

Интерактивное обучение как способ развития компенсаторной компетенции в иноязычной устной речи обучающихся

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Аннотация: В статье авторы дают комплексное теоретическое обоснование эффективности использования интерактивного обучения как способ развития компенсаторной компетенции в иноязычной речевой деятельности обучающихся. Авторы статьи приводят результаты анализа учебно-методического комплекса по английскому языку на предмет использования интерактивных упражнений, а также краткое описание и результаты проведенного пробного обучения по использованию технологий интерактивного обучения в образовательном процессе с обучающимися гимназии. Авторы проанализировали результаты пробного обучения и отметили положительную динамику в иноязычной речевой деятельности обучающихся.

Ключевые слова: интерактивное обучение, интерактивные формы работы, компенсаторная компетенция, устная речевая деятельность, иностранный язык.

Interactive learning as a way to develop strategic competence in learners' oral speech in a foreign language

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Abstract. In the article, the authors provide a comprehensive theoretical justification of the effectiveness of using interactive learning as a way to develop strategic competence in learners' oral speech in the foreign language. The authors of the article also provide the results of the analysis of the integrated English course and a brief description and the results of trial training on the use of interactive technologies in the educational process with gymnasium students. The authors analyzed the results of the trial training and noted the positive dynamics in the foreign language speech activity of students.

Keywords: interactive learning, interactive forms of work, strategic competence, oral speech, foreign language.

In modern society, a foreign language teacher is obliged to take into account the fact that the international situation, economic and political integration have significantly expanded the range of contacts – and it has increased the requirements for the foreign language proficiency, thereby modifying the choice and the use of the latest teaching methods and techniques.

With the help of interactive foreign language teaching, there is a real opportunity to optimize the learning process of basic foreign language communication skills. The introduction of interactive techniques fully complies with the state educational standard [1, c.10], and this is the main defining aspect in the educational space.

The purpose of our research is a theoretical justification of the need for the purposeful use of interactive learning as a way of developing strategic competence in foreign language oral speech of students.

Interactive learning consists in organizing the educational process in such a way that all students are involved in cognition, have the opportunity to understand and reflect, express their opinions.

Various roles and positions of the student in the interactive learning process comprehensively develop the personality of the future specialist, his or her mental activity, as well as a creative approach to education and cognition, flexibility in the mental processes and actions.

Strategic competence determines the speech strategy in case of a shortage of language and speech resources, without which the communication process is impossible or hindered. The use of interactive forms of work can contribute to the effective development of strategic competence in the foreign language speech activity of students.

We conducted an analysis of the integrated English course with the focus on the number of exercises provided by this course book in the interactive form to develop learners' strategic competence in oral speech in the foreign language.

For analysis, we took the integrated English course book for the sixth grade for general education institutions and gymnasiums "Starlight 6" by Baranova K.M., Dooley D., Kopylova V.V. [2, 216 c.]. The studied course book is approved by the Russian Academy of Sciences, is included in the Federal List of textbooks for the 2021-2022 academic year and complies with the Federal State Educational Standard.

As a result of the analysis, we selected and counted the number of exercises aimed at developing strategic competence in foreign language speech activity of students through the use of interactive forms of work, in relation to other exercises.

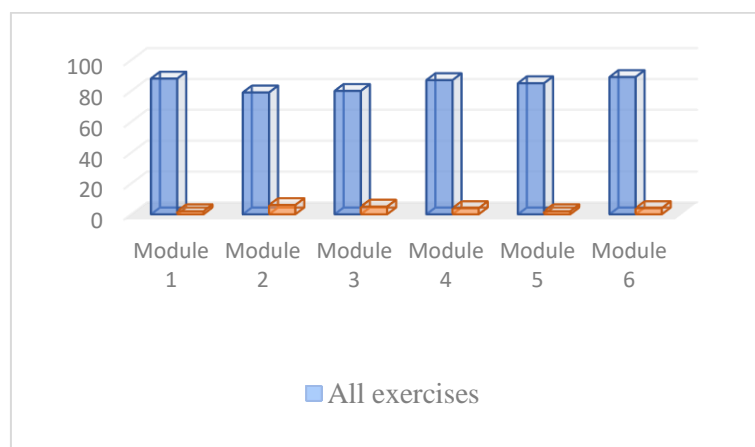


Figure 2. Exercises aimed at developing strategic competence in foreign language speech activity of students through the use of interactive forms of work in relation to other exercises.

