

Interactive Technologies in Formation of Communicative Competence of Students of High Educational Institution

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Abstract

This paper presents a theoretical study of research problems, reveals the essence of the basic concepts. Interactive learning technologies are seen as an effective tool of development of communicative competence of students. Interactive training - is primarily a dialog learning, in which the interaction is not only teachers and students but also trainees together. There are a number of features that have interactive teaching technologies that allow them to use effectively in the learning process: the organization of the process of acquisition of new experiences and exchanges are available; the ability to maximize the use of the personal experience of each student. The study used a system of methods: theory: analysis of philosophical, psychological, pedagogical and methodological, linguistic literature; modeling; generalization of pedagogical experience of teachers of high school; empirical: observational - direct, indirect and participant observation; study of educational activity of students of the products; diagnostic, questionnaires, interviews, tests; experimental, methods of mathematical statistics, systemic and qualitative analysis of experimental data and their graphic interpretation. The results of the research proved the effectiveness of interactive technology in English language teaching.

Key words: Interactive technology, The high school, Formation of communicative competence, English language, Communication and individual language skills

INTRODUCTION

The aim of the research is to substantiate theoretically and experimentally prove the effectiveness of interactive technology in English language teaching.

Teaching a foreign language in high school is aimed, first and foremost, on the formation of linguistic personality, that is capable of cross-cultural communication in the conditions of active social interaction with other cultures.

For the formation of such a student, the teacher should ensure that his motivation for knowledge, immerse him

in an atmosphere of interest in the framework of the subjects taught.

Integration into the world community requires consideration of national traditions in the education and training of students; creation of conditions for the formation of their cultural identity, and the creation of diverse and complex cultural environment for the development of the individual student. Therefore the educational system rises complex tasks such as preparing the younger generation for life in the new environment of multinational and multicultural environment, the formation of the ability to communicate and cooperate with people of different nationalities, races and religions. [1]

In this context, the use of interactive methods is an essential condition for ensuring the quality of education. Interactive technologies allow learners to interact not only among themselves but also with the teacher.[2]

In teaching interactive whiteboard can be useful ability to use of Flash-animation with voice text and many other

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tools. [3]. So, using association method for storing quite a large amount of information, students interact with each other to portray on paper their association (key words, illustrations), related to a specific topic.

Communicative objective is carried out by forming the language and speech skills in reading, listening, speaking, writing, at the end providing the language proficiency and the communication in the context of foreign language environment (educational, professional, daily, sociocultural).[4]

It is the organization of “multi-stakeholder” dialogue at a foreign language lesson, the interaction of all participants in the educational process.

Interactive methods - methods to learn to interact with each other; and interactive teaching - learning, built on the interaction of all students, including the teacher. However, in the latter case, the changing nature of the interaction: teacher activity gives way to the trainees activity.

Interactive learning is a special organization of the educational process, when all learners are involved in the learning process. Moreover, it happens in an atmosphere of goodwill and mutual support, which allows not only to acquire new knowledge, but also a cognitive activity translates into higher forms of cooperation and collaboration [4, 6, 5].

Structure of formation of common cultural competence student includes three components: cognitive, value orientation and communicatively -activity. [7]. Summarizing best methodical, we came to the conclusion that in the framework of training for foreign language teachers use the following interactive methods and techniques.

METHODS

Research methods. In order to achieve the goal set in the following methods were used: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching students in higher school; observation, conversation method; study products of the educational activities of students, teaching experiment (diagnostic, formative, stages of a control).

RESULTS

The purpose of active learning - the teacher is to create an environment in which the learner himself will discover, acquire and construct knowledge. This is a fundamental

difference between active learning objectives from the traditional objectives of the education system.

