clusters. At the last stage, we chose the best solution and discussed our work. The main difficulties were the following: the teacher does not have the opportunity to foresee and plan the entire course of brainstorming and lead to the desired solution; not all speech errors were tracked; dominance of leaders appeared in the group, and students "got fixated" on the same type - Karelian scientific journal. 2017. T. 6. No. 1(18)

But, in general, this method showed that all students participated on an equal footing, the problem was presented clearly, a comfortable atmosphere for speaking and interacting was created, and cognitive activity increased. Thus, the choice of one or another interactive technology depends on the purpose and objectives of the lesson, on the content, on the level of foreign language proficiency and the degree of proficiency in this technology.

However, when developing an interactive lesson, we recommend that the teacher take into account the following conditions: the interests of students, their professional direction of training, the time frame for conducting the lesson, a clear definition of the purpose of the lesson, handouts, technical support, the prospect of implementing the acquired knowledge, formulated questions for reflection and evaluation criteria. The thoughtfulness of these conditions increases the intensity and effectiveness of communication.

Based on the above, the following conclusions can be drawn: interactive pedagogical technologies:

- this is a huge number of opportunities for organizing the process of teaching English in a comfortable atmosphere that stimulates creative, intellectual activity and developing communicative competence;

- can be used at different stages of learning, with students who speak different levels of English;

- involve all participants in the cognitive process, develop teamwork skills;

- provide high motivation, freedom of expression and mutual respect.

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CONCLUSION.

The use of such technologies encourages the teacher to be creative and improve, since, using these tools, he determines their pedagogical capabilities, identifies them with the characteristics of the students, the proposed content and his own individuality.

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