

The Use of Interactive Learning Technologies in Teaching a Foreign Language in High School

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ABSTRACT

Modern Russian educational system is focused today on the use of interactive technologies in education. It is due to such objective factors as the possibility to enhance learning efficiency; the possibility of assimilation per unit of time more training concepts; increasing the speed of assimilation of the material; encouraging the active participation of each student in the learning process; awakening students' interest in learning a foreign language; providing multifaceted impact on them. In this regard, in the recent researches on pedagogy and psychology it is highly recommended to use interactive technologies, which involves giving students the opportunity to individually expand and deepen their language skills, as well as forming their subject position in determining their educational path. The article reveals the essence of the use of interactive technologies in teaching a foreign language and gives structurally-substantial characteristics of this technology; grounded didactic conditions for the implementation of interactive technologies in teaching a foreign language; the content and methods of interactive learning at collaborative learning and, in general, the implementation of interactive technologies in the practice of the school. The article proposes the model of foreign language teaching methodology of the Russian high school students, due to the overall goal setting system of education in Russia, as well as the specifics of subject "Foreign Language".

KEYWORDS

Interactive technology; foreign language;
language skills; educational resources

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Introduction

Relevance of the problem

Education today moves with the times and a modern foreign language lesson is a complex entity, preparation and carrying out of which requires teacher's efforts, energy and creativity. Teaching a foreign language itself corresponds to the current level of technological progress, so the effectiveness of interactive learning technologies in the classroom is obvious. Scientists note that the greater the perception of the systems involved in the training, the better and

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stronger the material to assimilate. Active implementation of the interactive learning technology multiplies didactic capabilities, ensuring visibility, audio and video support, and control, which generally contributes to the teaching level. For example, computer application today relates to the mandatory introduction in learning activities in the study of a foreign language. That is why in recent years, the issue of the use of interactive technologies in an educational institution at any level has increasingly risen. It is not only new facilities but also new forms and methods of teaching, new approaches to learning. This is due to the fact that it is the computerization and the use of interactive technologies that create opportunities to help create a new education system.

The aim of this study is to examine the use of technical means when learning a foreign language so, in this connection, it is important to identify the specifics of internationalization and cooperation in the field of teaching foreign languages with the help of technology, as well as the design of elective courses as a factor in student-centered and adaptive learning. The acceleration of progress in science and technology based on the introduction in the production of flexible automated systems, microprocessors, software controls and machining centers charges the modern pedagogical science with the important task to educate and train the younger generation that can be actively involved in a new stage of development of modern society associated with foreign language proficiency through the use of informational resources. The solution to the abovementioned problem fundamentally depends on the technical equipment of schools (i.e. computer technologies with the appropriate peripheral equipment, training, demonstration equipment) and on the willingness of students to perceive the ever-increasing flow of information, most of which is usually in a foreign language.

The widespread use of interactive technology is such an educational resource serving as the intellectual basis for teaching creativity in the younger generation. For this reason, there is actual development of methodological approaches to the use of interactive learning technologies for realization of the ideas of personality-oriented and adaptive training for the purpose of development of the student's personality. In particular, for the development of the creative potential of the individual, forming his ability to forecast the results of his operations, we need to develop a strategy to find ways and methods to solve problems, both instructional and practical. Hence, the relevance of teachers training for teaching a foreign language through the use of interactive learning technologies depends not only on the social order, but also on the needs of the individual to self-determination and self-expression in the modern development of intercultural relations. Of particular attention is the use of different resources in the teaching of a foreign language, such as: mobile devices (phones and tablets) to learn and teach languages; the BYOD trend (bring your own device) applied to school practice and the study of languages; applying new textbooks for language learning; learning platform and training in a virtual environment; virtual reality and augmented reality for language learning; video games as a learning environment for language learning; production and reception of digital devices (application) for the study of languages (blogs, podcasts, wikis), video, digital panel, etc. This helps ensure the prerequisites for the intensification of the educational process, as well as creation of methods focused on student's personality development. All this, in turn, creates the following possibilities: immediate feedback between students and the teacher;

computer visualization of educational information about the language as such and English-speaking countries; archiving sufficiently large volumes of language information with the possibility of transmission, as well as easy access and handling of students to the central data bank; automation of processes of self-activity, and monitoring of these activities with the ability to adjust and improve; automation of processes of information and methodological support of the educational process and control of the results of knowledge and skills assimilation of speaking in a foreign language. Foreign language teaching is no longer based on the traditional methods, where the passive way of acquiring knowledge predominates. Now what is encouraged is more informative search and deliberate evaluation of students' own results. It is training with the use of computer that gives the opportunity to organize independent actions of each student.

