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## **Interactive author's technology as a key working instrument in the summer language school**

**Formulation of the problem** in general concerns the fact that knowledge of foreign language is an essential indicator of a modern person. It is undoubtful that nowadays more than eighty percent of the world's media is in English. Taking into account that Ukraine aims to join the Single European educational space, and that in many European countries knowledge of English and foreign languages is granted, some tasks appear to our youth, students and pupils. Single European educational space means single labor market for future professionals, where competition is very high, and their competences have to meet modern requirements. Thus, every student who wants to be successful in the future should think about his competitive advantages today. One of these advantages may be knowledge of foreign languages.

It is obvious, that modern students do not want to spend time studying foreign languages by using a classical approach sitting with books, they tend to ease the gaining of knowledge and obtaining skills using minimum time. To help this we have today modern teaching techniques, forms, methods and new author's technologies.

**Analysis of recent research and publications** has shown that this problem has been previously considered by such scholars as I. Bogdanov, L. Gaiman, O. Kovalenko, G. Hooks, O. Padalka, O. Pometun, A. Semenova, M. Smetansky and others, but it is still very actual for further study.

The purpose of this article is to highlight the new interactive author's technology that was born during foreign language teaching in the summer language school of ONEU.

To achieve the goals we have set the following objectives:

- to define "interactive technology";
- to determine the nature and the objectives of the new author's technology "destination";

- to describe the technology of "destination" at example of work at a language summer camp.

**Key points:** at Odessa National Economic University, whose leaders constantly improve the conditions for more fruitful education of students and provide opportunities for creative realization of tutors, summer language school based on the recreation camp "Economist" was launched in order to improve the level of foreign language of the students - future economists.

To organize work in the camp tutors prepared series of tasks, exercises, case studies, popular science films, prepared topics to discuss that are actual for the students - future economists, which would be interesting and would help to improve speech competence. But life does not always meet expectations, and being prepared with material and having a desire to work for the result is not the only condition for success.

The camp is suited for students' rest, so there are no classrooms, boards, educational equipment and so on. And also students who have finally passed their exams, are not ready to re-learn grammar or do the exercises. But it is clear that the motivation of students is the key to success in learning. Therefore, it was necessary to organize the work of tutors and students in such a way to get maximum results and combine rest with pleasure of gaining new knowledge and skills, and the ability to support and improve the level of foreign language.

The number of students was 60 people, and the term of stay - 10 days. At first there was a training to outline the expectations of students. Of course, students expected to have fun, make new friends and relax on the beach. After filling the students' expectation list the tutors faced the problem of combining goals set by university's administration with students' expectations.

It's necessary to highlight that this experience was the first, and one of the important tasks for tutors was to put the work of a language school on a permanent basis, so that to interest students and cause desire to come again. It was clear that the topics had to be interesting and motivating to discussion. All the exercises had to be

interactive and dynamic. The tutors divided the students into groups according to the number of groups. Thus the interactive author's technology "destinations" appeared.

First of all it's necessary to give the definition of "technology". O.M. Piechota determines that **technology** is a set of methods and tools used by the teacher to implement the principles of teaching to enhance the learning process [2].

I.M. Bogdanova considers that technology – (from the Greek – art, skill, ability and logic) – a set of methods, additional processing, manufacturing, changes in the state, properties of the material used in the production of goods; the way of realization of a particular complex process by splitting it into a system of interrelated processes and operations performed more or less explicitly and which are aimed to achieve high efficiency [1, p. 6].

O. Padalka examines **educational technology** as a scenario of teaching and learning activities of students to master the chosen profession; model of actions of tutors and students which have to be performed during optimally organized educational process in order to obtain a high level of professionalism. [3]

Authors [6, p. 208] define **technology of education** as a system of methods, techniques and actions of tutors and students in learning process, which aims to improve effectiveness of studying.

The best example of technology in education is the author's learning technology which helps to achieve expected results, but it is not obligatory to be used by others. However, the understanding of technology in education is still based on the achievement of certain results in the educational process.

