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International Scientific Conference**INTEGRATION OF ACTIVE AND INTERACTIVE TEACHING
METHODS OF STUDENTS' LANGUAGE PERSONALITY
DEVELOPMENT**

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Abstract

The article tackles the relevance of using active and interactive teaching methods in the educational process. Various qualifications of active and interactive teaching methods are presented on the basis of scientific and pedagogical literature. The demand for active and interactive teaching methods is caused by the requirement of the Federal State Educational Standard of Higher Education for the formation and development of professional skills of students and a social order for the formation of the intellectual and creative potential of an individual for creative activity in the professional sphere. According to the article to optimize the professional training of starter philologists it is necessary to use active and interactive teaching methods which are based on active interpersonal and intercultural interaction, on defending one's own position, making appropriate argumentation. The results of a survey of Sevastopol State University students in order to provide feedback on active and interactive teaching methods in general and the use of these methods in the university are presented. In this article, the authors present some results of the use of methods mentioned when teaching students-philologists majoring in 45.03.01 Philology in a practical lesson during the course "Practicum on the development of speech culture ". The authors examined the possibilities of using the following methods within the framework of a practical lesson such as discussion, training, pair-work with various language material. In conclusion, much attention is paid to the usage of the mutually complementary active and interactive teaching methods as an integral component of the contemporary conditions.

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Keywords: Active teaching methods, interactive teaching methods, philology students' language personality, integration, educational process



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1. Introduction

Latest changes that take place in the higher education system reflect the essential processes society is faced with. Contemporary education is inseparable from the development of digital technologies and Internet culture. It is also connected with the adaptation of new flexible electronic models for obtaining learning services requiring the introduction of new ways for organizing educational process. In the context of the transition to network information society a student who is able to make independent decisions in new situations, who is ready to meet social contemporary needs, becomes a key component of the educational environment. This circumstance forces us to look differently at the format of the educational process which is required effective and qualitative changes in the system of professional training i.e. its reorientation towards creative-search active methods.

2. Problem Statement

According to the Federal Law "On Education in the Russian Federation" and Federal State Educational Standard of Higher Education (FSSES of HE) "generation 3+" special role in the implementation of the innovative education personality-developing paradigm belongs to an active and interactive teaching methods. The existing FSSES of HE "generation 3+" majoring in 45.03.01 Philology provides students' ability to communicate (to solve problems of interpersonal and intercultural interaction) through the rigorous usage of active teaching methods (ATM) and interactive teaching methods (ITM) in the university educational process in order to form and develop students' professional skills.

In our opinion, to optimize the professional training of future philologists it is effective to use ATM and ITM, which are based on active interpersonal and intercultural interaction, defending personal points of view, making appropriate argumentation. All these criteria contribute to the development of the students' language personality. The interaction of all subjects of the educational process takes place in the information and educational environment. Thus it is important for the teacher as a coordinator and initiator to organize the educational process using methodological innovations to increase the cognitive activity of students; motivating them to study the discipline; approximation of the educational process to the professional environment; socialization and increasing psychological stress resistance; teaching the skills of conflict resolution, and the communicative competence development.

3. Research Questions

This study distinguishes usage of the contemporary teaching methods in order to form and develop students' professional skills and focuses on usage of active and interactive methods in close interaction within the educational process for the effective development of the philology students' language personality.

4. Purpose of the Study

The aim of the study is to determine interaction of active and interactive teaching methods that teachers can use for effective development of the philology students' language personality.

5. Research Methods

The given research widely applies the general methods of scientific knowledge (theoretical and empirical research).

The first group of methods includes study and analysis of pedagogical and scientific-methodological literature, federal state educational standards of higher education, generalization and comparison.

The second group includes observation, experiment, analysis, assessment, testing, survey, generalization of research results.

6. Findings

According to the contemporary conditions of the educational process the professional training of future philologists should be oriented to the professional knowledge acquisition as well as the intellectual and creative potential development of the individual for their creative activity in the professional sphere. To activate this individual potential a transition from reproductive teaching methods to the effective use of active and interactive teaching methods is required.

