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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

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