Structurally-substantial characteristics of interactive technologies in teaching a foreign language

The 1990-s are characterized by the use of interactive technologies in education. Each student interacts with the three sources of obtaining educational information: a teacher, a database (on the subject or academic discipline) and, formally, any class student. Hence, the interactive learning technology makes the process of learning productive that can be called a special form of organization of cognitive activities. It concerns very specific and predictable objectives. One of these is to create a comfortable learning environment in which the pupil feels his/her success, his/her intellectual consistency of training.

To date, the following technologies are popular in the educational process: student-centered learning technology; problem-modular training technology; developing education technology; communicative training technology; interactive learning technology, etc. In this context, computer technologies, for example, alter the learning style itself: students acquire a variety of skills in all kinds of speech activity at the same time. In teaching listening each student has an opportunity to hear the foreign language speech; at speech training each student can recite phrases in a foreign language into the microphone; when learning grammatical phenomena each student can perform grammar exercises. Students can create a variety of texts in a foreign language: biography, greeting cards, questionnaires, as well as the problematic texts, essays, projects. At the same time different kinds of speech activity are activated, such as: reading and writing; in addition, the effect is achieved in the field of speech thanks to the expansion of vocabulary and text design skills. Let's add here the Internet, which provides the possibility of virtual interaction. Accordingly, the term 'possession of interactive technologies' can be understood as the ability to navigate in the basic technical characteristics of new interactive tools: interactive whiteboard, Internet resources, software tools (Smart Notebook, Smart Ideas, Synchron Eyes, Bridgit Conferencing Software, M-Path, Chinoor) and other.

The interactive learning technology includes the following structural elements: simplification (modification and narrowing of diverse, complex processes in order to create more favorable preconditions for training); incarnation (simulations that help determine the target path of understanding); transfer (use of knowledge and skills in everyday practice); identification (student's ability to identify with a given role).

In this regard, there can be distinguished the following methods and techniques, forms of organization in the course of employment with the use of interactive technology:

- work with the concepts – the method of self-learning, in which learners working individually, in pairs, in a group, interact with the information, where the teacher's involvement is minimal;
- a multimedia lecture; search for information on the Internet or multimedia directories; work with an interactive whiteboard;
- interactive communication (active interaction between all participants in the educational process), which becomes an important source of knowledge and experience in the implementation of active and interactive learning methods (role playing, brainstorming, group discussion, analysis of the situation);
- the use of interactive whiteboard: it's a touch screen connected to a computer when the picture on the board is passed through the projector (here increases the efficiency of the learning process, interactive space is formed; the interaction with a foreign language is exercised).

At the same time, the use of the interactive technology promotes different kinds of sensory perception of information: auditory form (the information is a complex of sounds); visual form (internal and external information is a set of visual images); kinesthetic form (the information comes in the form of a complex of sensations).

Literature Review

In the pedagogical and psychological literature the questions of teaching a foreign language through the use of interactive learning technologies were considered from the point of introduction of computer technology in the teaching of foreign languages by T.A. Polilova & V.V. Ponomarev (2007), B.S. Gershunsky (1987), O.I. Rudenko-Morgun (2002); use of teaching methods work with information resources based on the current Internet model by E.V. Yakushina (2002), E.G. Azimov (2001); the use of distance learning tools by S.V. Agaponov (2003). The programs of elective courses were developed by V.F. Gabdulhakov (2005), V.S. Lednev (1991), P.S. Lerner (2004), K.G. Mitrofanov & K.N. Polivanova (2004), T.V. Chernikova (2005), N.V. Sharonova (2000), E.E. Shesternikov & M.N. Artsev (2003). Representatives of reputed educational student-centered approach to teaching insist on using "aid dosage", "hint system", where there are demonstrated theoretical positions of V.V. Davydov (1995), I.S. Yakimanskaya (1996) about the current and immediate development of cognitive abilities and personality. Followers of this trend such as I.V. Kaspin & M.M. Segal (2014) argue and make extensive use of the principles of humanistic oriented education which does not exclude the application of advanced learning technologies. The modular design of the content of the educational material and the use of technology of problem-modular education was reflected in the works of G.I. Ibragimov (1995), M.I. Makhmutov, G.I. Ibragimov & M.A. Choshanov (1993), P.A. Yutsyavichene (1990). We used the theory of educational content by S.L. Chistyakov (2004); theory of individualization of educational activity by I.E. Unt (1990); on-line learning as part of a student-centered education by G.K. Selevko (2006). Using an innovative approach to building training was considered by A.M. Gerasimov &

