

INTERACTIVE METHOD “EVERYONE TEACHES EVERYONE” IN DEVELOPING LISTENING SKILLS AT RUSSIAN LANGUAGE LESSONS FOR FOREIGNERS

Ilvira Galiullina¹, Lyubov Chumarova², Rosa Gataullina², Gusel Fassakhova², Lilya Islamova²

¹ Kazan Federal (Volga Region) University (RUSSIAN FEDERATION)

² Kazan State Agrarian University (RUSSIAN FEDERATION)

Abstract

The article researched and analyzed an active process in modern pedagogy. It is the usage of interactive method in teaching Russian language as a foreign one. It is described the criteria and the rules of usage of interactive methods at the lessons during developing students' listening skills. The method which can be named “everybody teaches everyone” is used often especially during developing students' communicative, socio- cultural competence. The interactive method can be successfully used for many reasons. Firstly, the main goal in Russian pedagogy is developing listening skills of students in the process of developing their communicative skills. Secondly, this method helps to use multifarious types of listening texts for students with different level of listening skills. Thirdly, it is easy to use texts with different contents from many fields of life. There are also some successfully adapted exercises for developing students' skills.

Keywords: Russian language as a foreign language, interactive method, listening, group work, perceptual competence, communicative competence, social-cultural competence.

1 INTRODUCTION

Foreign language teaching methods as a part of educational science build on pedagogical principles and postulates studying objective laws of formation of personalities in educational process. That means that educational questions as learning goals, content and teaching methods and forms are the fundamental cores in teaching process of foreign languages.

“Leading component in the teaching process which greatly influence to the choice of the content, forms methods and means is the leaning goal. It is prearranging result in teaching process.” [2]

On the one hand today students have to learn vast quantities of information and they should work with this knowledge. Modern education has high level demand to the students' skills and knowledge. These are the objective conditions of the modern world not only for the education but also for all field of life. On the other hand students don't want only getting knowledge but they also wish to use their skills and knowledge in practice. They have pragmatic goals. And it is very important when we speak about students who learn foreign languages. Languages are used for communication. It is necessary to look for new teaching means and methods at the lessons to achieve this practical aim.

2 METHODOLOGY

This article is the attempt to find out effective means and methods in teaching foreign (here Russian) language for foreign students. Personal experience of Russian language teachers as teachers of second language shows that the most successful trend today in teaching foreign language is combination of communicative and interactive concepts.

This article is about positive experience of usage interactive methods at Russian lessons for foreigners in particular during developing listening skills. The purpose of listening exercises is to develop and improve skills of understanding texts of different themes from social and cultural and economical spheres of intercommunication.

In the article the word “listening comprehension skills” signifies receptive form of oral activity which means perception of language forms and understanding the content of meaning.

In practical course of Russian language for foreigners listening is the goal and learning tool at the same time. Learning goals depend on the tasks of the course and the learning level. Therefore

listening goal is to teach students to understand the content of the listening information which should be from real life.

“Auditive competence is the ability to understand the main idea and the content of the listening information, distinguish emotional state of the speaker and meaning of saying, to formulate personal opinion to the understanding information.” [4]

Listening in teaching and educational process is not only training resource of communication but it has many other pedagogical functions. Listening stimulates students' speaking skills, it is used for getting new information about language itself, about the country, at the same time it helps to develop students' other communicative skills as writing, reading. Listening helps to keep knowledge and communicative skill at the certain level and improve effectiveness of self-control. Therefore it can be said that today in the modern communicative methods of teaching languages the usage of well – organized listening method is one of the basic conditions for successful acquisition of the second language.

In educational process teacher's goal is to develop communicative skills of students at the lessons where there are many exercises for developing verbal communication. These exercises model and stimulate real life communication. And successfulness of oral communication depends on methods and exercises which teacher used at the second language lessons.

There are many difficulties in developing listening skills of the students such as the information should be presented only once; limited time for listening; noise and different types of speech tempo; necessity to remember the whole information which sounds lineally; students can forget the first phrases at the end of listening; students don't have enough listening skills or skills to understand foreign language.

The experience of using the interactive method in teaching Russian language for foreigners shows that these difficulties are able to escape. It give the best results in achieving educational goals and these methods help to involve all students to take an active part at the lesson. This method helps to organize co-operation of learners where each of them can learn individual way. Learners can get new material individually, and what is also very important learning process goes in friendly atmosphere and mutual support.

Interactive method (“inter” means mutual, “to act” do) helps to organize co-operation of a teacher and students, collaboration of students, and increase the activity of students in learning process.

The fact is that interactive method helps to achieve main tasks of the educational process such as learning, cognitive, and pedagogic. That is why it is actively used in teaching process. The most valuable thing of using this method is that fact that students take an active part in learning process. Activating students' desire to communicate with each other in learning second language is one of the most difficult problems of modern pedagogy. Interactive method changes conventional forms of teaching into dialogues between teacher and students, between students with each other. This method is based on understanding and supporting each other in learning process. It gives good conditions for developing students' learning activity.

According to modern pedagogical theory the principle of interacted method is exercises which are able to use not only in classrooms but also at home for self study. The important thing in teaching and developing listening skills of the second language is the right way of organization of self study by students as, for example, listening audio texts, watching videos (news, advertising, some information etc). Distinctive feature of interactive exercises and tasks is its potentials for learning new information and for keeping in mind old one. Modern Russian pedagogic has rich varieties of interactive exercises as project work, games, and creative works. These interactive exercises are described by Russian educational coordinators Bukatova V.M., Gutnikiva G., Kavtaradze D.N., Pronkina B. etc [3, 7]

3 RESULTS

Our experience showed that not only interactive lectures, video and audio listening texts, but also interactive method “everyone teaches everyone” is the successful mean in developing listening skills of the students. This method helps to form communicative, social and cultural, cross- cultural competence of students. Method “everyone teaches everyone” involves all students into learning process in the classroom. It develops team-work and information management skills of the students. This method is good for learning much volume of information and also small one in listening. The content of the method is that students can choose and give the most valuable information (from their point of view) getting from listening to each other.

