

Social Work & Education

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Received: October 10, 2017
1st Revision: November 13, 2017
Accepted: November 20, 2017

Lypchanko-Kovachyk, Oksana (2017).
Pedagogical conditions for training students of english
philology for use of interactive technologies in their
future professional activity, *Social Work and Education*,
Vol. 4, No. 2., pp. 102-115

УДК 378.091.3:004:811.111-057.87

PEDAGOGICAL CONDITIONS FOR TRAINING STUDENTS OF ENGLISH PHILOLOGY FOR USE OF INTERACTIVE TECHNOLOGIES IN THEIR FUTURE PROFESSIONAL ACTIVITY

Abstract. General humanization of higher philological education provides the dynamics of the development of the professional potential of students of philological departments not only as holders of normative communication and language code, but also as a creative, psychologically stable people, who are capable to think creatively and assess pedagogical situations, using practically acquired learning experience of communication in the educational environment .A modern philology teacher must not only pass on the experience of the previous generations to the new generations, but also form an appropriate level of foreign language training for students, a desire for constant updating the knowledge, skills of self-education in the field of a foreign language, to be prepared for interaction with subjects of the foreign language environment, using for this purpose active teaching methods. This will be possible under the conditions if future philologists acquire knowledge, skills of using interactive technologies in the professional activity of a foreign language teacher. the process of preparing foreign language teachers to use interactive technologies in their professional activities can be understood as a set of interrelated activities that create pedagogical conditions, the implementation of which provides the formation of the phenomenon under study. In this context, there is a need to develop a model for preparing future philologists for the use of interactive technologies in professional activities.

Key words: pedagogical conditions; future philologists; professional activity; teaching skills; interaction.

Introduction

In the recent conditions of rapid technological changes which take place in the modern world, it becomes rather urgent to introduce new approaches to the content of higher education and to prepare future teachers to professional activity. General humanization of higher philological education provides the dynamics of the development of the professional potential of students of philological departments not only as holders of normative communication and language code, but also as a creative, psychologically stable people, who are capable to think creatively and assess pedagogical situations, using practically acquired learning experience of communication in the educational environment.

A modern philology teacher must not only pass on the experience of the previous generations to the new generations, but also form an appropriate level of foreign language training for students, a desire for constant updating the knowledge, skills of self-education in the field of a foreign language, to be prepared for interaction with subjects of the foreign language environment, using for this purpose active teaching methods. This will be possible under the conditions if future philologists acquire knowledge, skills of using interactive technologies in the professional activity of a foreign language teacher. Therefore, in order to fulfill the objectives of scientific research, it is necessary to isolate and substantiate the pedagogical conditions of the preparation of future philologists for the use of interactive technologies in professional activities.

The article **aims** at describing pedagogical conditions necessary for training future English teachers by means of interactive technologies.

The article presupposes the fulfillment of the following tasks:

- to define interactive technology as one of the most productive way of study;
- to differentiate pedagogical conditions under which the analysed position takes place;
- to characteristics to each pedagogical condition which is being singled out.

Those conditions under which the future philologists could be prepared for the use of interactions in their professional activities may be the following circumstances that contribute to:

- development of analytical research and research activity of students in the direction of choosing the best interactive technologies for studying a foreign language at school;
- the use by teachers a creative approach towards the implementation and adaptation of interactive methods, forms, means of teaching to the conditions of a comprehensive school;
- activating of the organizational potential of future philologists to create an interactive environment at foreign language lessons.

Literature review

Some significant attempts to single out and describe peculiarities of interactive technologies in training future English teachers as a leading form of educational and cognitive subjective subject-subject and subject-object interaction with operational feedback have been made by such scholars as G. Krivchikova, L.Morska, N. Elfimova and others.

Methodology of the research

In order to determine the effective pedagogical conditions for the preparation of future philologists for the use of interactive technologies in professional activities, existing scientific developments concerning the technological process of the training of future teachers were analyzed. For example, G. Krivchikova investigated the pedagogical conditions for interactive learning of the written language of future English teachers (4); N. Pavlenko substantiated and experimentally checked the pedagogical conditions of the preparation of the future teacher of elementary school for the use of interactive pedagogical technologies (Pavlenko N., 2008); Pedagogical conditions for the preparation of future teachers of foreign languages for the application of personally oriented teaching technologies are singled out by A. Beresniev (Beresniev A., 2009); L. Morska's study determined the pedagogical conditions for the preparation of the future teacher of foreign languages for the use of information technologies in teaching students (Morska L., 2007, p.5), etc.