A.M. Loginov (2001); while the new information technologies in teaching foreign languages was studied by L.P. Vladimirova (2002). Special attention was paid to the methods and methodology of didactic study developed by V.I. Zagvyazinsky (1982) who took pedagogical goals (educational and developmental) as a basis for the selection of educational material, determined their specific content: fact-finding systems, concepts, laws; deepening the system of ideas of ideological character, attitudes and assessments; mastery of a set of actions and operations; development of personal qualities of the student (development of thinking, memory, imagination, will, abilities, feelings, interests, needs, ideals, etc.).

Hypothesis

In this study, we proceed from the hypothesis that the implementation of interactive learning technologies in the learning process will be successful if the following provisions are implemented: the construction of an interactive technology-based modification of the structure of the lesson (motivation, knowledge - reproduction, comprehension - transmission, transfer, creativity, monitoring - evaluation); provision of educational-methodical and information and computer equipment of elective courses; increasing the information content, the systematic detention of humanities through the provision of invariant knowledge of stylistics, increase in the theoretical generalization, systematization of knowledge on concepts; development of emotionally-valuable relations of pupils to purity of the foreign word; organization and development of dialogue communication in the classroom aimed at cooperation in the joint solution of common problems; the use of the mechanism of interaction with the teacher (self-advisory); independent selection of individual materials adapted (by the teacher) to the specific training tasks in a particular group of learners; inclusion of self-monitoring and self-evaluation functions.

Materials and Methods

The tasks of the research

In accordance with the purpose, the object, the subject and the hypothesis there were formulated the following research objectives: to identify and substantiate the didactic conditions of teaching a foreign language through the use of interactive learning technologies; to expand the structure and content of interactive learning technologies; to develop content and interactive teaching methods in the study of a foreign language; to substantiate and prove the effectiveness of the developed experimental teaching conditions for the realization of interactive learning technologies.

Theoretical and empirical methods

The solution to the problems and test of the effectiveness of the hypothesis were carried out using complex methods of research, such as: general theoretical methods (analysis, comparison, matching, generalization of the pedagogical, methodological, psychological, special literature, normative documents on education and the implementation of the introduction of interactive learning technologies); logical and comparative analytical methods (study of the accumulated the Russian and republican experience in implementing of interactive learning technologies); empirical methods (survey, pedagogical

experiment, observation, study and generalization of the advanced pedagogical experience, diagnostics, surveys, interviews, modeling, students' self-esteem).

The trial infrastructure and stages of the research

The results of the first phase of the experiment (2012 - 2013) were used by authors as a source of information to determine a strategy of the educational system, including interactive learning technologies in learning a foreign language as part of the formative experiment.

In the second phase (2013 - 2014) there were examined the results of students' learning a foreign language, which made it possible to carry out the adjustment of the educational process in order to enhance the pedagogical impact on the quality of students' knowledge, development of motivation to learn a foreign language. The work originated the idea of a training module, defined its subject and object.

In the third phase (2014 - 2015) there was carried out experimental verification of interactive learning technologies in order to determine the effectiveness of our research.

The forming experiment involved 25 9th grade and 25 10th grade high school students.