The following results were obtained: in module 1 there are only two exercises, in module 2 there are six exercises, in module 3 there are five exercises, in module 4 there are four exercises, in module 5 there are two exercises, and in module 6 there are four exercises that contribute to the development of strategic competence in foreign language speech activity of students using interactive forms of work.

Also, we compared the number of exercises in the textbook and the percentage of exercises that contribute to the development of strategic competence using interactive forms of work.

The following results were obtained: 4% of the total number of exercises (506) can be considered exercises that contribute directly or indirectly to the development of students' strategic competence based on the interactive forms of work.

After conducting the study of the integrated English course book, we came to the following conclusion: there is obviously a number of exercises for the development of learners' strategic competence through the use of interactive forms of learning in the textbook, but their number is relatively small and the majority of them are stereotypical and almost identical that does not contribute to stimulating learners' interest and motivation to speak and thus cannot be considered as an effective way of developing learners' strategic competence.

We propose to supplement this complex with a variety of exercises for the development of strategic competence using all the motivating and didactic possibilities of interactive forms of work.

The complex included such exercises, for example, as paraphrasing, using explanations, definitions or interruptions, approximation (using a term which expresses the meaning of the target lexical item as closely as possible), non-linguistic means (e.g. mime, gesture, or imitation).

Paraphrasing

An interpretive strategy often taught to counsellors and psychotherapists, involves the paraphrase of the interlocutor's whole message [3, 206 c.]. An example would be, 'So you are saying that .', or 'You mean . .'. This is a very useful strategy

for learners to clarify what they have heard and to invite the interlocutor to help if they have misunderstood something.

Explanations

Hand out a slip of paper to each student with the name of an object on each slip. Everybody in turn must try to 'explain' their word to the others without actually saying what it is. Students jot down their guesses for all the words and the winner is the person whose word has been found out by the most students. Since some words are easier to 'explain' than others, a fair result will be obtained only after several rounds.

Definitions

In pairs, students are given the name of an object (e.g. car) which they must define by using a relative clause (e.g. 'A car is a vehicle in which you can travel'). Each pair in turn reads out their definition, while the other pairs check whether it is precise enough. If it is not - that is, if they can find another object that the definition suits (e.g. 'bus' in this case) they get a point, and for another point they must give a more specific definition (e.g. 'a car is a small vehicle in which you can travel'). Of course, this new definition is also open to debate [4, c.21].

Based on the 6th grade training program, as well as on the basis of the textbook for 6th grades "Starlight" by K.M. Baranova, D. Dooley, V.V. Kopylova, we have compiled a set of exercises that allows students to develop strategic competencies using an interactive form of work under the direct supervision of a teacher.

The enhanced integration of new tasks for students in the first week of training caused rejection and expected difficulties on the part of students due to the lack of habit and experience with such tasks. But from the third week of classes, students were already easier to bear the load and generally coped well with the task assigned to them, which indicated the beginning of the formation of the habit of turning to compensation strategies in any communicatively difficult situation and the ability to use them to be able to resolve this situation.

Thus, it is better to begin the formation and development of strategic competence as early as possible, since the strategies of strategic competence acquired at the early stages of language acquisition will help relieve discomfort and extinguish uncertainty

in using a foreign language, offering a way out of almost any communicative difficult situation.

Interactive forms of work contribute to the active participation of foreign language learners in communication. Students get rid of the fear of expressing their opinions, both in monological and dialogical form, and are able to find a way out of almost any difficult communicative situation. Besides developing confidence, strategic competence training also facilitates spontaneous improvisation skills and linguistic creativity.

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