APPLYING INTERACTIVE TECHNIQUES AS AN EFFECTIVE MEANS FOR TEACHING STUDENTS VOCABULARY

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Interactive learning has lots of advantages and therefore must be widely used by both teachers and learners. The article focuses on the necessity of applying interactive approaches throughout the process of teaching students vocabulary. A brief outlook containing the stages of forming lexical competence has been given. A number of relevant interactive teaching exercises have been indicated. Some pedagogical implications concerning the utilization of interactive techniques have been made.

Keywords: interactive techniques, communicative competence, teaching vocabulary, international economics, professional education.

Statement of the problem. Scholars have long investigated various approaches and pedagogical methods of teaching students a foreign language vocabulary. Nevertheless, the practice shows that there is a need to constant improvement of the teaching methods and techniques to develop communicative competence of the learners. One of such approaches can be interactive teaching students a foreign language vocabulary, because without lexical knowledge hardly any communication is possible. Consequently, the problem of applying interactive techniques in the teaching process is worth studying and therefore more attention should be paid to its utilization by teachers of a foreign language.

Analysis of recent research and publications. Recent developments in science and technology, specifically abundant Internet teaching programs and software, have helped teachers and learners to «trigger improved vocabulary acquisition», making the process of learning new words «far from boring and cumbersome» [7, p. 211]. According to the research conducted by Emily Boersma and Tesfamichael Getu [2, p. 26], computers and Internet facilities have immense educational potential in ELT in terms of «providing learners with comprehensive input, a platform for social interaction, and opportunities to produce linguistic output». In order to encourage interaction in language classrooms and to enhance students’ language learning skills, Muge Gunduz [4, p. 438] suggests using blogs, which foster critical thinking abilities, and provide students with the «opportunity to learn through communication». Further, a good deal of research has also been carried out on elaborating strategies and approaches for acquiring vocabulary through reading literature, watching video, doing web quests, and learning poetry. Within this expansive and reliable range of learning vocabulary methods, there is yet another tool for raising students’ linguistic awareness, which presupposes using interactive modes of work aimed at acquiring the meanings of new words and properly executing them in speech according to appropriate context and situation.

The purpose of the article. The purpose of this work is to ensure that interactive teaching and learning can increase the lexical competence of students within the process of taking a foreign language course. Consequently, having acquired more lexical competence, students will gain the ability and power to apply their knowledge of vocabulary into practice, and to strengthen communicative proficiency, which stands as the utmost goal pursued by the learners.

The results of the research. According to the results of our pedagogical experiment, conducted with the fourth-year students majoring in International Economics, we can gather that the interactive teaching and learning of economic vocabulary intensifies the educational process. In other words, interactive techniques provide for a high level of foreign language knowledge, which allows us to achieve our desired objectives of increasing the communicative competence among students. Undertaken research of theoretical premises of interactive teaching techniques [10] along with the results of our experimental study have proven that teaching vocabulary by means of interactive approaches within small groups and pairs, in collective activities and in cooperative projects helps to increase students’ both motivation and the desire to learn. Otherwise, «lack of motivation in the foreign language classroom leads to lack of effort and ultimately lack of learning success» [3, p. 147]. Additionally, exposing students to interactive modes of teaching promotes an increase in the exchange of ideas and information among students, determines learners’ enthusiasm and commitment to mastering a foreign language while interacting with peers in group discussions. Altogether it enables them to develop creative initiatives and to foster the intention of deeper comprehension of the material to be learned using different language patterns.

In regards to interactive teaching methods scholars (N. Brieger, J. Comfort, D. Cotton, J.M. Dobson, G. Jacobs, L. Jones, D. Nunan, W. Riwers, S. Kashiev, O. Tarnopolsky, O. Pometun, V. Strelnikov at al) contend that interactive teaching is a cooperative venture, in which the teacher and the group of students strive toward solutions of definite problems, all while maintaining friendly, supportive and business-like relations with each other. Further, the pedagogical environment featuring interactive teaching techniques is found to inspire and encourage new ideas and yields fresh perspectives of the topics under discussion. Therefore interactive techniques have been widely used in Ukraine both by scholars and practitioners, who have substantiated theoretical premises and of-