Results

The essence of the use of interactive technology in teaching a foreign language

The use of interactive learning technologies currently provides huge information capabilities, which includes organizational forms and methods of providing for the use in the educational process of modern computer and information technologies. The information technology itself means the totality of methods and means of collecting, organizing, storing, processing, transmission and presentation of information, enhance knowledge of the people and developing their ability to manage the technical and social processes. Interactive technology is unique in that it gives the opportunity to create a real language environment, where the language acts in its direct function: as a means of forming and formulating thoughts. It is genuine teaching environment, where there is space for immersion not only in the problem, but in the foreign language activity, in another culture. The study of any academic topics (environmental, political, historical, literary, etc.) is carried out on the basis of the students' study, discussion and problem solving in a foreign language with a wide employment of various opportunities and resources of the Internet. Search for the right information makes students use virtual libraries, databases, virtual cafés and museums, various information and educational servers. The need for live communication with real interlocutors opens students the e-mail opportunities, specifically created for this purpose Web-sites on the Internet, etc. At the same time, usually the following educational goals of computer teaching aids are identified: the student's personal development, preparing the individual to a comfortable life in the information society (the development of thought: visual-motor, visual-figurative, intuitive, creative, theoretical forms of thought); aesthetic education (utilization of computer graphics, multimedia technologies); development of communicative abilities (forums, chats, e-seminars); formation of skills to make the best decision or offer solutions in a difficult situation (with the

help of computer games aimed at optimizing the activities on decision-making); the formation of information culture, abilities to carry out information processing.

On this basis, the intensification is carried out at all levels of the educational process: there's increased efficiency and quality of the learning process through the implementation of computer-assisted capability; there are provided incentives that contribute to the activation of cognitive activity (e.g. through computer visualization of educational information, blotches of game situations, management, mode selection of training activities). In this regard, the real usage model of interactive learning technology is based on the following assumptions: a computer at learning a foreign language is only one of technical training; computer is regularly used in the learning process with a different student population; computer training technology is used by teachers as much as they need to implement the curriculum; therefore, firmware, pedagogical tools do not have to move away from traditional forms and methods of teaching.

Didactic conditions of implementation of interactive technologies in teaching foreign languages

For the scientific substantiation of didactic conditions for the realization of interactive learning technologies in the process of learning a foreign language in high school there was proposed the following set:

1) The construction of an interactive technology-based modification of the structure of the lesson: motivation (creating interest in the study of a foreign language by means of situations taken from real life, or relating to a particular profession); knowledge (the interaction of students with educational material and a computer in the process of self-study); playback (focus on new material by applying a method "work with the concepts"); comprehension (understanding of the knowledge gained by analysis); transfer (transfer information to each other in the process of group work through oral monologues); transfer (transfer of solutions from analysis of texts, situations, discussions on the difficulties of the students practice); creativity (creation of own creative work - miniature works, essays, articles and analysis etc.); diagnostics (self-realization of students);

2) The creation of a full-fledged cognitive process at foreign language lessons: students acquiring not only the linguistic understanding of software, but also the formation of a picture of the world by familiarizing as authentic verbal so substantive values of the new world vision systems; i.e. the formation of the student's ability to relate their "own" and "others", to realize what unites the original culture and the culture of the country of the studied foreign language;

3) The use of appropriate forms, kinds and means of organizing the learning process taking into account the psychological support a student: it's directed to avoid a student's fatigue during the lessons, for which different forms and types of educational activity are used (in groups, including pair work, stirring up monologue, dialogue speech, writing, listening, reading); creating a comfortable atmosphere in the class through the use of modern technology);

4) Organization and development of the dialogue communication in the classroom: it's aimed at cooperation in the joint resolution of linguistic aspects of the given communicative orientation, i.e., involvement of students in an oral (listening, speaking) and written (reading and writing) communication; in this

case, the selection and organization of educational material is determined by themes, communication sphere, communication situations, possible under specified conditions and approaching on the basic parameters of one's real intercultural communication;

5) Formation of the student's autonomy in educational activity: it involves teaching students different strategies of work in learning the language based on the structured individual responsibility (students study together what can subsequently be used individually with the aim to make each participant individually stronger in his/her own position);

6) Learning a foreign language on the basis of the creative process: the reduction of the front work to a minimum, i.e. paired, group types of work, joint creative activities and projects in the educational process take a significant place; at the same time, it is important to create situations that allow the students to carry their own lessons prior knowledge and skills in a new context of their use, not requiring mechanical assimilation of knowledge but creating an opportunity for intellectual and creative processing and interpretation;

7) The system monitoring the development of a foreign language: the implementation of interactive learning technology in the framework of the monitoring is carried out the identification and evaluation of the actions undertaken; while providing feedback, it informs about students' actual operating results in adequacy of their ultimate goals.

