INTERACTIVE ENGLISH TEACHING

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Abstract. One of the main principles of education is interaction. In language classes, learners should have more autonomy to have interactions among themselves as well as with the teacher. Second language learners are more likely to achieve better levels of comprehension of the new input in their effort to communicate through interaction. Based on socio-cultural theory, language has both functions of communicative tool and a psychological tool which mediates meaning between the individual and the linguistic goal and therefore assists the cognitive development process. This study investigates interactive language teaching among the English high school teachers. We investigated the effect of individual factors, gender, educational background, teacher education, and marital status of teachers on their tendency to interactive teaching. The results of the study showed that some of the above factors influence the teacher’s tendency to interactive teaching.

Keywords: interaction, interactive teaching, textbooks, critical thinking, creative thinking, teaching method

There are many factors that are involved in education. These factors may also vary based on time, place and context. Teachers are also facing many challenges. Gass asserts that education should have the following features: Education should focus on critical thinking, creative thinking, active in-group learning, and teacher - learner interaction. Education should not be teacher-centered, learner-centered, knowledge-centered, or society-centered. Rather, it must include all these factors and should look at the issue from a holistic point of view [4, p.251]. The developed countries in recent decades have shifted from the traditional approaches to learning and teaching by a meticulous educational system, the excessive numbers of researches conducted have shown that traditional approaches to learning are no more working for the current time [3, p.224]. Traditional teaching methods such as grammar translation have been used for a long time. GTM is still used in high schools. We may also see the use of some aspects of new approaches in classrooms. However, the goal of this study is not to suggest a specific method for language teaching in high schools. Rather, we are emphasizing the benefits of interaction and interactive teaching in meeting the educational needs and gaining better educational objectives in high schools. Sometimes, teachers face some problems in engaging students in the class activities. Teachers might think that interactive teaching is a small part of the classroom teaching along the other activities, and interactive teaching requires some extra time which is a wrong conception [1, p.167]. This means that they have mostly been experiencing teacher-centered classes and have provided less chance for student’s autonomy and an interactive relationship between the teacher and the language learners. Interactive teaching is not limiting the control of the teachers and giving more power to students. The interactive view sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. We will therefore keep in our treatment of English grammatical structure many ideas and terms inherited from traditional grammar. Our task will be to introduce the learners at least to some of grammar problems, and to help them to prepare for reading the numerous special treatises on these subjects. Teaching English we, the English teachers must find a competent approach to students. What is competence? Competence can be described as the combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely. Other factors, such as attitude and physical ability, can also affect someone’s competence. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence, can occur in any period of a person’s life or at any stage of his or her career. A competent person should not be chosen lightly, experts say, because he or she needs to be qualified to identify the hazards associated with a particular operation. For instance, if work is being performed on scaffolding, the competent person must be knowledgeable about scaffolding hazards. This knowledge can come from a person’s skills, experience and training. What Is a Competent Teacher? A competent teacher could be described as one whose students show significant progress and gains in their various subjects. A competent teacher must also be an inspirational leader with lots of motivational techniques. Sound judgement and good sense are requisite skills too. One of the most serious and comprehensive methods of learning a foreign language - lingvosociocultural, involving an appeal to such a component, as a social and cultural environment.
Proponents firmly believe that language loses life when teachers and students aim to acquire a "lifeless" lexical and grammatical forms. Learning grammar is often perceived as a tedious and laborious process.

Whereas students often lose interest during lecture-style teaching, interactive teaching styles promote an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. As you well know, telling is not teaching and listening is not learning.

We can follow the guidelines to express the focus of interactive educational teaching styles:

- Encourage student participation.
- Use questions that stimulate response, discussion, and a hands-on experience.
- Use teaching aids that press for answers, and capture/hold the student’s attention.
- Set up a groupwork environment.
- Involve yourself as well as the student.

Here are some of the most effective ways to engage our students.

1. **Brainstorming**

Interactive brainstorming is typically performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to pull together. Types of interactive brainstorming include:

- Structured and unstructured
- Reverse or negative thinking
- Nominal group relationships
- Online interaction such as chat, forums and email
- Team-idea mapping
- Group passing
- Individual brainstorming

2. **Think, pair, and share**

Establish a problem or a question, then pair your students. Give each pair sufficient time to form a conclusion, and permit each participant to define the conclusion in his or her personal voice. You can also request that one student explain a concept while the other student evaluates what is being learned. Apply different variations of the process—your students will be engaged, communicating, and retaining more information before your eyes.

3. **Buzz session**

Participants come together in session groups that focus on a single topic. Within each group, every student contributes thoughts and ideas. Encourage discussion and collaboration among the students within each group; everyone should learn from one another’s input and experiences.