Taking into account the general requirements for carrying out the English lessons and level of formation of competences of students, we can offer the following number of methodical recommendation selection of a material has to be carried out concerning the age features and level of proficiency in a foreign language. [8,9]

In recent years, more and more attention is paid to forms of training activities, the use of which in the center of the learning process is the learner, not the teacher. Firstly, it allows the student to be more responsible for their own learning and to give more attention to individual needs. When forming a foreign language communicative competence the use of this technology has a positive impact on the development of students' professionalization, namely contributing to their maturation that forms an interest and positive motivation for learning, reveals creativity, attaches to research, teaching work in a team and contributes to a friendly atmosphere in the classroom. [10].

Experimental research base: Institute of Philology and Intercultural Communication, Kazan (Volga) Federal University, Department of Russian and foreign philology them Leo Tolstoy, students - Bachelor of 4 courses, training direction: 050100.62 - Teacher education, training profile: Foreign Language (German) language and a second foreign language (English), graduate qualifications: Bachelor form of study: full-time, as well as students for 3 courses “Methodology of training and education in the field of foreign language” in the specialty 050303.65 - foreign language with a supplementary specialization.

DISCUSSION

Experimental work included three main steps: ascertaining forming and control. In the process of development - experimental work we have the following research methods were used: “Methods for diagnosing educational motivation of students” (A.A. Rean and Vladimir Yakunin, modification N.Ts Badmaeva), “Methods of measuring the level of communicative competence of the teacher Mrs. Trofimova. “

FORMATIVE STAGE

Consider the implementation of interactive methods:

“Carousel” - an interactive method of work, during which formed two rings: inner and outer. Using this method allows you to effectively work etiquette dialogues.

Implementation reception “ideological carousel” suggests the following algorithm works:

1. Each member of the micro-groups (4-5 people) heard a blank sheet of paper and asked everyone the same question. Without the verbal exchange of views, all the participants were recorded at their pieces of paper spontaneous formulation of responses to it.
2. Leaflets with the records in the shortage of time mode transferred in a circle clockwise neighbors micro group. When a sheet with entries each participant made a new record, available without repeating.
3. In small groups there is discussion of the responses made by the participants, the proposals and the selection in the final list of the most important and relevant ones.
2. Exchange of developments micro groups. All micro groups offered turns its formulation of the final list. If the formulation does not meet the objection to the other groups, it is included in the final total list.

Reception “Aquarium” is a “show”, where viewers act as observers, experts, critics and analysts. Several students acted out the situation in the circle, and the rest watched, and it was analyzed. For example, studying the topic “? How do teens express their individuality» can offer the “aquarium dialogue”: the dialogue text can be anything, such as a conversation representatives of several youth subcultures. The task of actors - convey the relevant features of the particular/a subculture, and spectators task - to determine which speakers presented the subculture. Roles may propose himself as a teacher, of course without the knowledge of the audience or the students themselves can choose the subculture whose views they share and want to present/discuss.

The Control Stage

Rather-comparative analysis of ascertaining and controlling stages of the experiment revealed the positive dynamics of the level of formation of the communicative competence of students-bachelors.

Repeated measurements by the method of measuring the level of communicative competence of the teacher G.S.Trofimov revealed to us the following results on the formation of value-orientation and communicative-activity criteria: the first ten propositions: lower middle level was observed in 10% of the students, the average level of 22%, medium high level 27% and a high level of 41% (Figure 1).

The second group of judgments: a lower middle level was detected in 4% of the students, the average level of 17%, medium high level at 27%, and a high level of 52% of the students (Figure 2).

The third group of judgments: a lower middle level was observed in 11%, average - 24% of respondents, medium high level was detected in 25% and high in 40% of the students (Figure 3).

Thus, the results of experimental - experimental work confirm the accuracy of the hypothesis put forward by the study.