The content and methods of interactive learning in the context of collaborative learning

Implementation of interactive learning technologies in the process of cooperative learning involves the use of interactive teaching methods (teaching students how to analyze situations in life, make their own decisions, to defend their own and respect other people's point of view, when in a relaxed environment, they have the necessary communication skills) in terms of cooperation when learning a foreign language with the help of technology. The most productive in the process of learning a foreign language are the following group methods: information methods (working with linguistic concepts), discussion methods (interactive training based on the organization of effective communication), game methods (specially organized dramatic situations), analytical methods (acquisition of comprehension skills and analysis of materials), video conferencing method (the possibility of merging the participants not only from different cities, but also from different countries); creative methods (create one's own video games to facilitate language learning).

Thus, with the use of information interactive methods students learn to understand complex linguistic realities of the target language, terminology, concepts, etc.; to work productively with dictionaries and reference materials; to qualify the concepts in terms of their importance and by category; to compose short texts using the concepts in question, etc. Discussion method aims to discuss challenges in the context of theoretical and applied; on the ability to see the problem from different angles; on the development of the group decision, etc. Game interactive teaching methods include: role-playing game (getting used to the role of others in conditions as close to practical); situational game (scenes of an arbitrary nature, reflecting life situations the model); game-trip (has the character of geographical, historical, local history, ethnographic expeditions);

intellectual games ("Lucky Case", "What? Where? When?"), etc. Analytical method is aimed at developing the ability to make a summary of the basic ideas for the purpose of organization of independent analytical work in the classroom (for example, analysis of publications and any other printed materials, and audio and video materials). The method of interactive lessons in the form of a video conference is a multilateral connection for transferring audio and video, which can be used for all types of communication, when in addition to the transmission of sound is needed imaging (participants are divided geographically, but still can see and hear each other). Creative method is a creative task, containing more or less unknown elements and having, as a rule, several approaches; at the same time it must meet the following criteria: it has no definite answer or solution, it is practical and useful for the students; it is connected with students' lives and is interesting to them.

The procedure and results of the experiment

At the first stage there was developed the overall concept study based on the analysis of pedagogical and methodological literature. There was justified the problem of the investigation, analysis of the use of interactive technologies in order to provide students the opportunity to individually expand and deepen their language skills; collection and processing of the material on the problem of the study amounted to a substantial part of the initial phase of this work. The work involved conversations with students and their parents about the role of language training in modern education; interviews with teachers of humanitarian and philological profiles; visiting teachers lessons, implementing the use of interactive learning technologies in teaching a foreign language in their classes.

At the second stage of the study there was determined the effectiveness of educational programs developed by the authors, "I want to be a translator!", "Languages plus competitive" technique and interactive organization of the educational process within the framework of language training for students of 9th and 10th grades of high school.

The methodological guideline of the third phase of the study is the assumption that the formation of a subjective position of students in determining their educational route will allow them to choose the use of a foreign language according to their needs, requirements, wishes and abilities; to raise the level of students' knowledge in the field of language acquisition is not only an understanding of computer programs, but also an overall view of the world, a culture of communication between people. That is, it will contribute to the self-determination of students, based on the formation of their ability to relate their "own" and "others", to recognize what combines native culture and the culture of the target language country.

The experimental study was conducted in 2012 - 2015 and it was aimed at the development of teaching materials related to the development of the ability to concentrate on new material by the method of "work with the concepts of"; rethink the knowledge gained through their analysis; text wrapping solutions with an analysis of the situations and of the difficulties of the students practice; to create their own creative written work; to exercise self-control in the course of learning a foreign language. The following indicators have been identified on the ascertaining stage of the experiment:

- the ability to create a comprehensive index of various texts in a foreign language, essays and projects;
- integral quality of learning in a foreign language;
- an integral component of motivation to learn a foreign language with the use of interactive learning technologies.

Quality Score mastering a foreign language with the use of interactive learning technologies determined by the authors with the support to setting the level of formation of knowledge of the subject "Foreign Language", which indicates the degree of progress in learning. It defines the following levels: I) Representative; II) Conceptual; III) Active; IV) - Ideological. These initial levels of formation of knowledge of a foreign language are presented in Tables 1 and 2.

