

## INNOVATIVE TECHNOLOGIES AND FOREIGN LANGUAGES TEACHING METHODS AT NON-LINGUISTIC FACULTIES

**M. S. Vasylyk**

*Vasyl Stefanyk Precarpathian National Universiti;  
76000, Ivano-Frankivs'k, Shevchenko Street, 57; ph.+380 (342) 50-60-78*

*The article reveals the effectiveness and reasonable usage of interactive methods while teaching English as a foreign language to the students of non-specialized faculties. The article shows the importance of these methods as a means of intensification, optimization and stimulation of studying process.*

*The article analyses the concept «interactive education technology». The methods of teaching applied in an interactive process of teaching foreign languages such as situational-thematic, discussion and research are studied.*

*The most effective in terms of assimilation of language material and the interest of students in the process of learning at non-language faculties is the project method, the method of «brainstorming» and the method of business role-playing games.*

*Thus, these innovative methods are characterized by high efficiency of material mastering. In the process of work, students of non-language faculties develop not only organizational but also methodological and play-technical skills.*

**Key words:** *technology, interactive education technology, innovation, teaching methods, project methods, brainstorming, role play.*

The rapid development of modern society requires from a student of fast assimilation and understand the educational material, especially a language. However, among the variety of existing teaching methods and information transmission, this process is not only a complex but also a routine task, which in turn leads to the fact that students lose the motivation to the entire system of learning. Under these circumstances, there is a need to apply innovative methods and technologies that would allow them to demonstrate creative abilities, to discover original ideas and to facilitate and diversify learning of a foreign language in non-specialized faculties of higher education institutions.

According to R. Martynov, it is necessary to create a modern system of teaching foreign languages that «taking into account the universal psychological patterns in the process of assimilation of a certain educational material and the universal didactic laws in the organization of a certain process of learning would be acceptable for most people regardless of their age and abilities» [7, p. 31].

Interactive technologies of learning foreign languages create the necessary preconditions both for the development of student's competence in speech and for formation of abilities to make collective and individual decisions in problem situations. The innovation in teaching foreign languages, of course, can be considered an active introduction of interactive methods.

**The purpose** of this article is to determine the efficiency and justification of the expediency of using a number of interactive methods in teaching English to students of non-language faculties, disclosing the value of these methods as means of intensifying, optimizing and stimulating the learning process.

Interactive learning was studied by such scholars and methodologists as I. Abramova, N. Anikeeva, N. Borysova, A. Verbytskyi, Yu. Yemelianov, L. Petrovskaia, V. Platov, V. Rybalskyi, A. Smolkin, I. Syroiezhyn, K. Fopel, T. Chepel, S. Shmakov and others.

N.S. Muradova, for example, states that interactive learning is the learning deepened in the communication process. To increase the effectiveness of the learning process, three components of communication are required, namely: communicative (transmission and saving of verbal and non-verbal information), interactive (organization of interaction in a joint activity) and perceptual (perception and understanding of a person by a person) [9]. Indeed, these three components of their structure determine the end result, stimulate the process of knowledge, cause interest, and enhance the language skills of students.

O. Pometun believes that interactive technologies can be considered, which are carried out through the active interaction of students in the learning process. They allow, on the basis of the contribution of each participant to acquire new knowledge and organize corporate activities, ranging from the separate interaction of two or three people and the broad cooperation of many people [13, p. 117]. The latter is one of the most important benefits of interactive methods over traditional ones.

Active and interactive technologies promote, on the one hand, deepening and improvement of knowledge, on the other hand, imitations of individual and collective professional activities. In addition, they develop creative efforts, independence in solving problem situations, and produce positive aspects of a dynamic stereotype of a future specialist [15, p. 59], which is especially relevant for students of non-language faculties.

The use of interactive forms of education in the process of learning foreign languages by students of non-specialized faculties will be effective if the content of the educational process has something in common with future professional activities of students. The teacher must take into account the level of students' language proficiency, the level of communicative skills development. It is necessary to ensure that theoretical knowledge in the process of active learning becomes conscious, so that a student develops and improves not only knowledge of a language, but could also connect them with future profession.