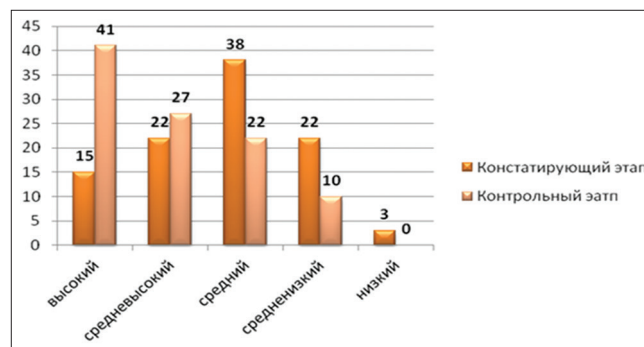


Figure 1: Distribution of the percentage of responses undergraduate students on the first block of questions on the diagnostic and control phases, in%.

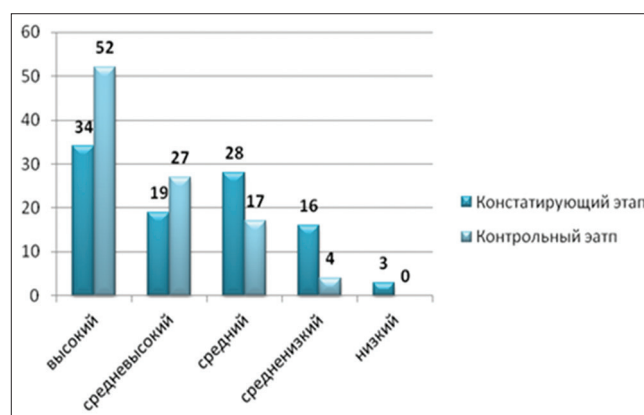


Figure 2: Distribution of the percentage of student responses on the second block of questions on the diagnostic and control phases, in%.

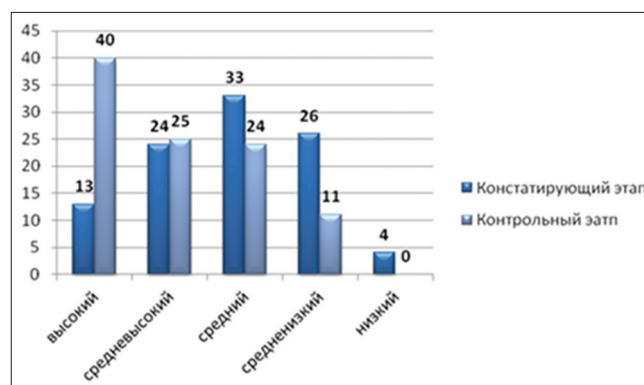


Figure 3: Distribution of the percentage of responses undergraduate students on the third block of questions on the diagnostic and control phases, in%

CONCLUSION

Scientific novelty and theoretical significance of the research:

1. Changed and supplemented with the position of the system approach the concept of “foreign language communicative competence”, “foreign language competence of the teacher of a foreign language,” reveals the essence and determined the specificity of its formation at the future teacher of a foreign language;
2. The model of the formation of foreign language communicative competence of the future teacher of a foreign language, including a concept (principles and approaches), target (aim and functions), Procedure (methods, organizational forms of training, exercise system) and productive units.
3. The methodical possibilities of interactive learning technologies in shaping the foreign language competence of the future teacher of a foreign language in high school.
4. Revealed methodical conditions of formation of foreign language communicative competence of students of the university, namely:
 - Defined interactive methods of teaching foreign languages, based on the concept of dialogue: interaction of the teacher and students in conversation mode, a dialogue that focuses on the personality development of its intellectual and creative abilities, further self-development and self-education;
 - Provided verbal communicative focus of foreign language learning process for the development of language skills (oral and written language, reading, listening) on the basis of a coherent set of teaching, psychological and methodological procedures;
 - The model of the formation of foreign language communicative competence of the future teacher of a foreign language, taking into account the principles of learner - centered approach to education, the authenticity, the criterion relating to the value of the cultural urological specialist training in high school.

The practical significance of the research: the study's theoretical principles and practical materials can be used by teachers of high school, methodologists, school teachers, heads of various types of educational organizations, as well as in the system of training and retraining of teachers to improve the quality of education in general, as well as the efficiency formation of professional competence of foreign-language high school graduates, in particular.

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