Methods of using interactive technologies in technical university

Yanina Morozova*, Oksana Rozhnenko, and Diana Gulden

Don State Technical University, 344003, Gagarina sq., 1, Rostov-on-Don, Russia

Abstract. The article is devoted to the theoretical justification of the necessity of using forms of interactive foreign language teaching in higher education institutions on the example of students of "Logopaedics", as well as to the experimental verification of the necessary pedagogical conditions for it. Methods of interactive learning are rarely used in pedagogical practice, because most programmes are rather conservative and do not provide for active work of students.

The following pedagogical conditions are proposed for the implementation of interactive foreign language teaching: activation of the students' educational and professional activity by increasing their motivation for professional foreign language activity, change of the teacher's position from the leader to the dual position of the organiser-participant of the joint educational activity, use of interactive methods and forms of conducting training sessions, development of the content of the academic discipline in the direction of interactive learning.

1 Introduction

The development of all spheres of public life leads to an increase in the requirements for professionalism and competence of specialists in various fields. In order to meet the requirements of employers and the constantly changing conditions of the labour market, it is necessary to improve the quality of training of specialists by improving the educational system in educational institutions.

The requirements for the training of specialists in the Russian Federation are regulated by a number of legislative acts, such as the Federal Law "On Education in the Russian Federation", the Strategy of Innovative Development of the Russian Federation for the period up to 2020, the Federal State Educational Standard of Higher Vocational Education (GEF 3 generation), the Model Programme of "Foreign Languages" for non-linguistic universities and faculties (approved by the Ministry of Education and Science of the Russian Federation, 2011).

On the basis of the above regulatory framework, educational institutions develop a local regulatory and methodological framework, including work programmes, a set of assessment tools and other materials. In particular, such a database has been developed at the Don Technical State University.

The discipline of "foreign language" was introduced into the educational programme in order to form students' foreign communicative competence - readiness and ability to carry...
2 Results
A discussion is a debate on an issue or problem between several participants, each of whom expresses and argues his or her personal opinion. Discussion is a way of arriving at the truth by analysing different opinions and choosing the most reasonable option as the correct one.

The case study method is a method of concrete situations, i.e. within the framework of the training there is a modelling of a concrete life situation that requires the students to propose alternative options for solving any problem related to the subject of the class, from which the best option is selected.

Role-playing is the performance by students of certain roles assigned by the teacher, taking into account the wishes of the participants. The aim of the method is to acquire professional skills and abilities necessary for certain life situations.

Brainstorming is a method based on proposing a large number of solutions to a problem and selecting the best one. To implement the method, the group is divided into two micro-groups: idea generators and analysts. The former proposes several variants of ideas, among which exceptional and creative variants are welcome, and the latter select the variants that they consider more appropriate. Finally, the authors of the chosen idea justify and argue for it.

Each method has its advantages and disadvantages. The choice of a particular method for working with students is made by the teacher on the basis of the topic and problems of the lesson.

This study analyses the foreign language teaching program of students of FSBEI HE "Don State Technical University" (DSTU), studying in the field of "Logopaedics". The results of the analysis show that the programme is imperfect and provides for passive activity of the students. Listening to lectures and traditional teaching methods are not enough to teach a foreign language, so it is advisable to improve the current programme and supplement it with interactive learning techniques.

The study of the current technological map of foreign language teaching has shown that the use of such methods allows to expand the theoretical knowledge base of students, but they contain insufficient practical lessons for the possibility of using the knowledge of a foreign language in future professional activity.

On the basis of the results obtained, an interactive English language teaching programme was developed for students studying the speciality of "Logopaedics". The new programme includes several lessons on the topic of "My future profession" using role-playing, case studies, mind mapping and brainstorming methods.

Let's look at some examples of tasks using the above-mentioned methods.

1) Practical exercise on the method of "role-playing" for students of the speciality "Logopaedics" in the discipline "Foreign language" as a part of the topic "My future profession":

Imagine that you are applying for a job at a special school for children with speech disabilities. You will be interviewed for the position of speech therapist with the school principal. Play a dialogue with your prospective employer in pairs.