The effectiveness of teaching that promotes the development of the students' language personality mainly depends on the correctly selected teaching methods. Moreover, the important role in the development of the philology students' language personality plays the creation of the linguistic situations. This statement is based on the variety of the domestic researchers according to which starting philologists in linguistic situations lack the professional skills to solve various kinds of communicative tasks for effective professional activity (Liseckaja, 2014). The philologist' language personality manifests itself in the process of communication. It is important to organize the development of the personality's communicative needs and communicative behavior in the verbal communication in the correct way. According to Polehina and Kamysheva's (2018) views the starting philologist needs the ability to create his own text and to interpret someone else's text as well as to communicate in interpersonal, public and intercultural situations, he/she should be able to defend his own position throughout making appropriate argumentation. The main condition for successful communication is to create the appropriate communicative environment in which each student will feel like an active participant. Thanks to correctly selected teaching methods, a comprehensively developed personality is formed.

We define the philology students' language personality as a personality that possesses a set of valuable personal qualities formed in a special cultural environment and reflected in his consciousness, behavior and activity (Shevchenko, 2020). Furthermore, the philology students' language personality is characterized by the following features: sociability oriented to the self-expression, imagination and memory, perception, reflection, people understanding, empathy, intellectual, emotional and volitional efforts focused on making contacts (Shevchenko, 2020).

Based on these characteristics we have identified the structural components of the philology students' language personality (Table 01).

Table 1. Structural components of the student-philologists' language personality

№	Components	Criteria
1.	Motivation and value	includes personal awareness of the importance and significance of speech activity; understanding the meaning of acquiring knowledge of the speech culture for self-development and self-improvement of speech culture
2.	Cognitive	includes basic knowledge of the communication culture in the context of the traditional culture of interaction and relationships with other people; the ability to analyze, evaluate and reflect on communicative situations through the prism of the nationally specific picture of the world
3.	Emotional	characterized by the flexibility of emotional phenomena, developed reflection; adequate self-esteem and an acceptable attitude towards the emotions, statements and behavior of other people; the ability to distinguish positive phenomena from negative phenomena in speech
4.	Behavioral	reflects the ability to reasonably defend one's point of view and adequately perceive the position of another in speech activity; the ability to choose effective ways to resolve conflict situations, compromise and cooperation

According to the Table 01, the development of the philology students' language personality in the process of professional training consists in the acquisition of a set of valuable personal qualities formed in the educational environment and required for interpersonal and intercultural communication in accordance with cultural and social norms of behavior in future professional activities.

For the successful development of the philology students' language personality in the context of our research the use of ATM and ITM in the learning process is highlighted in turn to the formation and development of:

- 1) an integral picture of the world;
- 2) a high level of cognitive motivation;
- 3) the ability to argue their position and perceive someone else's point of view;
- 4) readiness for interpersonal interaction, tolerance and goodwill;
- 5) individual and collective activities for the experience accumulation;
- 6) critical thinking;
- 7) personal reflection;
- 8) communication and organizational skills;
- 9) ability to cooperate, the ability to resolve conflicts, the ability to compromise.

Thus, the systematic use of active and interactive teaching methods in the educational process creates favorable conditions for the development of all components of the philology students' language personality.

Usage in contemporary pedagogical practice notions "active" and "interactive" teaching methods is based on indispensable requirement for the implementation of basic educational programs based on the Federal State Educational Standard of Higher Education in order to form and develop the professional skills of students. However, due to the lack of a unified generally accepted classification of teaching methods, nowadays teacher faces with difficulties in their selection. According to Petunin (2010) the choice of teaching methods should be determined by the goals of the educational process, the level of complexity and volume of the studied material, the degree of students' motivation to study the discipline, the degree of preparedness of the students, the availability of the material and technical base, the physiological and

psychological characteristics of the students, etc. (Petunin, 2010). Therefore, the teacher can use any classification of methods in a harmonious combination, corresponding to his methodological intentions.

According to pedagogical literature a teaching method is the activity of a teacher and a student aimed at achieving a given learning goal. The last scientific and methodological literature is understood active teaching methods as a way of organizing the interaction of students and a teacher which is based on the cognitive activity of students aimed primarily at the independent development of problems or tasks solutions (Okan, 2012).

