

## THE CONCEPT OF „INTERACTIVE LEARNING METHOD” AS A LINGUODIDACTIC CATEGORY

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The new educational paradigm requires the revision of the organization of educational process at the lessons of the Ukrainian language, the main objective of which is the development of student's personality. The stimulation of receptive and productive speech activities of students, motivating them to fulfill the communicative task that is an important and essential component of work process, knowledge acquiring and orientation in the world become particularly relevant.

The leading place in the process of studying of Ukrainian language is taken by teaching methods, which attracts a special attention of teachers and linguodidactic specialists to this linguodidactic category. „The content of school language lessons, their effectiveness is largely ensured by optimal application of instructional methods,” – Oleg Bilyayev rightly writes [3, p. 74].

The concept of method is considered to be the main category in didactics and linguodidactics, so it is constantly in the view of the researchers. The multi-dimen-

sionality of this concept has resulted in appearance of many research directions, different interpretations and classifications. The research of methods in general linguodidactic aspect was performed by A. Alekseyuk, V. Bondar, Yu. Babanskyi, Ye. Golant, M. Skatkin, I. Lerner, M. Makhmutov, V. Palamarchuk, V. Onishchuk, etc. Giving a definition of the method, the didactic scientists focus on the different properties of this concept. So, in the early twentieth century G. Vashchenko wrote that the notion of teaching methods has no generally accepted definition. The researcher offered his own interpretation: „Teaching methods is a means or a system of means consciously used to achieve those special tasks that the learning process has in it self” [4, p. 17]. However, taking this concept into account, „means” is the whole learning process... and each of its components: content, purpose, process, forms of organization. The teacher is aware of the irrelevance of certain definitions and corrects himself, stating that with such a

definition one would have to abandon a number of didactic concepts like system, program, plan and the like. In order to avoid this, H. Vashchenko proposes to determine time system and the program as the ones that primarily relate to its content [4].

The researcher I. Kharlamov, along with the organization of learning activities of students among the methods chooses teaching, aimed at training. The teacher offers such a definition: „The methods of teaching should be understood as the ways of teaching and organization of the educational-cognitive activity of students in solving various didactic tasks aimed at mastering of the material being studied” [10, pp. 194-195]. As we can see, the author gives the first place to the activities of teachers, emphasizing that teaching method organically contains the instructional work of the teacher (narration, explanation of a new material) and organization active learning and cognitive activities of students.

Yu. Babanskyi notes that the ways of teaching (providing knowledge) and the ways of learning activities of students (mastering of knowledge) are closely interrelated. A method in the learning process is a means of interrelated activities of teachers and students to achieve certain educational goals. Having highlighted these relations, Yu. Babanskyi offers such a definition: „A teaching method is the method of regulated interconnected activity of a teacher and students regarding the purposes of education” [1, p. 385].

A scientific definition, which not just describes the relationship between the

activities of teachers and students, but emphasizes the equivalence and equality of both parties in organized activities, became wide-spread in scientific circles. M. Savin proves that „teaching methods are ways of joint activities of teachers and students aimed at solving problems of learning” [9, p. 124]. S. Smirnov believes that such a definition does not reveal the full essence of the „teaching method” concept. According to the researcher, it, firstly, does not cover a large group of methods with the use of which the process of learning is performed. Secondly, joint activity is an activity in which both parties come to a common goal, but the student and the teacher have different goals. A student seeks to fulfill the instructions of the teacher and to get the highest score, but the teacher has another purpose – to give the knowledge to the student and to teach the student to perform tasks of a specific type. During some types of independent work the joint activity is absent, and during control activities it is completely forbidden [6]. The creation of new computer technologies, as noted by S. Smirnov, allows organizing the learning process without the participation of teachers and the organization of joint activities of a student with a teacher [6]. We believe that given the conceptual foundations of modern didactics it is not necessary to delimit in time the activity and inactivity of subjects of training, which must constantly interact.

According to some teachers, both the activities of teachers in the organization and support of educational activities of students, and a joint activity of teacher

and students itself are merely means of learning. The main goal of the teacher is to attract the student to the educational process and help him to organize educational activities. That is why T. Ilyina considers teaching method to be „a way of organizing of the cognitive activity of students” [5, p. 170].

In the domestic linguodidactics the classification of teaching methods according to the method of interaction between teachers and students in the classroom is the most justified and widely used. It includes a coherent presentation of the material by the teacher (narration), conversation, observation of language, work with a textbook, the method of exercise (works by A. Bilyayeva, L. Rozhylo, V. Melnychayka, M. Pentylyuk, etc.).

Modern researchers of teaching methods M. Pentylyuk and T. Okunevych, considering the variety of ways to teach Ukrainian language, as well as the significant amount of information to be covered during them, a large cognitive-developmental potential, differentiate methods of teachers and students' methods. In addition, during the determination of the method they take into account such criteria as control and self-control [7].

