Section 6. *Actual problems of Social-Pedagogic problems*

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METHODS AND TECHNIQUES USED IN UKRAINIAN LANGUAGE TEACHING INTERACTIVE TECHNOLOGIES (PRACTICAL EXPERIENCE)

According to Confucius, it is not appropriate to use similar ways of teaching for tutors and students, because times have changed for the latter. Linguistics teachers are expected to know how to choose up-to-date learning methods properly. The main goal of teaching Ukrainian language is to train speech competence in students, and one of the most reliable ways to achieve it is to use interactive methods of learning.

Theory and practice of pedagogic interaction were researched by national scientists Pometun, O. and Pirojenko, L. (see "Interactive teaching methods: theory, practice, experience", "Modern lesson: interactive teaching methods") and others [1; 2].

"Interactive teaching" refers to the parity in relationships between all participants of educational process. This type of interaction involves multilevel communication of teachers and students, and inverse association between them. The role of teachers is to support students' activities, to consult and to coordinate the interaction.

We attribute **great significance to interactive methods**, since these develop group communication skills. Students learn how to express themselves properly, how to make their public speech "brief and to the point"

("Microphone", "Brainstorm" methods), and the ways to discuss and analyze new educational content in pairs or small groups ("Scroll-saw", "Dialog" methods).

Relying on our own experience we offer so-called "**scroll-saw" method** as an efficient measure for development of students' communicative and cognitive skills. The idea of this method is to allow students act as teachers, sharing knowledge with their classmates, thus reaching better academic results. This method helps learn new contents and review previous topics.

The abovementioned method is best used for studying broad multifold themes in Ukrainian language (for vocational purposes), such as "Language Style: Functional Styles of Modern Literary Ukrainian Language", "Public Speech: Styles of Public Speech", "Lexical Tools of Ukrainian Language: Polysemic Words, Homonyms, Paronyms, Synonyms etc."

This method comprises following stages [3, p. 414-417]:

1. Topic statement and its academic purposes.
2. Work plan introduction (using blackboard, charts or projection device).
3. Students are divided into "home" groups with the help of multicolored cards with digits (depending on topic complexion, generally 3 or 5 groups). Each group works with separate theoretical topic (giveouts are used).
4. Formation of "expert" groups (using digits on multicolored cards, their number depends on the number of students in "home" groups). Students exchange information. There is a student acting a "specialist" in one of topical aspects in every "expert" group. Other students are supposed to listen carefully and analyze.
5. Every student shares information obtained in "expert groups". "Home" groups are expected to arrange and organize new data.
6. Practical collective learning activity aimed on overall positive result.
7. Teacher's conclusion.

This method stimulates individual work of students, and promotes competition (all students in "home" groups are granted same number of points). This method is also a helpful tool to reach a stable balance in students' knowledge assessment.

Except the abovementioned techniques the author uses a wide range of other interactive technologies: 1) **Cooperative learning** (involves working in pairs, changeable groups of three students, two-four-all group activity, go-round activity, work in small groups, "aquarium"). 2) **Group learning** technology (round table discussions, "microphone", unfinished phrases, brainstorm, self-learning while teaching, situation analysis, problem solution, "decision tree"). 3) **Situated modeling** technologies (imitational games, "court hearings", public hearings, role-play). 4) "**Discussion and solution**" technology (PRES method, defending and changing points of view, scale of ideas, discussion, TV style talk show discussion, evaluation discussion, debates).

Except Ukrainian language (for vocational purposes), we teach Ukrainian language for foreign students both at the preparatory training department and for first-, second- and third-year students. In our work we make use of different **innovative techniques aimed to promote cognitive activity during lessons**. The most frequently used techniques are:

- Personal associations (development of creative abilities, intellect, imagination; search for new ideas and facts).
- Backup (use of basic schemes to learn or review course content).
- Find a mistake! (Deliberate mistake made by teacher to be found by students).
- Speech play (teamwork: students find correct and incorrect phrases).
- "Magic box" (group work: students pick cards with questions to be answered). This technique activates thinking process, improves speech and observation skills.

- Construction (develops speech skills). This technique includes constructing word-combinations, sentences, texts and compositions. Exercises: to finish the sentences, to complete the sentences, and to rearrange the sentences.
- "I think so" (based on the PRES method). This technique helps students discuss issues and defend own opinion.
- Quid pro quo (students are divided into groups to learn new contents or review the previous material).
- "Speak up!" game (includes reading texts, discussions, and public speeches).
- Contextual games (students make up dialogues).
- "Find the key". This creative game helps students remember new contents. The idea is to underline certain letters in correct words in order to read the hidden phrase.
- "Odd thing out" (students delete irrelevant content).
- Algorithmics (a system of mental efforts helping to make correct conclusions). There are algorithm schemes, algorithm instructions and alternative algorithms.

This technique helps students use knowledge in practice, to transfer rules on test words or sentences.

The author's goal is to show foreign students how to use standard language constructions, help them develop speaking and writing skills, teach them how to act in different situations, find communication lines with foreign language speakers, and make them familiar with domestic traditions and culture.

In our opinion, studying Ukrainian language just for the purpose of learning a foreign language is not a sufficient motive. Foreign language learning in higher educational institutions is expected to be a reliable tool helping students obtain special information to be used for their future profession. The main task of Ukrainian language teachers in higher educational institutions is to make it possible for students to use the language in all spheres of life. Students use Ukrainian language both for professional purposes and in everyday life.

Innovative approaches help teachers implement new educational techniques, improve the efficiency of academic process and optimize students' knowledge.

Available Ukrainian language learning technologies are supposed to be mastered by every teacher regardless of current qualification. These student-oriented technologies are mainly directed on development of creative skills and coordination of practical learning activities, helping teachers add more relevant contents to standard delivery of educational material.

We regularly work on implementation of innovative techniques into our traditional and nontraditional lessons. The technology of cooperative learning is especially helpful for us (students work in pairs or in groups). Educational process has discovered enduring students' interest in studying the language. This technology makes learning activity less monotonous and opens wide opportunities for students. In process of intergroup study the teacher's task is to create favorable learning conditions for each participant of educational activity. The main idea of teamwork is to organize students' learning activities, and to let the "strong" help the "weak".

We make use from group learning technologies at all lesson stages: at the beginning of lessons (instead of quiz), after learning new contents, reviewing and making conclusions.

References:

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