

**INTERACTIVITY OF THE INFORMATION AND EDUCATION
ENVIRONMENT IN TEACHING FOREIGN LANGUAGE IN HIGHER
EDUCATION INSTITUTIONS IN THE FRAMES OF NEW FEDERAL
STATE EDUCATIONAL STANDARDS.
NEW OPPORTUNITIES (PRACTICAL ASPECT)**

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ABSTRACT: THE PAPER ANALYSES THE NEED OF REORGANIZATION AND SEARCH OF NEW APPROACHES IN TEACHING IN THE SYSTEM OF THE HIGHER EDUCATION, WITHIN NEW FEDERAL STATE EDUCATIONAL STANDARDS BASED ON COMPETENCE APPROACH. THE CONSIDERABLE DIFFERENCE IN TRADITIONAL AND INNOVATIVE APPROACHES BOTH TO TEACHING IN GENERAL, AND TO TEACHING FOREIGN LANGUAGES IS ALLOCATED. INTERACTIVITY IS HIGHLIGHTED AS ONE OF EFFECTIVE TOOLS IN TEACHING A FOREIGN LANGUAGE IN UNIVERSITIES, PROMOTING FORMATION OF A CERTAIN SET OF THE DEMANDED COMPETENCES ACCORDING TO THE MODEL "TO KNOW, TO BE ABLE, TO OWN".

KEY WORDS: FEDERAL STATE EDUCATIONAL STANDARDS, HIGHER EDUCATION, TEACHING FOREIGN LANGUAGE, INTERACTIVE EDUCATION, COMPETENCE-BASED APPROACH.

TEACHING is one of the most ancient professions. It hasn't been changed for many years, and the teacher's responsibilities still remain nowadays as they were many years ago.

NEVERTHELESS, in connection with globalization and change of a social, economic and political situation in Russia, higher education changes its paradigm, and it needs development of new technologies, increase of requirements to the personality (university graduate), development of new methodical forms in the field of teaching, professional improvement and elaboration (adjustment, addition to former, traditional forms of work), new approaches in higher education.

THE main objective of the educational organization is preparing the qualified specialists who are capable to work in one of spheres (production, agriculture, economy, construction, culture, science, education, health care, public administration, etc.). Due to the change and addition of the purpose and tasks of the higher education, there are new requirements in the FEDERAL LAW ON EDUCATION IN the RUSSIAN FEDERATION (29.12.2012 N 273-Federal Law, Federal state educational standards of the higher education (FGOS IN; FGOS 3 +). The Federal State Educational Standards represent a set of the obligatory requirements for realization of the main educational programs. Federal state educational standards provide: 1) unity of educational space of the Russian Federation; 2) continuity of the main educational programs (primary education, secondary education, vocational education, higher education and professional higher education [6].

NOW each educational standard includes 3 types of requirements: 1) requirements to structure of the main educational programs; 2) requirements to financial, technical, staff and other conditions; 3) requirements to results of the educational programs [6]. The main component in any direction of educational standard is competence-based approach.

DEVELOPMENT of Federal state educational standards in the Russian system of the higher education has been the main event of the last years at the higher school. Scope of this phenomenon demands concentration of appropriate resources to which all participants of educational process must be able to get access.

DUE to competence-based approach there is a need of reorganization of higher education. Foreign-language teaching in higher schools is of big importance, and needs changes as well. Therefore, each educational institution develops the new content of education, carries out innovative work, carries out experimental activity and looks for new ways of teaching.

IT should be noted that innovations in education bear both as a positive charge (progressive approach in material supply, new technologies, etc.), and negative (the education relies first of all on steady knowledge and experience of generations, and innovations don't promote stability in giving knowledge), it brings disorganization in the debugged structure of education, cause resistance, misunderstanding and denial of innovations. The question of tradition or innovation remains actual nowadays. Traditional education sets the purpose of qualified transfer of the big amount of knowledge. A task for the students in this case is reproduce this knowledge.

AS V. A. Sukhomlinsky noted: It is so terrible danger - inaction behind a school desk: inaction for six hours, daily, inaction for months and years. It corrupts, morally cripples the person, and neither school crew, nor a workshop, a school guard - nothing can compensate that is missed in the most important sphere where, the person has to be a toiler, - in the sphere of thought [5]. American sociologists made an experiment research. They addressed to the young people from the different countries who have recently graduated school with a number of questions from various training courses (subjects). It appeared that only 10% of respondents correctly answered all questions. The result of this research pushed the Russian teacher M. Balaban to draw a conclusion which brings into bewilderment of teachers: the school (no matter what country is) teaches successfully only one of ten pupils [2].

IT turned out that only for 10% of pupils the methods used at traditional school are acceptable. The remained 90% of pupils are capable to study, but not with the book, in a different way: "to act, to do to try".

RESULTS of this research led to a conclusion that training has to be based, in a different way, so that all pupils could study. One of options of educational process is the use of methods of interactive training by the teacher. Teachers of foreign languages are more successful than teachers of other subjects. The relation to the subject «Foreign language» has changed, the role of a foreign language in professional requirement is staticized, open intercultural cooperation is established, and huge number of new modern textbooks, information opportunities are implemented into educational process.

TEACHERS of all higher education institutions carry out a lot of work on application of competence-based approach teaching a foreign language. Competence-based approach is understood as formation of the skills connected with practical application of communicative abilities of the person, his cultural, social and information and professional competences [1].

