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How to teach English in primary school using interactive technologies

В статье рассматриваются вопросы выбора интерактивных технологий при обучении английскому языку детей в начальной школе. На сегодняшний день современная общеобразовательная школа качественно обновляется, используя взаимосвязи традиционных и инновационных подходов к организации целостного учебно-воспитательного процесса. Интерактивное обучение в начальной школе способствует вовлечению обучающихся в процесс познания, дает возможность осмысления того, что они уже знают, за счет обмена идеями и способами деятельности. Такое обучение не только позволяет школьникам получать новое знание, но и развивает саму познавательную деятельность, переводит ее на более высокий уровень организации кооперации и сотрудничества.

Ключевые слова: интерактивные технологии преподавания английского языка, активные методы и формы обучения, начальная школа

The article deals with the issues of choosing interactive technologies when teaching English to children in primary school. Today, modern schools are being qualitatively updated, using the interconnections of traditional and innovative approaches to organizing an integral educational process. Interactive learning in primary school promotes the involvement of pupils in the learning process, provides an opportunity to comprehend what they already know through the exchange of ideas and methods of activity. Such training allows schoolchildren not only to acquire new knowledge, but also develops cognitive activity itself, transfers it to a higher level of cooperation.

Keywords: interactive technologies to teaching English, active methods and forms of learning, primary school

Today, modern primary schools are being qualitatively updated, using the interconnections of traditional and innovative approaches to organizing an integral educational process.

In pedagogical practice, the term “active methods and forms of learning” has long been used. It unites a group of pedagogical technologies that are to achieve a high level of development and activity of students. Recently, another term has gained a place in the scientific world – “interactive learning”.

Interactive learning is, firstly, a dialogue learning, during which interaction between the teacher and the student takes place.

Interactive technologies are an organization of the learning process in which it is impossible for the student not to participate in the collective work based on the interaction of all its participants. Interactive technologies are aimed at involving all students in discussing the topic, completing assignments, and presenting the results of independent work. These technologies make their participation interested, motivated, and focused on achieving results.

This is solved by organizing group work among students. This work can be done in pairs, mini-teams or small groups. The effectiveness of group work is ensured by the use of special methods and techniques, and interactive methods and teaching techniques are most suitable for this.

The interactive method is a system of rules for organizing the interaction of students among themselves and with the teacher in the form of educational, business, role-playing games, and discussions. Interactive teaching methods have recently become widely used in lessons of various subjects, especially in English.

The concept of “interaction” (from the English interaction) arose for the first time in sociology and social psychology. The theory of symbolic interactionism (the founder is the American philosopher J. Mead) is characterized by consideration of the development and life activity of the individual, the creation of a person’s “I” in situations of communication and interaction with other people.

In psychology interaction is “the ability to interact or be in the mode of conversation, dialogue with something (for example, with a computer) or someone with a person, and social interaction is a process in which individuals, during communication in a group, influence their behavior other individuals, causing responses.

K. Lewin argued that most effective changes in people's attitudes and behavior are more easily achieved in a group rather than in an individual context.

At the same time, the terms “interactivity”, “interactive learning”, “interactive teaching methods and techniques” began to appear in articles and works on pedagogy, in sections of textbooks describing the learning process as communication, cooperation, cooperation of equal participants.

Most often, the term “interactive learning” is mentioned in connection with information technology, e-learning, using Internet resources, as well as electronic textbooks and reference books, etc.

Modern computer telecommunications allow participants to enter into a “live” (interactive) dialogue (written or oral) with a real partner, and make it possible to actively exchange messages between the user and the information system in real time. Computer training programs with the help of interactive tools and devices provide continuous interactive interaction between the user and the computer, allow students to control the progress of learning, adjust the speed of learning the material, return to earlier stages, etc.

Compared to traditional teaching, the interaction between teacher and student changes in interactive learning: the activity of the teacher gives way to the activity of students, and the teacher’s task becomes creating conditions for their initiative. The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in work, one of the sources of information.