Data analysis

Thus, based on the use of methods for analyzing pedagogical literature on the problem of research, pedagogical observations, generalization of the current state of readiness of students to use interactions in future professional activities,

it has been established that effective influence on the process of preparing future philologists for the use of outlined pedagogical innovations in foreign language lessons in the secondary school can provide the following pedagogical conditions:

- 1) formation of students' motivation towards the use of interactive technologies in the future professional activity as a foreign language teacher;
- 2) enrichment of the educational content of psychological and pedagogical disciplines with information on the essence, content, structure and specificity of the use of interactive technologies in the professional activities of the future philologist;
- 3) organization of interaction of subjects of educational process on the basis of parity dialogue;
- 4) directing students to self-analysis of their own experience of using interactions in the process of study as a vector of self-education and pedagogical self-improvement.

The first pedagogical condition is determined by the formation of the motivation of students who will have the qualification level of the philologist, to the use of interactive technologies in the future professional activity of the teacher of a foreign language. It should be noted that the realization of this pedagogical condition was aimed at forming a value-motivational component of the readiness of philologists-to-be to use interactive technologies in professional activities.

In order to reveal the essence and specificity of the first pedagogical condition, it is necessary to determine the content of such concepts as "motive", "motivation".

The motive is a conscious motivation that results in a purposeful activity. The structure of motives of the student, the future philologist, which is formed during the period of study, is the core of the personality of future teachers. Motives of the training activity of students are subdivided into internal and external. The internal include: social significance of study; professional motives which reflect the meaning of academic activity in mastering future profession; cognitive, which are connected with the necessity of new understanding towards implementation of innovative teaching technologies of studying foreign language to pupils in secondary school. External motives are oriented to values which are connected with extra curriculum activity (8).

In this context, the opinion of N. Elfimova is appropriate, who emphasizes the close interconnection of the motivation of innovative pedagogical activity and emotional attitude towards it. In particular, the researcher states that "... if the processes of motivation fulfill the function of motivating the subject to work, then the emotional states reflect the course of motivational processes and correct their course" (Elfimova N., 1987, p. 24-31).

Results

The combination and purposeful development of these components determine the level of interest and interest of the individual by one or another aspect of future professional activities (Korotaieva E., 2007, p. 41]. In the context of the implementation of the first pedagogical condition, it was assumed that active in vocational training would be that student who is aware of the need to use pedagogical innovations (interactive technologies) in future professional activities as such that would increase the efficiency of the educational process in high school.

One of the main features of the motivation of future philologists to use interactive technologies in professional activity is that the motives are caused by the students' emotional attitude to this activity. Pedagogical studies point to the fact that differences in the emotional attitude of students to the learning of academic information predetermine the success of the study of this information. Thus, A. Markova identifies three types of attitudes: negative, neutral and positive (Markova A., 1996, p. 200). The researcher gives a clear differentiation of the latter based on the involvement of the future philologist in the educational process.

The conceptual basis for the implementation of the second pedagogical condition is the procedural interaction of students as subjects of cognition with different types and sources of educational information, not as a final point, but as a way to the development of cognitive autonomy and the formation of a person capable of transforming activity in the direction of constructing a learning material using interactive technologies.

The main form of the implementation of the second pedagogical condition may be considered to be an educational lecture, which the scientist D. Chernilevskyi, defines as the most effective general educational form of education among the other forms of student education in high school (Chernilevskyi D., 2006, p. 42). At the same time, we rely on the opinion of the

researchers T. Nelga and O. Bulvinska, who emphasize the idea that none of the modern organizational forms of education can replace the academic lecture and distinguish its positive aspects in the following:

- during one lecture a student can receive the amount of information he must spend up to one month of independent scientific working on;

- the most difficult, most complicated concepts in the field of science can be understood by every student with the help of a lecture, while in the process of independent study, not all students are capable of doing so;

- the living word of the teacher groups students for educational work; they can acquire knowledge in a certain emotional uplift, which makes their work not only more organized but also more productive;

- the cooperative work of the lecturer and students creates a general field of stress that enhances the educational and cognitive activity of each student individually and provides intellectual lecturers, inspiring them to creative improvisation of teaching, that is, there is a mutual emotional stimulation of students and lecturers (Nelga T., 2007, p.170-190) and so on.

