

INTERACTIVE TEACHING METHODS IN HIGHER EDUCATION

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The specific of any methodology implementation in universities is to encourage interest in the profession, promote the efficient acquisition of training materials, form patterns of conduct, provide high motivation, strength, knowledge, team spirit and freedom of expression, and most importantly, contribute to the complex competences of future specialists [3]. Such purpose of training can be achieved thanks to the introduction of interactive teaching methods.

The interactive methods of foreign languages teaching were examined in the works of L. Gorbach, A. Kovalenko, O. Markova, N. Sklyarenko, A. Tsyrcal, Ya. Omelchenko, A. Yarmolenko and others [2]. The linguistic meaning of the word “interactive”, presented in foreign language dictionaries, explains the concept of “interactivity”, “interactive” as interaction or as something that interacts, influences each other. The content of interactive learning includes teaching each other, group form of educational process organization with the implementation of some active group learning methods for solving tasks. The teacher at the same time serves as an assistant in the work, a consultant, an organizer, becomes a source of information. However, students and teachers act as equal partners in the learning process. [2].

The interactive method is implemented in pair work among students: Think-Pair-Share, Pair-Share-Repeat, Human Flashcards, Storytelling Gaps, Do-Si-Do, Forced Debate, Optimist/Pessimist and others.

Think-Pair-Share. Students share and compare possible answers to a question with a partner before addressing the larger class.

Pair-Share-Repeat. After a pair-share experience, ask students to find a new partner and debrief the wisdom of the old partnership to this new partner.

Human Flashcards. Students take turns calling out terms they were expected to memorize, and demand an answer from their partner.

Storytelling Gaps. One partner relay a story that summarizes learning in the chapter so far, but leaves out crucial fine information (such as dates that should have

been memorized). The partner listens and records dates silently on paper as the story progresses and then updates the first person.

Do-Si-Do – Students do partner work first, then sound off by twos. All of the 2's stand up and find a new partner (the 1's are seated and raise their hands until a new partner comes), then debrief what was said with the first partner. Variation: Later, all the 1's come together in a large circle for a group debrief, while the 2's have their own circle.

Forced Debate. Students debate in pairs, defending either their preferred position or the opposite of their preferred position. Variation: Half the class takes one position, half the other. The two halves line up, face each other, and debate. Each student may only speak once, so that all students on both sides can engage the issue.

Optimist/Pessimist. In pairs, students take opposite emotional sides of a conversation. This technique can be applied to case studies and problem solving as well [1].

The interactive learning of foreign language communication contributes not only to the program material mastering, but also creates communicative competence, which is determined by the change of students' communication style, by the realization of some communication barriers, by the nature of solving some communication problems.

References:

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