There are various qualifications presented in the Table 02 among contemporary active teaching methods (Chechet & Zaharova, 2015):

Table 2. Classification of active teaching methods

№	Classification	Methods	Types of activity
1.	Yu. N. Emelianova ATM classification (Chechet & Zaharova, 2015)	argumentative / debatable Play	group discussion, incident method, analysis of a specific situation didactic, creative, role-playing games
2.	O.S. Anisimova ATM classification (Chechet & Zaharova, 2015) based on time of occurrence	traditional new (imitation) newest (developing)	lectures, seminars, workshops, trainings simulation methods Games
3.	A.M. Smolkina ATM classification (Chechet & Zaharova, 2015) based on the nature of students educational and cognitive activities	non-imitative imitative	problem-based learning, laboratory practice, practical exercises, heuristic lecture, seminar, thematic discussion, course work, software training, diploma design, scientific-practical conference, occupations in production, internship, independent work with literature business game, role-playing game game design, role-playing internship, analysis of specific situations, simulation exercises, actions according to instructions, analysis of documentation
4.	A.P. Panfilova ATM classification (Chechet & Zaharova, 2015)	intensive game and interactive methods	active lecture, mind maps, information labyrinth, analysis of specific situations, brainstorming trainings, role-playing games, simulation games, group work

Each of the classifications reflects the point of view of its author and has the right to exist, but recent psychological and pedagogical studies of recent years tend to use the classification by A.M. Smolkina (Chechet & Zaharova, 2015).

The study of theory showed that such methods as problem lecture, discussion, round table discussion, brainstorming, business game, training contribute to the increase in students' activity. The mentioned methods actualize students' creative potential, allow to cover a large amount of information, work out interpersonal communication skills, receive feedback, and develop responsibility for making individual and group decisions.

Active teaching methods are used in the educational process together with Interactive teaching methods. ITMs correspond to a person-centered approach, as they are aimed at all participants' interaction with each other during educational process in order to exchange information, to solve problems in groups, and to simulate situation (Estrada et al., 2020; Gopinath, 2015; Jakobsen & Daniel, 2019).

According to a number of researchers, interactive teaching methods help to develop students' language personality, capable of applying the acquired knowledge and formed skills in modeling situations; able to find solutions to the assignments. All of these make important conditions for improving professional competencies (Gusakova & Gusakova, 2018; Krylova, 2016; Lebid & Shevchenko, 2020).

Table 3. Classifications of interactive teaching methods

1. Non-imitative	Problem lecture, lecture with analysis of specific situations, lecture with planned errors, lecture-visualization, course design, diploma design
2. Imitative	Gaming: business games, research games, cognitive and didactic games, aquarium, brainstorming, design games, organizational and activity games. Non-fiction: discussion, case tasks, method of developmental operations, training, contextual learning, method of group solution of creative problems.

The above teaching methods in Table 03 have their own characteristics. A teacher, when preparing for classes, can correctly select or combine teaching methods depending on the objectives of the classes.

For the effective development of the linguistic personality of philology students, an integrated approach is the most acceptable and rational. In our opinion, to stimulate cognitive activity and personal development of students, as well as for the highest results in the development of the linguistic personality of students-philologists, it is necessary to integrate active and interactive teaching methods that are aimed at practical orientation and teaching students.

According to our opinion, integration is the process and result of combining active and interactive methods into some kind of integrity, accompanied by the consolidation of connections between its components.

Here are some ATM and ITM, which, in our opinion, will contribute to the most effective development of the linguistic personality of students-philologists: problem lectures, lectures-visualization, videoconferences, webinars, round table, brainstorming, business and role-playing games, trainings, case studies, project method, portfolio.

The chosen teaching methods are aimed at developing a competent approach of the starter philologists and enriching their professional skills as competent specialists.

In order to provide accomplished feedback on active and interactive teaching methods in general and the use of these methods in the university, a survey questionnaire was proposed. To determine the attitude to the use of active and interactive teaching methods in the process of professional training of philology students, we conducted a survey among students of Sevastopol State University, including 2-4 year learners (78 people) majoring in 45.03.01 Philology. Students of 2-4 courses were asked to anonymously answer the questions of the developed questionnaire:

1. What teaching methods are used by teachers in the educational process?
2. Is it relevant to organize the learning process at the university using active and interactive teaching methods?
3. Which of the active and interactive teaching methods did you participate in when studying philological disciplines?