Discussion

A theoretical analysis of the national (6; 8; 9) and foreign (11) sources of pedagogical and methodological literature made it possible to assume that for theoretical preparation of future philologists towards the use of interactive technologies in the professional activity the most effective form of study is the lecture of problem character, which is a means of ensuring high students' activity, stimulating individual thinking, development of internal motivation of students, formation of a stable cognitive interest in the information provided (Pavlenko N., 2008, p.21-29), the focus upon realization in the future professional activity of their own individual potential activity for the use of interactive technologies in teaching foreign languages .

As a result of the implementation of the second pedagogical condition a student must acquire knowledge about:

- peculiarities of the organization of an interactive academic environment at the lessons of a foreign language in high school;

- the basic principles of the use of interactions in ensuring the comprehensive development of phonetic, lexical, grammatical, orthographic, speech knowledge and skills of students in foreign language;

– types of interactive technologies and methods of their application depending upon the type of a lesson (thus, the lesson of knowledge acquisition involves the formation of language and speech competence of students; a lesson in the formation of knowledge, skills and is directed to improve the language and speech competence of students; a lesson in the development of communicative skills - the formation of the communicative competence of students; a lesson in controlling knowledge, skills and abilities is carried out in order to check the level of students' mastering of all kinds of speech activity);

– peculiarities of work with secondary school students while using interactive technologies in the study of a foreign language, etc.

It was supposed that students could test their knowledge in practice by taking part in professionally directed interactions, thus analyzing the positive and negative aspects of one or another interactive technology of teaching foreign language pupils in secondary schools.

Therefore, the third pedagogical condition for the formation of the readiness of future philologists to use interactive technologies in professional activity is determined by the organization of the interaction of subjects of the educational process on the basis of a parity dialogue.

It should be noted that not all types of pedagogical methods are suitable for the successful acquisition of students by skills, but only those which, in combination with the traditional, on the one hand, would create pedagogical conditions for inducing independent creative and intellectual activity, and on the other hand - would simulate the substantive and social content of the future professional activity of students. Such requirements correspond to active training, the distinctive feature of which is the ability to simulate the process of future professional activity of students with the aim of acquiring their professional skills and skills already in the process of classroom teaching activities.

In the context of the implementation of this pedagogical condition, we consider the readiness for use of interactive technologies as a holistic, oriented to the formation of skills, the process of acquiring skills in designing occupations using interactive technologies (abilities to find non-standard ways of solving pedagogical tasks, etc.); pedagogical analysis, which will allow to choose effective methods and means of interactive technologies, etc.

It should be noted that the realization of the third pedagogical condition provided for the use of the following types of interaction between the subjects of the educational process:

– interpersonal interaction (relationships, mutual influence, relationships in the process, communication and cooperative activity at different levels of interaction: teacher - student, student - student, teacher - group, student - group, teacher - teacher, etc.);

– communicative interaction (mutual interchange of information through verbal and nonverbal means of communication). In practice, this was done through the use of professionally directed situations that were solved with the help of interactive learning technologies. As a result, students were able to master the skills to use most types of interactive technologies (frontal learning, group learning, learning in the game, learning to debate).

In the process of implementing the third pedagogical condition, the following fact was considered that the organization of the subject-subjective (dialogic) educational interaction, aims at harmonizing external influences with the internal properties of the student's personality, provides changes in his linguistic consciousness and behavior, involves change and rethinking roles and functions of the future philologist in this process. The teacher becomes primarily a facilitator and consultant, counselor for students while studying a foreign language. New concepts "teacher-facilitator", "pedagogical facilitation" in pedagogy and psychology arise on the basis of the theories proposed in the 1950's. K. Rogers, along with other representatives of humanistic psychology, in particular, in the work "Freedom to learn" (Rogers K., 1958, p.98).

Currently, pedagogical facilitation is usually understood as the creation of such interaction, when the individual experience of the participants is actualized, the interaction and transfer of the individual contexts of understanding of educational information takes place, there is a need and opportunity for an operative and individually motivated application of the updated experience, that is, the formation of subjectivity as a stylistic characteristic of educational activity.

The main characteristics of such pedagogical relationships are mutual knowledge, mutual understanding, coherence of cooperative actions and mutual influence among all participants. In this case, the process of translating certain knowledge and values from the teacher to the pupils turns into a free act of

cooperation, co-creation, which catalyzes the self-development of each subject, his full self-realization as a person.