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ffered various pedagogical implications, as well as
gave recommendations how to utilize these tech-
niques in educational environments on different
levels. For example, Olga Komar [6] in her Doctor-
ate thesis elaborated theoretical and methodologi-
cal foundations for applying interactive techniques
with the purpose of training future teachers of
elementary schools. She claims that «interactive
teaching/learning presupposes modeling close to
life situations, using role plays, collective solution
of the problem» [6, p. 70]. Also Maria Radyhysve-
ka [8, p. 64] in the Ph.D. thesis defines interactive
competence of future teachers of Humanities as an
integral quality of a personality, who is able to in-
terpersonal communication, ready for permanent
individual development, and who supports tactful
and equal conditions for interaction. Researchers
have studied different aspects of applying inter-
active techniques while teaching students math-
ematics, history, music, Ukrainian language and
literature, and other subjects. Also, scholars have
analyzed various interactive forms of work – pres-
tations, negotiations, role plays, simulations, dis-
cussions, brain storming and others when teach-
ing English to tertiary students of non-linguistic
specialties. In this respect it is worth mentioning
the following opportunities for experts in a foreign
language methodology in case of employing inter-
active techniques:
• they have an immense impact on acquiring
  professional terminology by future specialists;
• they allow applying optimal strategies for
  learning English and forming lexical competence
  as an integral component of the foreign language
  communicative competence;
• they create a proper learning environment,
  which helps students to immerse into the foreign
  language surrounding in the process of learning
  English.

Thus, the positive perception of interactive
teaching and learning is conducive towards ensur-
ing mutual respect and responsibility for common
decisions, enriching language potential and gaining
professional knowledge, and promoting interest as
well as increasing motivation for achieving proper
levels of communicative competence. Students’ par-
ticipation in activities «let the teachers fully appre-
ciate the benefits of interaction and personalization
for engaging the students and contributing to their
active language learning» [9, p. 305]. Consequently,
as a result of applying interactive techniques,
students acquire new vocabulary through modes of
meaningful communication and use target language
according to desired standards within the frame-
works of a student-centered way of teaching.

Researchers have posited that teachers should
use different types of interactive performance in
class vigorously, with the aim of stimulating the
learning of vocabulary through communication
and in communication. Learners, including their
teachers, interact with each other, while doing
various creative tasks, co-teaching and evaluating,
monitoring and assisting. Absorbing new informa-
tion, students simultaneously use professional vo-
cabulary to express their thoughts and to share
their opinions, based on their personal experience
and materials from the relevant sources (pro-
fessional literature, web sites, etc). In this mod-
el, the teacher acts as a facilitator, who creates
conditions, which allow students to memorize new
words effortlessly by means of repetition over dif-
ferent contexts and within various language pat-
terns. Only subject-subject relations offered by the
teacher provide for the willingness of students to
participate in activities, otherwise tension and dis-
comfort can linger, hampering productive commu-
nication from students. Partnership relations dur-
ing the classes encourage a sincere rapport, which
is complemented by mutual understanding and
cooperation. Under such circumstances, students
are supported in learning language material and
enriching their knowledge more conscientiously.
It gives them a sense of pride for being capable
of participating in interactive tasks and acquiring
invaluable identity trends. In this process of inter-
active teaching and learning, each person is free in
suggesting his or her ideas, in expressing emotions,
and in analyzing alternative hypotheses and solu-
tions without fear of being criticized or ridiculed.
In such an atmosphere, there is no domination
of one student over another, for everybody is equal
and is concurrently well-disposed to one another.
Thus, we can assume that interactive activities
are essential in creating positive educational envi-
ronments, which promote high levels of academic
achievement on the bumpy road of learning vo-
cabulary and mastering a foreign language.