As you can see, teachers and linguodidactic specialists have no single point of view on the classification of teaching methods. It indicates to the complexity of the concept, existence of different approaches among researchers to the problem of the definition and use of teaching methods. In our research we are guided by the definition that the methods of language teaching include united activities of

teachers and students, aimed at achieving actual substantive goals of linguistic education. The choice of method is influenced also by the originality of the subject that is being mastered by the students. That means that language lessons differ from other lessons with the fact that the knowledge mastered at them, is not the aim but a means to master information of other disciplines, a means of cognition, communication, socialization, self-expression, and therefore the methods used by the teachers-philologists stipulate involvement of students in communication. It stimulates the organization of joint activity of teacher and students.

The aim of this publication is to identify the factors contributing to linguodidactic aspect of the introduction of interactive teaching methods.

In order to achieve this goal it is necessary to solve the following scientific-methodical objectives: 1) to analyze the special literature on the problem; 2) to highlight regularities, principles of language learning that determine the selection of interactive methods.

Last decade is characterized by changes in teaching content, and consequently, transformation of forms and methods. That is why the term „interactive methods” became more widespread.

The concept of interactivity is now widely developed by pedagogics and methods, in addition, not only in the field of computer training, but in the process of organization of education process. Having summarized the research on this issue, we state that interactive methods of teaching Ukrainian language are the ways

of interpersonal interaction in the mode of teacher – student, student – teacher, student – student, ensuring the realization of the goals and objectives of the lesson.

Interactive teaching methods are being studied by the teachers L. Varzatska, M. Vashulenko, O. Goroshkina, O. Karaman, L. Kratasyuk, T. Okunevych, M. Pentilyuk, L. Pyrozhenko, O. Pometun, A. Sadvonnikova, T. Symonenko and others.

G. Vashchenko differentiated active and passive teaching methods. The scientist stated: „When passive methods are used the student is only the object of pedagogical influence of the teacher, when active methods are used the student is the subject of the educational process, that is, he does not only accept what his teacher gives to him, but he organizes his own work” [4, p. 187-188]. Recognizing typical features of active learning methods, G. Vashchenko noted that they rely mostly on the development of the „initiative and independent thought” of students. „Basically, students work independently, only occasionally they address to a teacher for help” [4, p. 17-25].

The methods may be called interactive if they stimulate students to interpersonal interaction, ensure their active participation in the learning process, immerse students in communication. Consequently, the main quality of interactive teaching methods is their ability to provide activity of students, which positively affects the process of learning. This position characterizes all contemporary searches of researchers of interactive teaching methods O. Pometun, L. Pyrozhenko, who believe

that the essence of interactive teaching methods means such organization of the educational process that makes virtually all students involved in the process of learning, gives them opportunity to discuss what they know and think [8]. Joint activities of students in the learning process, mastering of educational material means that everybody makes his individual contribution, there is an exchange of knowledge, ideas, ways of activity, and it happens in the atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge but to develop cognitive activity.

Thus, the use of interactive teaching methods contributes to the development of communicative skills of students, their cognitive activities, the establishment of emotional contacts between participants of the educational process.

We believe that interactive teaching methods, defined by A. Balayev [2], are important in organization of educational process. The scientist pays great attention to interactive simulation techniques (role-playing, game design, educational (business) games), because they contribute, on the one hand, to deepening and improvement of knowledge, and on the other hand – to simulating of individual and collective speech activity. The researcher notes that interactive teaching methods promote development of informative and cogitative activity of students, contributing to their interest in the material under study, provide a high degree of stimulating activity [2].

Interactive activity on the lessons of the Ukrainian language involves the organiza-

tion and development of dialogue, polylogue communication that leads to mutual understanding, interaction, joint problem-solving. During dialogic studies students learn to think critically, solve complex problems based on analysis of the circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, communicate with other people. For this reason lessons include private, group work, research projects, role-playing, work with dictionaries and other sources of information and creative work.

A peculiar feature of interactive teaching methods is the use of own experience of students during problem-solving. Students are given maximum freedom of mental activity in the construction of logic chains. This is due to the need to independently solve complex problems, and it frees students from the traditional role of the observer in the learning process. During interactive teaching students teach each other, therefore, it is possible to talk about dialogue nature of education.

On the basis of generalization of linguodidactic studios we define the basic characteristics of interactive methods of teaching Ukrainian language: interactive methods are among the leading methods of Ukrainian language teaching at the modern stage; interactive methods have considerable potential for the formation of language, speech, socio-cultural, communicative competences of the students; these methods encourage independence and creativity of students in learning,

generalization and systematization of theoretical knowledge of students.

Therefore, the choice of method depends on many factors. While choosing the teaching method, the language teacher should clearly identify the main aim, specific objectives that will be addressed during the lesson in order to determine its linguodidactic potential to be achieved. The criterion of efficiency of the method is its performance level.

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