4. Which of the active and interactive teaching methods do you consider the best for educational process?

5. What, in your opinion, are the benefits of the classes using active and interactive teaching methods?

6. Do active and interactive methods enhance the social and communication experience of learners?

Based on the results of the survey, the following results were revealed:

Most of the teachers, according to the students (56%), teach only using traditional methods, the other students (44%) answered that classes are organized using traditional, active and interactive teaching methods. Answering the second question, 85% of students believe that it is advisable to use active and interactive methods in the organization of training, another part of the students 15% think that it is not required to apply these methods.

The answer to the third question turned out to have the lowest percentage. The respondents indicated that in the classroom they participated in such methods as seminars, discussions, a round table, a business game, and brainstorming. 73% of the total number of students indicated that "I would like more diverse forms of training", expressed "readiness to participate in this process".

The respondents' answers to the fifth question showed the formation of the ability to highlight the main thing from the use of active and interactive methods. The students noted that the increase of cognitive process activity (69%), motivation for learning (54%), the formation of conscious practical skills (53%), promotes interpersonal interaction (45%), reasonably defend their point of view and adequately perceive the position of another (39%), holistic view of professional activity (37%), self-analysis (reflection), knowledge and experience (33%), ability to cooperate, ability to resolve conflicts, ability to compromise (31%), ability to analyze, evaluate and reflect on communicative situations (25%), the methods are not effective (5%). Answering the last question, the students (100%) gave an unequivocal positive answer that the learning process at the university using active and interactive methods contributes to the enrichment of the social and communicative experience of students.

The data obtained from the respondents show that the need to use ATM and ITM is due to the increased attractiveness of classes for students.

In the process of approbation of the course "Practicum on the development of speech culture" active and interactive teaching methods are successfully used. Integrations of active and interactive teaching methods are applied during lectures and practical sessions. In course of training, active forms were used - problem lectures, discussions, problem assignments, as well as interactive forms - mini-conferences, round table, trainings, cases solution, group or individual work on projects.

The professional training of philology students is distinguished by its practical orientation. According to the requirements of the Federal State Educational Standard of Higher Education, students are taught the creation, processing, editing, commenting, interpretation, systematization and generalization of various types of texts. It is important to arouse interest in the initial acquaintance with new material, to arouse creative charge. The most common method at this stage is to use the discussion method. In the course of the discussion, students' mental activity is activated, many points of view on the problem are formed. Thus, discussing the topic: "Does a philologist need a course on the development of speech culture?" the group splits into two teams and prepares to present arguments on the topic. At the end of the discussion,

students are offered to work in pairs on various language material, which helps to take into account the position of a partner and be able to coordinate group actions, forming their cooperation skills. At the final stage of the practical lesson, training forms are used. One of the effective methods of modeling educational and professional activities is training, increasing the consciousness and interest of starter philologists. The training "Interview with an applicant for a position" is carried out in several stages. First, the group is divided into participants: HR department manager and applicants. Students-applicants are invited to write a letter of application, while students-HR department managers are having a briefing about the main criteria for selection of applicants. Students-applicants submit their CV and students-HR department managers evaluate the applicants. This training contributes to the socialization of students, the development of cognitive processes, presentation and reasoned skills, a tolerant attitude towards the interlocutor, and the development of emotional stability. Thus, the data presented above is of an integrative nature both in content and in the form of education. The use of a complex of mutually complementary active and interactive teaching methods contributes to the development of the philology students' language personality.

7. Conclusion

Currently, theoretical and pedagogical literature describes many active and interactive teaching methods. The main factor is that using them, students take an active position, gain knowledge with their own experience. Training based on the integration of ATM and ITM has many advantages over traditional ones: it enriches the educational process, develops flexibility of thinking, promotes increased motivation and the formation of professional skills. It should be noted that we have substantiated the need to use active and interactive teaching methods in complex, briefly presented the experience of integrating ATM and ITM in various forms when studying the course "Practicum on the development of speech culture", which contributes to the development of the philology students' language personality. However, teaching methods in higher education are constantly being improved, with the transition to distant learning, the problem of using active and interactive teaching methods is acquiring a new format and remains relevant, which requires further study.

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