Learning is more effective in case:

- when forming the purpose of teaching, the interests of the listeners are taken into account;
- it corresponds to their urgent needs and deeply motivated;
- it is connected with their past and present experience;
- the participants are actively involved in the learning process and manage it themselves;

- the atmosphere of mutual respect is created [15, p. 65].

Interactive methods include the organization and development of dialogue communication which leads to the common decision of general problems which is important for each participant [6, p. 90]. Interactive eliminates the domination of one thought over another. During the dialogue, students critically think, solve complex problems on the basis of the analysis of circumstances and relevant information, weigh alternative opinions, participate in discussions, communicate with other people. To do this, the teacher organizes an individual, pair and group work, applies research projects, role games, suggests work with documents and various sources of information, uses creative works, etc.

In terms of assimilation of language material and the students' interest in the process of learning at non-language faculties, the most effective is the project method, the method of «brainstorming» and the method of business role-playing games.

**The method of projects** was suggested by the American teacher U. Kilpatrick at the beginning of the XX th century. The main purpose of this method was to provide students with the opportunity to acquire knowledge independently in the process of solving practical tasks and problems that prompted the search of necessary information in various scientific sources.

Projects have some common features:

- use of language in communicative situations which are brought closer to real communication conditions;
- motivating students to work independently (individual or group work);
- search and choice of a subject of the project that is most relevant to students and is directly related to the conditions in which the project is being carried out;
- search of language material, types of tasks and sequence of work according to the subject and purpose of the project;
- visual display of the final result [12, p. 25].

The dominant feature of all projects is their positive motivation. But why is project learning so motivating? This is explained by three reasons. First, the project is an individual work. Students describe their lives, their family, the city, dreams, their own observations and researches. Secondly, the project work is a very active mediator. Students, not only get acquainted with the vocabulary or use it, they:

- collect information;
- draw maps, pictures, diagrams, make plans;
- group texts, use presentation;
- conduct surveys, an interview, conduct researches, make records [3, p. 32].

The key of using the project method in foreign language classes taught at non-specialized faculties is to create a problem that students will be working on during their work, on a program subject. Examples for illustration can be the following tasks for project work:

1. «A life story», «Personal details», «Personality questionnaire» (до тем: «Biography», «About my family and myself», «Character and appearance»);

2. «My favourite movie/ cartoon», «Create your own musical band» (до теми «Entertainment», «Cinema», «Music»);

3. «Healthy food», «Plan your dinner», «My favourite recipe/dish» (до теми «Meals»).

The method of «brainstorming» is suggested by J. Donald Philips (USA). It is applied when a team faces the problem of searching new solutions, new campaigns to the situation. «Brainstorming» allows significantly increase the efficiency of generating new ideas in large audience (20-60 people). Its main objective is to find a number of solutions to one problem within a short period of time.

The method of «brainstorming» encourages students to offer new and original ideas by forbidding critical remarks from the teacher or other group members at the stage of generating ideas. At this stage, the attention concentrates only on the number of ideas, not on quality. After the initial generation, the ideas offered by the students can be grouped, evaluated, postponed for further study, and can be selected from the ideas that appear to be the most effective for solving a specific task.

Stages of «brainstorming»:

I. Formation of an educational problem, justification of the problem of its solution.

II. Express warm-up.

III. «Storm» of the problem.

IV. Discussion of the results of the work.

V. Selection and evaluation of the best ideas.

VI. Notification of the results of «brainstorming».

VII. Public defense of the best ideas [3, p. 31].

The results of the students' work who were involved in this type of activity depend on the choice of the subject of a problem. Students of non-specialized faculties express the maximum amount of bright and original ideas if the solution of the problem is of practical value. For example:

Topic: «My future profession»

1. Where does a working person spend a day? \*in the office \*in the driving seat \*behind the counter \*in the hospital \*at home \*at the plant

2. Where does a student spend a day? \*faculty \*lecture \*college \*seminar \*university \*campus \*high school \*vocational school

3. What can the work be? \*challenging \*monotonous \*boring \*rewarding \*demanding \*repetitive.

To the same topic for students with a higher level of foreign language skills it is possible to use the complicated form of the task:

1. Give as many as possible reasons why you'd like to be a lawyer (economist, lecturer, sportsman etc.):

a) this job is well-paid;

b) it helps people to solve their problems;

c) it is rather prestigious now.