4. **Incident process**

This teaching style involves a case study format, but the process is not so rigid as a full case study training session. The focus is on learning how to solve real problems that involve real people—preparing your students for life beyond your classroom. Provide small groups of students with details from actual incidents and then ask them to develop a workable solution.

5. **Q&A sessions**

On the heels of every topic introduction, but prior to formal lecturing, ask your students to jot down questions pertaining to the subject matter on 3×5 index cards. After you collect the cards, mix them up and read and answer the student-generated questions.

So we would like to examine some traditional techniques and compare them with the use of language games for grammar presentation and revision, in order to determine whether they are successful in presenting and revising grammar than other methods. From my teaching experience I have noticed how enthusiastic students are about practicing language by means of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users. There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must take sure of that students have understood the new words, which will be remembered better if introduced in a “memorable way”. Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision. Schools and colleges should form an integral system of universal knowledge and skills as well as self-employment and personal responsibility of students, that is the key competencies that define the modern quality education.

By teaching interactively, teachers can students to activate their prior knowledge of the content, to use it for their present and future learning tasks. Sometimes, there are some flaws in what student have learned previously, and by reviewing it teachers can provide corrective feedback for eliminating those flaws. There are many definitions for teaching. One is that teaching is an activity, but not any kind of activity. It is an activity which is done consciously, and is designed to follow a specific objective [5, p.112]. Interaction is necessary for effective teaching. Teaching has two special characteristics: 1. The existence of interaction and relationship between the teacher and the learners. 2. Goal-oriented activities of the teachers. Teaching is not doing a set of unrelated and one-directional activities, and by considering the concept of “interaction” does not include learning from other sources such as movies, T.V, or books. What is emphasized here is interaction. There are some factors like the individual characteristics of the teachers, educational, and professional characteristics which are influential in pre-teaching, in-teaching, and post-teaching of teachers [2, p.39].

It is mostly believed that classroom language learning is greatly depend on the nature of the classroom interaction in order to meet the desired outcomes. As a result, sociocultural and institutional realities that exist outside the classroom should be
reflected as much as possible in the classroom, and classroom interaction covers the elements of negotiation, co-construction, and collaborative dialogue.

Classroom interaction helps in developing the ability of constructing second language acquisition. Therefore, the organization of classroom interactively and culturally classroom is greatly important. The most interactive form is pair or group. Pair or group work has three value systems of choice, freedom and equality besides paying attention to the sociocultural and personal experience that assists students’ behavior in the classroom. There must be a kind of interaction between the learner and the teaching context to come up with learning. But if we want to achieve more than a superficial level of interaction, learners must be aware that they have to meaningfully engage with the teaching, and bring themselves to the exchange rather than only being one who passively receives preformed information. A level of active participation is required by learners who take part in the development of collective understanding to achieve interactivity.

References:

THE ECONOMIC ACTIVITY OF THE CHECHEN MUHAJIRS IN THE FIRST YEARS OF DEPORTATION

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Аннотация. Рассматривается хозяйственная деятельность чеченцев-мухаджиров, которые были переселены в Османскую империю после окончания Кавказской войны. Отмечается, что лживые обещания заинтересованных сторон заставили мухаджиров пройти через большие трудности. Жизнестойкие и трудолюбивые переселенцы преодолели все невзгоды, освоили заброшенные земли и внесли оживление в хозяйственную сферу чужого края.

Abstract. The article examines the economic activities of the Chechen Muhajirs who were resettled in the Ottoman Empire after the end of the Caucasian War. It is noted that the false promises of stakeholders made the Muhajirs go through great difficulties. Viable and hardworking immigrants overcame all hardships, mastered abandoned lands and brought revival to the economic sphere of a foreign.

Ключевые слова: чеченцы, мухаджиры, земельный вопрос, депортация, хозяйственная деятельность.

Key words: Chechens, Muhajirs, the land issue, deportation, economic activity.

Поясним сразу же, что термин «мухаджир» в буквальном переводе из арабского языка означает «переселенцы» или «эмигранты» от слова хиджра, т. е. переселение. Под термином «депортация» мы подразумеваем одну из форм депортации, по той причине, что истинный смысл термина «депортация» - выдворение, изгнание - имел в нашем случае не открытую форму, а скрытую.

В данной статье рассматривается одна из трагических страниц в истории чеченцев, чеченцев-карабулаков и ингушей-назрановцев, соответственно: 3502, 1500 и 100 семей, общей численностью 22491 человек, которые по завершении Кавказской войны были привлечены к переселению в Османскую империю [2, с. 168].