

Єфімова О.М., кандидат педагогічних наук,
старший викладач, Національний технічний
університет України «Київський політехнічний
інститут»; *Жицька С.А.*, старший викладач,
Національний технічний університет України
«Київський політехнічний інститут»

INTERACTIVE TEACHING AS A TOOL FOR INCREASING
EFFICIENCY OF MILITARY INSTITUTIONS CADETS
FOREIGN LANGUAGE TRAINING

Socio-economic changes that are now taking place in Ukraine face higher education before new challenges, implementation of which is possible due to the intensive introduction of information and communication technologies (ICT) in the educational process that led to the emergence and development of a new type of training - electronic (e-learning), based on the use of ICT.

The purpose of teaching foreign languages in higher military educational establishments is formation of cadets' professional communicative competence through the development and improvement of all kinds of speech activity: reading, speaking, writing and listening comprehension. To achieve this teachers use a large number of private developments, complementing existing teaching methods, compensating for the shortcomings of the programs that were developed a few years ago, introducing new ideas in the learning process. This leads to the choice of active forms of learning implemented in the execution of creative and exploratory tasks where cadets become the subject of education, active opponents during discussions with the teacher. One form of active learning is interactive learning, which promotes the interaction of all participants of educational process to solve situations of a professional nature in the atmosphere of real professional activities.

Interactive learning has become the subject of study of many scientists. Interactive learning can be defined as the interaction of the participants of the process of obtaining knowledge with a teacher, using methods aimed at the knowledge acquisition. The basics of the educational process is cooperation and productive communication, aimed at joint solution of problems, formation of abilities to select the main thing to set goals, plan activities, allocate roles and responsibilities, to think critically, to achieve meaningful results. Therefore, we need to intensify the learning process, using appropriate interactive technology. Interactive technologies include discussion, games and training technology. Discussion requires a detailed and informed speech, the ability to listen to the perspective of the other. Such scientists as O.I. Pometun, V. Okon, V.V. Yagupov, L.E. Alekseeva, Yu.O. Semenchuk, V.P. Sviridyuk, G.E. Boretskaya investigated the effectiveness of discussions. Among practical interactive methods that you can use when learning a foreign language, we should note exercises, problem and project based learning. Students acquire knowledge through independent work on solving problem tasks or doing projects. These approaches were studied by T.I. Borodina, M.I. Makhmudov, and Yu.A. Pogodinsky.

N.S. Muradova states that interactive learning is learning deepen in the communication process. To improve the efficiency of the learning process three components of communication, namely

communicative (transmission and preservation of verbal and nonverbal information), interactive (organization of interaction in joint activities) and receptive (perception and understanding by people) are required. [3] O. Pometun believes that interactive can be considered technologies that are being implemented through active engagement of students in the learning process. They allow to gain new knowledge and to organize corporate activity based on contribution of every participant during the sessions, ranging from individual interactions with two or three people between themselves and to the extensive cooperation of many participants. [4, p. 68; 5, p. 124]

Thus, innovative technologies reject the authoritarian style of teaching; focus on personal qualities of the cadets; develop such forms of learning as dialogue and polylogue; help to understand foreign language communication as involving a partner into the verbal and nonverbal activity; consider knowledge as a set of skills that are updated in the system the cadets' performance; develop cadets' interest and motivation; develop assessment and self-assessment skills. Appropriate interactive teaching methods, which focus on the development of creative abilities of cadets, include the following: brainstorming, project method, role-plays and business games, discussions, debates, round tables.

Usage of role-plays, in which cadets interact in pairs or in groups, helps not only to make the lesson more varied, but also enables cadets to exercise independence of speech, to implement communication and language skills. They can help each other; correct the statements of his interlocutors, even if the teacher does not give such a task. Series of problem tasks open the possibility of using a foreign language for everyday communication, as well as for solving professional tasks. Creating a problem situation, the teacher must ensure that the tasks match the level of knowledge and intellectual capabilities of cadets, reflect the real situation of professional activity, and are related to the lesson theme, the text that they were reading, grammar that they studied. Performing these tasks, cadets can practically understand the information presented in the text, intensify lexical and grammatical material.

One more useful activity is to create discussions in English, the subject of which can be varied. It is advisable to create professionally oriented discussion, related to the future cadets' profession and applying appropriate specialized vocabulary. The

basis of such discussions can be information from technical texts and articles. In project work, cadets are involved in the research and the educational-cognitive activity created by the teacher. The use of project based technologies enables formation and development of research, communicative, technological and informational competencies, generates creativity, stimulates intellectual activity, develops communication skills, helps build interdisciplinary connections, teaches to use information and telecommunications technologies in foreign language learning, helps cadets master skills of working in groups, creates social mobility. In addition, it increases cadets' motivation, because in this case, studying language becomes not a purpose, but a means to create the final product of the activity.

To sum up, we can state that all of the above-mentioned interactive methods are aimed at the development of communication culture and creative personality formation, with potential of self-development, self-improvement, and selfactualization. Hence, interactive technologies of teaching foreign languages require from all participants of the educational process development of communication skills, work in pairs and groups, ability to argue and debate. Due to interactive teaching, cooperation ability, communicative competence and tolerance are formed.

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