**A role-playing game** as an activity involves clarifying the purpose, planning, implementing a goal, as well as analyzing the results in which an individual completely realizes himself as a subject. The motivation of the game activity is ensured by its voluntary nature, the choices and elements of the competition, the satisfaction of need for self-realization.

As A. Kapska points out that role-playing games are «a peculiar key to the development of creative abilities of students, whose action creates excellent conditions for self-disclosure of a personality, the development of skills to think logically, act in word and deed. Games activate each participant's potential creative abilities, which can only be revealed under certain conditions. For example, to gain «flexibility» of the body in speeches before the listeners, or «flight» of voice, or observation, or ability to listen» [4, p. 98].

Dianova E.M. considers that a game (role, business, organizational and activity) is the most optimal and convenient form of teaching, it has practical application. «A game, like no other active form, allows the student to take place the main stages of assimilation of the material - perception, comprehension, memory, application» [2, p. 14].

Role-playing games have four main features [14, p. 117]:

- free development activity, which begins only at the will of a child, for the sake of satisfaction with the process of activity (procedural satisfaction);
- creative, considerably improvisational and vigorous activity («the field of creativity»);
- emotional excitement of activity and emotional pressure;
- the existence of direct or indirect rules that reflect the content of a game, the logical sequence of its development.

During the role-play students of non-specialized faculties are forced to solve a variety of problematic situations that promote the use of a foreign language not only for daily communication, but also for solving professional tasks. Providing the formation of the appropriate types of speech activity, they help to realize the main function of learning a foreign language in higher education institution - the formation of students' professional communicative competence. Illustrative are the following examples of problem tasks:

- You paid a TV repair shop to fix your television, but they did not fix it. Now they refuse to give your money back. You have an opportunity to speak to the representative of the Better Business Bureau.
- Someone has just stolen your wallet. Go to the police station and describe the person that you think stole it.

The essential advantage of the role play in comparison with other forms of education is the full employment of students, as well as the concentration of attention of participants throughout the whole game. Although role-playing games somewhat simplify the learning process, break discipline and increase students' mistakes, their didactic, educational and practical value can not be rejected.

Thus, the project method, the method of «brainstorming» and the method of business role-playing games are characterized by high efficiency of mastering

the material. In the process of work with students of non-language faculties, not only organizational, but also methodological and play-technical skills develop.

The undeniable advantage of these interactive methods of teaching to others is that they «need activity from each participant in the class, remove emotional and communicative barriers, facilitate the acquisition and formation of listeners not only professional but also certain personal qualities: concentration, diligence, initiative, collectivism, creativity, communicative, etc.» [8, p. 15].

Having analysed the above interactive teaching methods applied in the process of learning a foreign language in non-specialized faculties, it is possible to make a conclusion that they give students the opportunity to identify problems, collect and analyze information, find alternative solutions and choose the most optimal way of solving problems in the process as an individual and group work.

The given characteristics of the specified interactive methods allow to state that their use in the organization of educational language process at non-specialized faculties of higher educational institutions is a significant factor in improving the quality of professional and communicative preparation of students as future specialists.

Consequently, there is an urgent need for more active use of interactive technologies in the practice of higher education, in particular the detailed elaboration of a methodology for the organization of role and project learning of foreign languages for students of non-specialized faculties.