Education in primary school is generally distinguished by its interactivity and the involvement of all participants in the educational process. If we are pointing the English language teaching it is twice important. The main activity in the age of 7-10 is a game. Pupils study the basic of language through playing. If we discuss the question of English learning process, the interaction between children and the teacher is extremely important.

We are to focus on the following features of the interactive learning of English in primary school. They are:

- interaction between pupils and the teacher (while learning new words, grammar structures, pronunciation patterns etc.);
- the process of communication “on equal terms”, where all participants in such communication are interested in it and are ready to exchange information, express their ideas and solutions, discuss problems and defend their point of view;
- teaching “reality”, i.e. training based on real problems and situations of the reality around us.

Interactive learning presupposes a different logic of the educational process from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. The experience and knowledge of participants in the educational process serve as a source of their mutual learning and mutual enrichment.

Thus, participants take on part of the teacher’s teaching functions, which increases their motivation and contributes to greater learning productivity.

Self-realization of pupils in educational activities is possible using various methods. Without methods, it is impossible to achieve the goal, implement the intended content, and fill learning with cognitive activity.

Currently, the concept of “interactive teaching methods” is filled with new content; the priority role in it is given to the following features:

interaction;

development of personal communication skills;
development and implementation of people's social experience;
educational and pedagogical cooperation between participants in the educational process.

With interactive learning, the educational process is carried out in conditions of constant active interaction of all pupils. This is mutual learning, where both the pupil and the teacher are equal, equal subjects, understand what they are doing, reflect on what they know, can and do. Interactive learning effectively promotes the creation of an atmosphere of cooperation and interaction, allowing the teacher to become a real leader of the children's team. It is twice important if we speak about learning a new language (English).

Interactive technologies can be divided into four groups.

1. Interactive technologies for cooperative learning:

- training in pairs;
- rotational (changeable) triplets;
- two – four – all together;
- “carousel”.

2. Interactive technologies for cooperative group learning:

- discussion of the problem in a general circle;
- “microphone”;
- unfinished sentences;
- brainstorm;
- by teaching, I learn;
- solution to the problem.

3. Situational modeling technologies:

- simulations;
- simplified court hearing;
- role-playing situations.

4. Technologies for processing controversial issues:

- method-press;
- “take a position”;
- “change position”;
- continuous scale of opinions;
- discussion;
- debate.

Modern primary general education lays the foundation for the formation of a child's educational activity – a system of educational and cognitive motives, the ability to accept, maintain, implement educational goals, plan, and control and evaluate educational activities and their results. It is the initial stage of schooling that should ensure the cognitive motivation and interests of students, the willingness and ability to cooperate and joint learning activities with the teacher and classmates, and form

the foundations of moral behavior that determines the individual's relationship with society and the people around him. In the process of learning activities, especially in the first year of study, it is important to teach a first-grader to ask cognitive questions to himself, an adult, a book, which will act as a criterion of the child's attitude to the activity, to himself, as well as an element of educational independence [3, p. 575].

A feature of the content of modern primary education is not only the answer to the question of what a student should know, but also the formation of universal educational actions in personal, communicative, cognitive, regulatory spheres, ensuring the ability to organize independent educational activities [2].

At primary school age, the child's social and personal development continues. This age period is characterized by the emergence of a fairly conscious system of ideas about the people around them, social and interpersonal relationships about oneself, about moral and ethical standards, on the basis of which relationships with peers and adults, close and strangers are built. The child's self-esteem, while remaining quite optimistic and high, becomes more and more objective and self-critical. The level of development of universal learning activities (UAL) fully depends on the ways of organizing educational activities and cooperation, cognitive, creative, artistic, aesthetic and communicative activities of the student [1].

The role of the primary school cannot be overestimated. The activity of primary school teachers is increasing in the search for ways to improve the teaching and education of junior schoolchildren in accordance with the implementation of the federal state educational standard for primary general education.

When a child enters school, significant changes occur in his life, the social situation of development radically changes, and educational activities are formed, which are leading for him. Based on educational activities, the main psychological neoplasms of primary school age develop. Learning brings thinking to the center of the child's consciousness. Thus, thinking becomes the dominant function, especially when children are in the process of learning new language.

