

INTERACTIVE TECHNIQUES AS A MEANS OF THE FORMATION OF PEDAGOGICAL INTERACTION CULTURE

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To teach a foreign language effectively, teachers need to possess pedagogical interaction culture to be able to organize authentic student communication in the classroom. By pedagogical interaction culture we mean a wide range of pedagogical interaction skills, scientific knowledge, experience, values and norms, professional motives and qualities. These components of pedagogical interaction culture can be addressed and formed by means of interactive techniques.

We understand interactive techniques as a set of step-by-step actions, procedures and methods of learning that ensure student interaction aimed at achieving pre-planned outcomes in the process of learning a foreign language. Using interactive techniques in language learning presupposes the realization of collaborative process of acquiring knowledge based on active communication. These techniques also stimulate receiving and creating knowledge through each participant's contribution to the process of learning, regardless of the number of students engaged into interaction. When using interactive techniques aimed at the formation of prospective foreign language teachers' pedagogical interaction culture, priority should be given to students' authentic communication with due regard for cultural peculiarities. Following the classification of interactive techniques suggested by O. Pometun and L. Pyrozhenko [1], we centre our attention on such types of interactive techniques as cooperative learning techniques, collaborative learning techniques, case study and discussion techniques.

Cooperative learning techniques presuppose small groups interaction. The outcomes of any learning task depend on students' active participation in group work, since, having clearly defined roles, they contribute equally to the achievement of mutual goals. These techniques include "Merry-go-round", "Aquarium", "Blender", "Cubing", "Joint Project", "Web Quest" and others.

Collaborative learning techniques focus on the simultaneous work of all the participants of pedagogical interaction, that is on team work. Among such techniques we can name "Brainstorming", "Microphone", "Jigsaw Puzzle", "Looping", "Discussion Clock", "Running Dictation", "Speed Dating" and "Web Conference".

Case study techniques deal with pedagogical interaction constructed by means of engaging all the participants in specific real-life situations. This type of interactive techniques can be illustrated by various simulations and role plays.

Discussion techniques presuppose group study of controversial issues or events in the process of pedagogical interaction. They may be held as public discussions of specific problems which help students to understand the nature of the issue discussed, clarify their attitude to the topic, specify some values and beliefs, and learn how to operate arguments skillfully. Group discussions can be organized in different formats, for example talk shows or debates. We also suggest “Criteria Poker” as a discussion technique.

When used rationally, the interactive techniques suggested can promote integrated formation of all the components of prospective foreign language teachers’ pedagogical interaction culture.

References

1. Ellington, H., Percival, F., Race, P. (1993). Handbook of Educational Technology. London: Kogan Page.
2. Pometun, O., Pyrozhenko L. (2005). Suchasnuy urok. Interaktyvni tekhnologii navchannia [A Modern Lesson. Interactive Teaching Techniques]. Kyiv: A.S.K.