Also we should consider the notion of interactivity. "Interactive" from English to "interact", where "inter" – mutual and "act" – to act. Thus, interactive – capable of active interaction and dialogue.

**Interactivity** – the constant co-operation between all participants of studying using co-education (collective, group, learning together), where students and tutors are equal, equivalent participants of studying that aimed at fulfillment of autonomy of everyone who studies [4, p. 4].

The essence of interactive learning is that the learning process is about constant and active interaction between learners. Such co-education (collective, group, learning together), where the teacher and the learner are equal, equivalent participants of studying, they understand what they do, reflect on what they know and on what they are able to perform.

A.V. Semenova examines the concept of interactive studying as a learning process based on the principles of humanization, democratization, differentiation and individualization and presents a motivated social partnership, the focus of which is not the process of teaching, but organized creative collaboration of equal individuals. The scientist believes that interactive studying involves modelling situations, the use of techniques that allow to create situations of search, risk, doubt, success, conflict, persuasion, empathy, pleasure or sadness, analysis and self-assessment of actions, joint problem solving [6 , p. 93].

A.V. Semenova also examines the concept of **interactive technology**, which she states as: "such organization of the studying process, which excludes the non-participation of the student in the collective mutually based on the interaction of all the participants process of getting knowledge: either every student has a specific task which he has to report publicly, or the activity of his work affects the quality of group's task. Interactive studying technologies have clearly planned learning outcomes, particular interactive methods and techniques that stimulate the process of studying, and mental conditions and procedures with a help of which it's possible to achieve planned results" [5, p. 149].

We achieved planned and expected result, and we worked out interactive methods and techniques. The tutors divided the students into groups not according to the level of proficiency according to usual testing, but according to belonging to the university departments. This was done deliberately to bring students to the conditions of real communication and let them feel their strengths and weaknesses. Our aim was to destroy the usual artificial conditions where all students have about the same level of proficiency (at the university students got used to working in groups with the same level of foreign language). Thus, within ten days the students had an opportunity to

participate in all kinds of work in the competitive language environment, which significantly increased their motivation to improve their level of proficiency in the future.

As a result of this work we had four groups of students, so that every tutor worked with one group during a particular period of time (in our situation it was 30 minutes), performing a specific task. Then a group of students moves to the next destination, where another tutor performs a new kind of work with them. Then the group moves according to "destinations." Every day, the tutors and the students worked on the destination with one of the following topics: Career, Cultural Differences, Regional Investments, Innovations and others.

What is important is that the theme for all the "destinations" is the same, and the nature of tasks – different. The period of time during which each tutor handles the material with the students is the same at all the destinations. The tutors manage the process and the time. All types of work and the nature of the tasks are discussed among the tutors, and each performs a specific task of one of the units of a single overall theme. The sense of technology is in its dynamism, the possibility of replacing units of material in any sequence, the possibility of speech perception of different tutors, their approaches, techniques and various assignments. This technology enables to combine topics into a single module or build any consistency. The interactive technology "destination" aptly filled all deficiencies in learning in the summer camp. It provided dynamics and improved the efficiency of learning. In our case, training was oriented on overcoming communication barriers, enrichment vocabulary and improvement of speaking.

**Conclusions from this study and recommendations for further research in this direction.** The interactive technology "destination" is a new author's technology that can be used to improve the proficiency of speech competence of students - future economists.

This technology makes it possible to work over large volumes of material, using various techniques, methods and techniques, gives students an opportunity to percept the speech and teaching methods of different tutors during lessons, quickly adapt to

changes in the linguistic environment, to compete and it promotes students to get higher results.

At the end of work in the camp the tutors conducted a survey among the students concerning learning outcomes and their match to prior expectations and found that the results exceeded all expectations. The students talked about their motivation for further learning, a desire to come next year and show better results.

Today, students look forward to the new season of the summer language school and the tutors are inspired to new developments and experiments.

Resume: the authors of the article run about advantages of using interactive author's technology in the process of teaching students - future economists in a summer language school.

**Key words:** technology, interactive technology, interactive education, summer language school, learning of foreign languages.

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