The interactive teaching methods we are considering contribute to more effective learning of the material, since the methods used activate the cognitive activity of students and make the student not an object, but a subject of the educational process. The opinion that primary school students are too young to use interactive teaching methods is erroneous. To prove our point of view, we suggest considering psychological characteristics of younger schoolchildren.

The main feature of younger schoolchildren is the weakness of voluntary attention, so close motivation is required. The child cannot focus for a long time on uninteresting or difficult work for the sake of the result that is expected in the future. Involuntary attention is much better developed at primary school age. It becomes especially concentrated and stable when the educational material is clear and evokes an emotional response in the student.

Therefore, the most important condition for organizing attention is the clarity of learning and the widespread use of visual aids. Since involuntary attention is supported by interest, then, naturally, every teacher strives to make his lesson entertaining and interesting. This is fully facilitated by the use of the game and its individual elements in the lesson. But you should not overload the lesson with entertaining material. K. D. Ushinsky said that learning should be entertaining for the child, but at the same time it should require children to accurately perform tasks that are uninteresting for them, without tilting in one direction or the other, giving food to involuntary (passive) attention and exercising voluntary (active) attention, which, although weak in a child, can and should develop and become stronger through exercise.

Interactive methods involve the use of various interactive games, such as “thirty-three”, “mathematical carousel”, etc. Interactive teaching methods will help take generalization to a higher level. Methods such as reflection and mini-projects will help children make their own discoveries in English, see and establish the relationship between the material being studied and life, generalize and dissect some facts, and draw conclusions.

Thus, we see that younger schoolchildren have a number of psychological characteristics, the consideration of which is fundamentally important in organizing the educational process of English.

Interactive methods in primary school English lessons should be focused on:

1) development of schoolchildren’s thinking, a certain independence of thought: they encourage students to express their thoughts, stimulate the development of a creative attitude to any conclusions, rules, etc. (“work in pairs”, “work in groups”, “carousel”, etc.);

2) independent comprehension of the material helps you think, examine the facts, analyze the decision algorithm, understand their essence, check both yourself and your friend, and find a mistake;

3) developing a critical attitude towards oneself, the ability to see one’s mistakes and treat them adequately; contribute to the development of such skills as seeing positive and negative not only in the actions of comrades, but also in their own; compare yourself to others and evaluate yourself carefully;

4) development of the desire to find the best options for solving educational problems involves methods that put children in a real search situation. In the process of using interactive methods “brainstorming”, “circle of ideas”, “unfinished sentences”, all children’s opinions, both real and fictitious, are accepted;

5) development of the ability to find joint solutions with classmates, to increase students’ interest in the material studied.

The use of interactive teaching methods in primary school English lessons contributes to students’ successful mastery of the material and improves the quality of education. Students are more willing to communicate, compete creatively in completing tasks, express their thoughts, prove statements, etc.

Consequently, interactive learning in primary school promotes the involvement of students in the process of cognition, provides the opportunity to understand and reflect on what they know and think through the exchange of knowledge, ideas, and methods of activity in English. Such training allows schoolchildren not only to acquire new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation.

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Comparing the efficiency of learning English online and offline: who comes out on top?

В статье авторы проводят сравнение двух популярных методов изучения английского языка – онлайн и офлайн. Посредством анализа таких факторов, как доступность, гибкость и мотивация, решается задача: выяснить, какой из рассматриваемых методов является более эффективным. В статье представлены данные, основанные на сравнительном анализе материалов опросов и статистики, а также на личном опыте авторов.

Ключевые слова: эффективность, рекомендации, гибкость, опросы, преимущества

In the article, the authors provide a detailed comparison between two popular methods of learning the English language – online and offline. By analyzing various factors such as accessibility, flexibility, and motivation, the article aims to determine which of these methods is more effective. Readers will find objective data in the article, based on comparative analysis of research, surveys, statistics, and the authors personal experiences.

Keywords: effectiveness, recommendations, flexibility, surveys, advantages