COMPETENCE-BASED approach is applied on the basis of such methods which organize teaching through desire, intensify training of students, stimulate them to knowledge, motivate interest to get knowledge independently [1].

THE main aim of subject «Foreign language» in higher education institution is formation of skills and abilities for practical use of foreign language, allowing to use language in future professional activity. The foreign language already becomes not means of daily communication, but the tool for adjustment of professional communication in intercultural space.

REALIZATION of the gained knowledge must be shown in ability to apply a foreign language not only at the level of daily communication, and, above all, at the level of intercultural communications, representation of the country at the international conferences, symposiums, the international scientific and business professional actions, and also in situations of professional communication and professional exchange of experience.

REALIZATION of any purpose according to new federal state educational standards in higher education institution is possible at the complexity of the designated competences. In teaching foreign languages, these are the common cultural competences: *"ability to use Russian and foreign languages freely as means of business communication"; "the knowledge of a foreign language", "to own one of foreign languages at good level", "to possess ability for intercultural communications in the professional environment and in society in general"*.

REQUIREMENTS to formation of the common cultural competence are submitted by a complex of abilities and skills of different speech activity types: *speaking, writing, reading, listening*. As a result of the teaching the student must demonstrate the knowledge in the triad "to know, to be able, to own". Considering specifics of language teaching, this triad breaks up on: to know, to be able, to own in *reading (speaking, writing, listening)*.

THEREFORE, in this case implementation of interactive forms of education is one of the most important directions of educational improvement in modern higher education institution, and the effective instrument of realization of competence-based approach.

IT'S not enough for the teacher nowadays to be competent and to transfer a big amount of the knowledge to students. Though new views on teaching aren't accepted by many teachers, it is impossible to ignore data of many researches confirming that use of active approaches is the most effective way promoting training of students. In this case, students understand and remember material easier because they were studied by means of active involvement.

INTERACTIVE methods are based on the principles of interaction, activity of trainees, a support on group experience, obligatory feedback, an emotional inclusiveness, activity of everyone in class.

THE leading teacher motivates students to independent search. Activity of the teacher gives way to activity of students and creates the conditions for their initiative. The teacher carries out function of the assistant in work, one of information sources.

INTERACTIVE classes are focused on broader interaction of students not only with the teacher, but also with each other and on domination of students activity in the course of training.

"**INTERACTIVE EDUCATION**" is considered as "the way of knowledge which is carried out in the forms of students joint activity " [3]. Interactive methods are based on interaction of all students and the teacher.

THE purpose of interactive education is in creation of comfortable conditions where the students feel the success, the intellectual solvency, effectiveness. All these factors must give knowledge and skills, and also create base for future work.

NOWADAYS there are many methods of interactive education, which allow carrying out the educational process rather successfully. The modern technique of teaching offers a wide choice of these methods (in particular to teaching English language). Their implementation is based on certain principles of interactive approach. Therefore, these are the most widespread interactive forms:

- ✓ Round table (discussion, debate)
- ✓ Brainstorming (brain storm, brainstorming)
- ✓ Business and role-playing games
- ✓ Case-study (analysis of concrete situations, situation analysis)
- ✓ Workshop
- ✓ Method of projects
- ✓ Method of debate
- ✓ Case method
- ✓ Brain storm
- ✓ Business game, role-playing game, game modeling
- ✓ Discussion
- ✓ Dramatization
- ✓ ICT: design activity in the on-line mode; Internet; e-mail; chat-rooms; blogs, multimedia programs, etc.
- ✓ Design activity
- ✓ Round table
- ✓ Classical debate; (express discussion, text discussion, problem discussion, role discussion)
- ✓ Smart-boards.

CONSIDERING the aforesaid, it is obviously possible to allocate the following principles of work at interactive class:

- ⇒ interactive class is not a lecture, but the work;
- ⇒ all participants are equal irrespective of age, the social status, experience, a working place;
- ⇒ each participant has the right for own opinion;
- ⇒ there is no place to direct criticism of the personality (only the idea can undergo criticism);
- ⇒ all told during the interactive class is not the guide to action, but information to reflection.

THE main aspects in application of interactive methods must be: 1. an intensification of understanding process, assimilation and creative application of knowledge at the solution of practical tasks due to active inclusion; 2. increase of motivation and an involvement of participants into the solution of the discussed problems that gives an emotional impetus to the subsequent search activity of participants, induces them to specific actions; 3. providing not only a gain of knowledge, abilities, skills, ways of activity and communication, but also

disclosure of the new opportunities which are necessary for formation and improvement of competences through participants' inclusion to educational process; 4. change not only experience and installations of participants, but also surrounding reality as interactive methods of training are imitation of interactive types of real activity.

ALL previously mentioned represents that methodical, didactic, pedagogical and valuable base for competence-based approach. Planning the organization of educational process and methods, it is always necessary to remember that we remember: 20% of the heard; 40% of the seen; 60% of the heard + seen; 80% of seen + heard + made ourselves.

NEVERTHELESS, it is necessary to focus attention that the method of interactive training can't be turned into entertainment of students.

IT is possible to agree completely that interactive methods don't allow to present a large amount of material at class, except for some types of active lecture. But if to adhere to values of traditional education, it is very important. And from the point of view of interactive education it is important how knowledge was gained and how students will apply them.

IT is necessary to recognize that interactive education is a special form of the cognitive activity organization. It means quite concrete and predicted purposes. Active methods of education are the necessary tool for creation of modern and effective model of educational process for preparing future professional specialists in high schools.

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