It can be observed that the most crucial portion
of interactive class exists as a set of exercises and
communicative tasks, designed to increase lexical
competence throughout the three stages of the vo-
cabulary learning process:
1) Introduction and semantization (defining
meanings) of new words.
2) Training within new lexical units on levels
of separate words, phrasal word combinations and
sentences.
3) Usage of newly acquired vocabulary on the
textual level in speech altogether with the control
of the degree of lexical competence formation.
Within the three stages of the vocabulary learn-
ing process, the initial stage correlates with recep-
tive acts of students’ perceiving new (unknown)
words, accompanied with simultaneous referencing
their graphic representations and listening to their
pronunciation. Students derive meanings of new
words through means of: visual aids, explanations,
and possible translations into L1. Interactive tasks
required from students during this stage can be
depicted through the following: researching prop-
er means of word lists with dictionaries, find-
ing associations, creating semantic maps, asking
and answering questions, anticipating definitions
of new words prior to reading (pre-reading ac-
tivity), transforming words, building collocations,
etc. Such lexical exercises consist of tasks oriented
around repeating words, correlating special terms
with their definitions, filling gaps with adequate
words, finding and correcting mistakes, combining
parts of words, etc. To some extent, the exercises
within this stage are mostly non-communicative,
though they should be conducted through interac-
tive forms of work. In this respect, it is worth cit-
ing the results of a questionnaire survey, which re-
vealed that the majority of respondents displayed
positive attitudes towards learning new words in
isolation and in context» [12]. In addition, studies from the same researcher disclosed «the need for the use of the learners’ mother tongue when situation demanded.» Moreover, when investigating the effect of explicit and implicit vocabulary teaching strategies on the L2 lexical development of learners, Reza Biria and Naser Khodaeian [1, p. 183] proved that «both adults and young adults who received explicit instruction outperformed other groups taught by implicit instruction». According to Sergei Shatilov [11], the so-called language (lexical, in our case) exercises form the skills of word formation and positively affect the process of forming speaking skills, therefore they are considered to be a necessary condition for developing speaking abilities among learners. Thus, we can see that teaching vocabulary explicitly while using non-communicative exercises as well as practicing translating the new words from L1 to L2 has value and should not be denied, at least during the first stage of the vocabulary teaching/learning process. When moving from the following stage of the initial teaching/learning leads to the gradual development of speaking skills and presupposes further training in forming lexical competence with the assistance of the so-called quasi-communicative (conditionally communicative) exercises. In doing these exercises, students perform operations with new words, aimed at multiple repetitions, while developing their vocabulary usage in speech patterns. Students work with the text (reading activity) in preparation to reproduce, and/or to gradually produce their utterances by means of monologue and dialogue conversations, and through using textual information while applying their newly obtained language experience. Exercises within the second stage include answering questions relating to the text, finding definitions, explaining visual means (tables, drawings), building lexical charts, interpreting some passages from the text, and translating separate sentences, etc. Learners are involved into cooperative work of extracting professional information from the text, preparing short notes with active professional terms and compiling plans for their future discussions. They exchange their opinions on understood items and look for evidence from other sources (within professional textbooks, journals, and on the Internet, for example). Such activities require mobilizing the efforts of all students, and demand concentration on facts and examples to prove judgments, where these exercises can hardly be done without interaction and, of course, speaking. Exercises of the second stage help students to train using language (namely, lexical) material and to get ready for participation in further interactive types of work; they also allow students to display their speaking and creative thinking abilities. Learners grapple with the text, which in turn, yields results of enriching their vocabulary load, broadening their professional knowledge and gaining intensive practice in expressing their minds. Learned on this stage vocabulary remains in the long-term memory of students, which enables them to retrieve necessary lexical units and to use them adequately with intentions of speaking, along with definite communicative situations. Thus, the so-called conditionally communicative exercises within the second stage, being reproductive in the beginning, gradually in the process of training form a required basis for real communication, along with an automated usage of necessary words to satisfy the communicative needs of learners.

Finally, the third stage of forming lexical competence is intended to engage active vocabulary from the so-called speech exercises, which are fully communicative and productive, as they allow students to apply their knowledge of the language material in their own pieces of conversation. Also, the third stage helps to control (or, rather, to moderate) the ability of learners to use active vocabulary, both in oral and written speech. In doing exercises, such as discussing professional problems described in the texts (post-reading activity), participating in the presentations of prepared projects, solving controversial issues in debates and negotiations, students simulate future professional activities, and gain experience in fulfilling realistic duties. Upon interacting with these activities, learners cannot help but use professional terminology, and repeatedly rely on necessary words and their utterances. In these types of interactive work, students apply different learning strategies, such as mnemonic, cognitive, and compensatory, which helps them to compare and generalize facts, and to make inferences and conclusions. Students develop not only their lexical and communicative competence, but they also broaden their professional outlook, and enrich their socio-cultural horizons, as «socially orient-ed competencies are needed for successful global interactions» [5, p. 36]. This is vitally important for future international economists, for they will definitely participate in negotiations, conferences, business meetings, and workshops. To take part in meaningful discussions with their foreign business partners and to manage various meetings (presentations, negotiations, etc.), students as future specialists need to be aware of the latest developments in the business world. Therefore, they must read additional literature, prepare reports, participate in projects, and compile glossaries relevant to terms of their profession. Also, they should lead an active life of a researcher and explorer, while keeping modern trends in mind and continuing to be lifelong learners. Such an approach goes in line with the modern requirements as to the intensification of foreign language training and meets the demands of the society to foster competent specialists, able to withstand numerous political, socio-economic, and cultural challenges.