Table 1. 2014/2015 school year, 9th grade

The module "Communication in a foreign language"	Level (% of enrollment)			
	I	II	III	IV
"Languages plus competitive"	42	23	15	10
"I want to be a translator!"	40	30	20	10

Table 2. 2014/2015 school year, 10th grade

The module "Communication in a foreign language"	Level (% of enrollment)			
	I	II	III	IV
"Languages plus competitive"	20	25	25	30
"I want to be a translator!"	21	28	31	20

Thus, students of the 10th grade have a high level of ideological position. In the 9th grade students have a high level of conceptual position. So, in the course of ascertaining experiment it was found out that indicators of students of the 9th and 10th grades of high school differ, primarily on attitudinal and philosophical levels.

Discussions

Thus, the use of interactive learning technologies contribute to solving the following problems in teaching a foreign language: The identification of the interests and aptitudes, abilities of students and formation of practical experience in various fields of cognitive and professional activity focused on the choice of language learning in high school; provide psychological and educational assistance in the acquisition of the students' ideas about life, social values, including those related to the linguistic and intercultural competence; the development of a wide range of cognitive and linguistic interests, core competencies that ensure success in the future foreign language activities; the formation of the ability to make appropriate decisions in the choice of the future direction of education, ways of obtaining profession. And this is possible only when the implementation of the following didactic principles is realized in the

teaching process: the principle of consciousness and activity of students in training (in this case the use of a computer contributes to the development of cognitive activity and the formation of the student as a subject of educational activity); the scientific principle (inclusion in curriculum of objective scientific facts, theories, laws, which can be found in the database of the Internet); the principle of communication training and practice (using the computer's capabilities for testing the knowledge acquired through the implementation of multi-level tasks); the principle of consistency and order (teaching and learning in a specific order, system, logic of construction, both the content and process of learning, which is consistent with the use of material from a computer database); availability principle (taking into account the peculiarities of development of students while working with their computer in the classroom when the student has the opportunity to determine the ways to study the topic); visibility principle (attracting the senses for perception and processing of educational material, which is used for the computer to be included in the work of the maximum number of senses: visual, auditory and tactile); the principle of developing and bringing up training character (using a computer is due to the peculiarities of construction of computer programs to facilitate the selection of individual educational trajectories).

Conclusion

As a result of our study, we concluded that the use of interactive learning technologies in teaching foreign languages is likely to largely solve the same methodological problems as traditional teaching aids do. But in computer training, it is done on a faster basis, for computer technologies have the following facilities: they have a significant amount of memory and high speed; they provide an opportunity not only dissemination of educational material and recording the responses, but also the analysis of the responses and requests of students, which is very important for independent work; they connect the educational material (a computer program) with the student in a dialogue mode, simulating some of the functions of the teacher and, to some extent, communication; there's carried out in automatic mode multivariate statistical collection and analysis of information obtained in the course of computerized classes without disturbing the natural flow of the computer lesson. Thus, the interactive learning technology helps the student make adjustments in the tactics of self-education, and the teacher develop a personal approach to an individual learner and to the class as a whole. Besides, interactive learning technologies containing a huge cultural and didactic potential are currently used worldwide. However, for the efficient and effective use of interactive learning technologies in teaching foreign languages there is required a huge scientific research, the results of which allow us to define general and specific principles of operation, materials selection criteria, as well as significantly update logistics methodological tools and methods of instruction. And all of this is aimed at the fact that foreign languages are studied for their continued functioning as an instrument of a comprehensive information exchange, cooperation between national cultures, mastering the individual human values, and therefore, increasing the country's need for specialists capable of using foreign languages

for effective various kinds of communication. These requirements constitute the social order. On this basis, we concluded that the most important tasks of a teacher using interactive learning technologies are as follows: creation of conditions for the practical language learning for each student; the choice of such teaching methods which would allow each student to show his activity and creativity; strengthening the student's educational activity in the process of learning a foreign language. Hence, modern educational technology (such as: cooperative learning, project methodology, the use of interactive learning technologies, Internet – resources) help implement a student-centered approach to teaching a foreign language, providing personalization and differentiation of learning based on students' abilities, their level of training and aptitude.

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No potential conflict of interest was reported by the authors.

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