It was supposed that this will ensure the formation of future philologists skills that will enable the role of facilitator in the process of using interactive technologies in professional activities, in particular such as:

- to establish simple and resultstive communication between pupils;
- to analyze and correct the actions of students;
- to diagnose and encourage effective (correct ineffective) behavior;
- to promote the creation of a model of effective behavior;
- to find and activate constructive behavior patterns during intra-group interaction;
- to encourage students' confidence, to be patient;
- to be fair, to choose a neutral position in the evaluation of work, etc.

One more pedagogical condition of the research is the encouraging of students towards self-analysis of their own experience by using interactions during the study as a vector of self-education and pedagogical self-improvement.

The significance of pedagogical analysis and introspection as a means of optimizing the pedagogical process has been proved by the research of home researchers scholars.

It was assumed that the pedagogical self-examination of the use of interactions during the study would ensure optimization of the student's personality development in the intellectual sphere, the formation of research skills on the use of interactive technologies in future professional activities. At the same time, the result of introspection has made students aware of the role and place of interactive technologies among other technologies of teaching a foreign language, their relationship and their mutual influence; understanding of the prospects and goals of professional self-development in order to master the innovative methods of interactive technologies that are constantly being updated; the formation of the direction of the future teacher to overcome the obstacles that arise in the process of introducing educational interactions in the lessons of a foreign language in high school. It was taken into account that pedagogical self-analysis will be productive only if there is independence and internal motivation of the student, indicating that the pedagogical conditions of the study are implemented comprehensively.

It was supposed that self-analysis of pedagogical activity, as one of the tools of self-improvement of the future bachelor-philologist, formation and development of his/her readiness to use interactive technologies in professional activity, which would enable:

- develop students' ability to establish relationships between the conditions of their pedagogical activity and means of achieving goals (by means of understanding interactive technologies);
- to formulate the ability plan and predict the results clearly of the use of interactive technologies in their pedagogical activities;
- to form the pedagogical self-consciousness of the future philologist, when he gradually sees and understands the necessary and substantial connection between the use of interactive learning technologies and the final result of the lesson .

To sum up, we note that the effectiveness of the implementation of the pedagogical conditions for the formation of the readiness of future philologists to use interactive technologies in professional activities was ensured by the diversity of methods, forms and means used in the educational process.

Conclusions

Thus, the process of preparing foreign language teachers to use interactive technologies in their professional activities can be understood as a set of interrelated activities that create pedagogical conditions, the implementation of which provides the formation of the phenomenon under study. In this context, there is a need to develop a model for preparing future philologists for the use of interactive technologies in professional activities.

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ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ СТУДЕНТІВ АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ ДО ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У МАЙБУТНІЙ ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

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Анотація. Гуманізація вищої філологічної освіти забезпечує динаміку розвитку професійного потенціалу студентів філологічних спеціальностей не тільки як носіїв нормативної комунікації та мовного коду, але й як творчої, психологічно стійкої особистості, здатної креативно мислити й оцінювати педагогічні ситуації, використовувати практично придбаний протягом навчання досвід спілкування в умовах освітнього простору.

Сучасний учитель-філолог має не тільки передати новим поколінням досвід попередніх, а й сформувати в учнів належний рівень іншомовної підготовки, бажання постійного оновлення знань, навички самоосвіти у напрямі вивчення іноземної мови, підготувати до взаємодії із суб'єктами іншомовного середовища, використовуючи для цього активні методи навчання.

У статті визначено методологічні засади оптимізації практичної підготовки майбутніх бакалаврів філології до організації діалогічної взаємодії під час використання інтерактивних технологій у майбутній професійній діяльності; конкретизовано особливості підготовки майбутніх бакалаврів-філологів до використання інтерактивних технологій у школі; обґрунтовано педагогічні умови до використання інтерактивних технологій у професійній діяльності.

На основі аналізу й узагальнення результатів наукових пошуків конкретизовано особливості підготовки майбутніх бакалаврів-філологів до використання інтерактивних технологій у школі: формування готовності майбутнього бакалавра-філолога до використання інтерактивних технологій у педагогічній діяльності вчителя іноземної мови передбачає забезпечення обізнаності студентів щодо сутності

інтерактивних технологій та їх цільового призначення у школі; формування у студентів умінь використовувати інтерактивні технології у майбутній професійній діяльності учителя іноземної мови відбувається шляхом їхньої участі в інтерактивних ситуаціях та інтерактивній взаємодії в процесі навчання.

Ключові слова: педагогічні умови; майбутні філологи; професійна діяльність; інтеоракція.

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