A theoretical analysis of the three stages of forming lexical competence has been provided in the previous paragraphs. By following these stages and adhering to their described requirements, it becomes possible to systematize assignments for learning lexical material correctly, and to make its acquisition consistent and more effective. All of these stages are «closely interconnected,» for at the end of the initial stage we can note the elements from the second stage, while at the end of the middle stage there appear the elements of the last one [13, p. 8]. Doing exercises during these stages promotes involuntary memorization of new lexical units, capturing them in the long-term memory and retrieving proper words when situations demand, in order to satisfy the communicative needs of the speakers. Deliberate work
with separate words while completing language (non-communicative) exercises does not contradict a communicative approach to learning, but, rather, creates a «unity» [13, p. 8]. All operations with words should be understood and realized by learners, making the process of vocabulary acquisition conscientious and logically justified. At the same time, the educational process of forming lexical competence must be interactive, which provokes activity and partnership from each member of the class, along with a mutual understanding and support, common solutions of professionally-oriented tasks and problems, a readiness to explore and enrich cognition, and the ability to analyze, or compare and contrast alternative points of view.

Interactive education embraces a wide range of techniques: discussions in small groups and all-class presentations, writing reports and conducting negotiations, as well as participating in debates and case studies. Whatever the activity, students learn new words, acquire lexical knowledge, enrich their vocabulary load and become more and more competent in the target language. Students also develop their social skills and broaden their professional outlook, learn to be friendly and supportive, practice their linguistic abilities and display their understanding of socio-cultural contexts of being a participant in our globalized society.

Conclusions. Thus, we can conclude that interactive techniques have been widely accepted and utilized in Ukrainian educational establishments. Researchers have studied and substantiated the necessity of using interactive teaching/learning methodology when we want to mobilize students’ attention and desire to learn more with less efforts, when new technologies (in particular, the Internet, Power-Point and other software) assist in organizing the teaching/learning process and make it more effective. Teachers of practically all specialties use different interactive means to provide students with knowledge and skills necessary for future specialists. In this range we highlight interactive techniques for teaching students a foreign language vocabulary within the ESP course at the economic university to develop learners’ communicative proficiency in English. Proper and regular application of the above mentioned interactive forms of work and adherence to the principal of interactive methodology will allow students enrich their vocabulary load and master a foreign language as it is required by the curriculum and will help teachers to make English classes interesting, useful and productive.

References:
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ВИКОРИСТАННЯ ІНТЕРАКТИВНИХ ПРИЙОМІВ ЯК ЕФЕКТИВНОГО ЗАСОБУ ДЛЯ НАВЧАННЯ СТУДЕНТІВ ІНШОМОВНОЇ ЛЕКСИКИ

Анотація
У статті розглядаються переваги інтерактивних прийомів при навчанні студентів іншомовної лексики. Проаналізовані можливості інтерактивного навчання, які мають бути використані викладачами та студентами в навчальному процесі. Подана короткий огляд етапів навчання іншомовної лексики та пропонується широкий спектр інтерактивних прийомів роботи на кожному етапі. Вказується на доцільність інтерактивних форм роботи при виконані лексичних вправ. Зроблено низку педагогічних висновків щодо використання інтерактивного навчання іншомовної лексики на заняттях з іноземної мови у вищій школі.

Ключові слова: інтерактивні прийоми, комунікативна компетентність, навчання іншомовної лексики, міжнародна економіка, професійна освіта.

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ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ПРИЕМОВ КАК ЭФФЕКТИВНОГО СРЕДСТВА ДЛЯ ОБУЧЕНИЯ СТУДЕНТОВ ИНОЯЗЫЧНОЙ ЛЕКСИКЕ

Аннотация
В статье рассматриваются преимущества интерактивных приемов при обучении студентов иноязычной лексике. Проанализированы возможности интерактивного обучения, которые должны быть использованы преподавателями и студентами в учебном процессе. Подается краткий обзор этапов обучения иноязычной лексике и предлагается широкий спектр интерактивных приемов работы на каждом этапе. Подчеркивается целесообразность интерактивных форм работы при выполнении лексических упражнений. Сделан ряд педагогических выводов касательно использования интерактивного обучения иноязычной лексике на занятиях по иностранному языку в высшей школе.

Ключевые слова: интерактивные приемы, коммуникативная компетентность, обучение иноязычной лексике, международная экономика, профессиональное образование.