The experience shows that it is possible to use the interactive method “everyone teaches everyone” in developing listening skills at Russian language lessons for foreigners in computer classrooms, self-access centers, and also in ordinary rooms with small audio equipments. Today all students have smart phones and we don't depend on computer classrooms. We can use the interactive method everywhere and any time when we need to achieve educational goal. Teachers use effective exercises in listening. There are two groups of exercises to develop listening skills of the students: warming up and communicative.

Warming up exercises develop separate elements of language skills such as phonetics and intonation sense, train acquisition and differentiation of linguistic units of various levels. As for the communicative exercises they are used to train speaking skills, and they help to master listening activities and to overcome difficulties in listening.

The fact is that listening texts should be close to the real life situations as e.g. with some difficulties or without them, contact or distant, with pre listening preparation or without it. In many listening exercises it is possible to use effectively the interactive method “everyone teaches everyone”

For example we can successfully use this method in teaching students to find the most informative parts in listening text, predict the information in the text; divide text into conceptual blocks, unite the parts into textual unity; use acquisition marks (repeats, cliché, pauses, rhetorical questions etc) in listening activity; to understand elements of value judgments; keep track on factual information; to differentiate pragmatic content.

Here one of the examples of the listening exercises where interactive method “everyone teaches everyone” was used for the upper intermediate level students. The teacher prepares some texts of one theme, for example, from the social cultural field of life as “Alexander Pushkin in Kazan: “Maxim Gorky in Kazan”, Leo Tolstoy in Kazan”. Each text has pretext and after text tasks. The teacher asks the students to choose one of the texts, learn new words, do pre text exercises and listen to the text. After listening the text students one by one give content of the audio text. In case when students choose two or more text for listening the groups are organized the main task of them is information distribution and presentation it to the group. At the end of the lesson students express their view about what they listened to, about what the fellow students' told them, what new information getting from the text, give arguments about their choice. The teacher become a tutor during this part of the lesson, new technologies recast a play at the lesson.

Sometimes after listening students give their commentaries, comparison between the countries, their native and learning language places, the difference in cultural specific items, add some photos. All this interesting knowledge which students give to each other in unusual way more emotional and informal helps to achieve better results in teaching and learning process especially in developing listening skills.

4 CONCLUSION

Therefore the positive factors of interactive method in developing listening comprehensive skills can be declared following.

1. Firstly, it has possibility of organization dialogues-communication between students, teacher and students. The method helps to understand each other, to co-operate with each other, solve common tasks, and develop individual skills.
2. Secondly, it eliminates possibility of domination of one most active student or predominance of some groups or one point over others.
3. Thirdly, the role of teacher at the listening lesson is minimized; he only organizes the teaching process to achieve educational goals.
4. Next plus of the interactive method is that students educate each other, “everyone teaches everyone”.

Summarizing the experience it can be confirmed that the usage of interactive methods in developing listening comprehensive skills is possible for many reasons. First of all, Russian teaching methodology uses the principle of developing communicative skills of the students during listening educational process. Secondly, the teacher can use different kinds of listening information in different level of student's listening skills. Thirdly, students of intermediate and advanced level are taught to understand information from different fields of life, such as, for example, teacher can use text for listening about

social and cultural life of the people what language the students learn or texts from every day talks. All these possibilities give the students the opportunity to understand and use second language in practice, in communication of real life.

REFERENCES

- [1] D.N. Kavtaradze, D.N. Teaching and game. Introduction into the active methods of learning. Moscow, 120p. , 1998.
- [2] E.G. Azimov, Dictionary of methodical terms (theory and practice of teaching languages) SPb Zlatoust., 472 p.,1999
- [3] E.V. Korotaeva, Liaison in school educational process. Moscow. September. 192 p.
- [4] I.R. Galiulina, V.N. Yapparova, O.V. Starostina, Foreign student's social competence formation on Russian speech listening lessons (by the example of regional studies texts) // *Modern Journal of Language Teaching Methods*. - Special issue, December - pp. 37-42.,2016
- [5] L.R. Islamova, G.R. Fassakhova, R.V. Gataullina, Project Method as One of the Most Effective Methods of Learning Foreign Languages. *Actual problems of humanitarian and natural Sciences: Journal of scientific publications*, No. 07 (66). Moscow. pp. 244-245, 2014
- [6] L.R. Islamova, G.R. Fassakhova, R.V. Gataullina, L.G. Chumarova, The Organization of Independent Work of Non-linguistic Students in Foreign Language Learning. International Scientific-Practical Conference "Problems of Modern Philology and Problems of Methods of Teaching Languages at the Universities": *Sat. scientific works of the international scientific - practical conference BGITA. Bryansk*, 2015
- [7] N.L. Fedotova, Methods of teaching Russian language as foreign. (Practical course). *St Peterbug. Zlatoust.*, 192p.,2013
- [8] T.M. Balykhina, Russian language teaching Methodology as a foreign (new) work book. *2-nd edic. Moscow. RUDN.*, 188 p.,2010
- [9] V.M. Bukatov, Pedagogical secrets of didactical games. 2-nd ed. Moscow. 152 p., 2003