### *Література*

1. Barabanova H.V. Kognitivno-komunikatyvna model navchannia profesiino orientovanoho chytannia inozemnoiu movoiu v nemovnomu vuzi // Inozemni movy. – 2004. – №1. – S. 29 – 31.
2. Dianova E.M., Kostina L.T. Rolevaia ihra v obuchenii inostrannomu yazyku // Inostrannye yazyki v shkole. – 1988. – № 3. – S. 12 – 16.
3. Ehorov O. Mobilnost «mozghovoho tsentra»: Metodicheskaia sluzhba innovatsyonnoi shkoly // Uchitel (Rossia). – 2000. – №5. – S. 30-32.
4. Kapska A.I. Pedahohika zhyvoho slova: Navch.-metod. posib. – Kyiv: IZMN, 1997. – 140 s.
5. Korneeva L.Y. Sovremennye interaktivnye metody obuchenii v sisteme povysheniia kvalifikatsii rukovodiashchikh kadrov v Hermanii: zarubezhnyi opyt // Universitetskoe upravlenie: praktika i analiz. – 2004. – № 4 (32). – S. 78-83.
6. Maltseva N., Karunova L. Obschenie pedahohov s pomoshchiu interaktivnykh metodov. // Doshkolnoe vospitanie. – 2003. – № 3. – S. 90–93.
7. Martynova R.Yu. Tsilisna zahalnodydaktychna model zmistu navchannia inozemnykh mov. – K.: Vyshcha shkola, 2004. – 456 s.
8. Matytsina I.H. Aktivnye metody obuchenii v sisteme povysheniia kvalifikatsii pedahohicheskikh kadrov. // Poslediplomnoe obrazovanie: dostizheniia i aktualnye napravleniia razvitiia: materialy mezhdunar. nauch.-prakt. konf. Ch.2 / M-vo obrazovaniia Resp. Belarus, HUU «Akad. Poslediplom. Obrazovaniia». – Mn.: APO, 2005. – S. 14–18.

9. Muradova N.S. Kommunikativnosviazuiushchaia rol kultury obshcheniia studentov tekhnicheskikh zavedenii v interaktivnom obuchenii. – Dostupnyi z: <http://www.ostu.ru/conf/ruslang2004/trend2/muradova.htm>
10. Orhanizatsiia navchalno-vykhovnoho protsesu. Z dosvidu roboty vyshchikh navchalnykh zakladiv I-II rivniv akredytatsii. / Red. Salmai N.M., Tsybenko N.V. – Vyp. 10. – 2007. – S. 80-95.
11. Ostapchuk O. Shliakhy pidvyshchennia innovatsiinoho potentsialu metodychnoi roboty // Shliakh osvity. – 2002. – №2. – S. 9-15.
12. Polat E.S. Metod proektov na urokakh inostrannoho yazyka // Inostrannye yazyki v shkole. – 2000. – № 2. – S. 25-26.
13. Pometun O., Pyrozhenko L. Suchasnyi urok: Interaktyvni tekhnolohii navchannia. – K.: Vydavnytstvo A.S.K., 2004. – 192 s.
14. Suchasni osvitni tekhnolohii u vyshchii shkoli: Materialy mizhnar. nauk.-metod. konf. (Kyiv, 1-2 lystopada 2007 roku): Tezy dopovidei: U 2 ch. – Ch. 2. – K.: Kyiv. nats. torh.-ekon. un-t, 2007. – 259 s.
15. Philips B.D. Role-playing games in the English as a Foreign Language Classroom. – Taipei: Crane Publishing Ltd., 1994. – 729 p.

*Стаття надійшла до редакційної колегії 10.03.2019 р.  
Рекомендовано до друку д.ф.н., професором Бистровим Я. В.*

## ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ НА НЕСПЕЦІАЛЬНИХ ФАКУЛЬТЕТАХ ВНЗ

**М. С. Василик**

*Прикарпатський національний університет імені Василя Стефаника;  
м. Івано-Франківськ, вул. Шевченка, 57; тел. +380 (342) 50-60-78*

*Дана стаття має на меті визначення ефективності і обґрунтування доцільності використання інтерактивних методів у викладанні англійської мови як іноземної студентам немовних факультетів, розкриття значення цих методів як засобу інтенсифікації, оптимізації та стимуляції процесу навчання.*

*У статті проаналізовано поняття «інтерактивна технологія навчання». Розглянуто інноваційні методи навчання, що застосовуються у процесі інтерактивного навчання іноземних мов: ситуативно-тематичні, дискусійні та дослідницькі. Найбільш ефективними з точки зору засвоєння мовного матеріалу та зацікавленості студентів у процесі навчання на немовних факультетах є проектний метод, метод “мозкової атаки” та метод ділових рольових ігор. Таким чином ці інноваційні методи характеризуються високою результативністю засвоєння матеріалу. У процесі роботи у студентів немовних факультетів розвивають не тільки організаційні, але й методологічні та ігро-технічні навички.*

***Ключові слова:** технологія, інновація, інтерактивна технологія навчання, методи навчання, метод проєктів, мозковий штурм, рольова гра.*