Imagine you are applying for a job in a special school for children with speech difficulties. You have an interview with the head teacher for the post of speech therapist. Work in pairs to rehearse the dialogue with your future employer.

Use the colloquialisms below:

- It is important to say that...
- It is important to note that...
- I completely agree with the statement...
- Well, I don't think...
- I would like to draw your attention to the fact that ....
- I cannot agree with you because....
- I'm afraid you are mistaken in your opinion....
- I would like to emphasise that..

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2) Practical exercise on the method of "mind-mapping" for students of the speciality "Logopaedics" in the discipline "Foreign language" within the topic "My future profession":

- **Communication**: Effective communication skills with clients, caregivers, and other health professionals include avoiding jargon, using open body language, and listening to other perspectives.

- **Courtesy**: It’s never a bad idea to say “please” and “thank you.” Being gracious and respectful is valued among colleagues and clients, patients, or students. And a patient or client who feels they are not receiving the clinician’s full attention, courtesy, and willingness to help may choose to receive services somewhere else.

- **Flexibility**: Audiologists and SLPs who can adjust to unexpected situations or follow a student’s or patient’s lead usually experience fewer frustrations and might notice increased client motivation.

- **Integrity**: Clinicians must do what is right and ethical regarding assessment, treatment, documentation, and billing for services.

- **Interpersonal skills**: Collegiality is important in the workplace. In addition, especially in communication sciences and disorders, clinicians want to model the type of interpersonal skills they’re looking for clients to exhibit.

- **Positive attitude**: Clients thrive when working with optimistic, enthusiastic, and encouraging clinicians.

- **Professionalism**: Being on time for work, dressing appropriately for the setting, and acting respectfully toward colleagues, supervisors, students, clients, patients, and families is critical.

- **Responsibility**: Employers and clients value clinicians who are accountable, reliable, and resourceful, as well as those who work hard and get the job done.

- **Teamwork**: Willingness to collaborate with others—especially those from different disciplines—to improve client outcomes is a key tenet of our profession.

- **Work ethic**: Showing initiative and self-motivation gets positive attention from employers, peers, and the people we serve.

3) Practical exercise on the method of "case study" for students of the speciality "Logopaedics" in the discipline "Foreign language" within the topic "My future profession":

**Task**: Imagine that you are a speech therapist. What would you advise our patient's parents in home language environment? Discuss in groups of three.

Imagine you are a speech therapist. What would you advise your patient’s parents to do at home? Discuss in groups of three.

4) Practical exercise on the method of "brainstorming" for students of the speciality "Logopaedics" in the discipline "Foreign language" within the topic "My future profession":

**Task**: Form three groups of participants from the whole group: "generator", "analyst", and "contrast generator". A group of "generators" is responsible for following up on other ideas. This group should be included in a creative and imaginative way.

Groups of experts, formed of students, who have objective knowledge and understanding of the problem, critical assessment of the development of comprehensive development, the generator contrast group is designed for stimulation and stimulation of the process, offering a variety of options, opposite to the solution.
Discuss in groups the topic "Why do you think it is necessary to pay attention to the development of a child's speech?"

3 Conclusions

During the implementation of the method of pedagogical observation, students of the speciality "Logopaedics", who were part of the control group, were asked to answer the question to identify the strengths and weaknesses of the author's methodological development. The data obtained during the processing of the students' answers are presented in Table 1.

| Table 1. Identification of strengths and weaknesses of methodological development |
|-----------------------------------|-----------------|
| Answer choice (0-20)              | Gender          |
| Learning grammar                  | Male | Female |
| Learning vocabulary               | 6    | 10     |
| Learning phonetics                | 3    | 2      |
| Retelling texts                   | 5    | 6      |
| Learning word formation           | 5    | 5      |
| Brooding your mind                | 14   | 16     |
| Thinking logically                | 15   | 17     |
| Working in pairs (teams)          | 10   | 17     |
| Reading and analysing skills      | 9    | 6      |
| Improving speaking skills         | 11   | 15     |
| Total                            | 16   | 19     |

Note: The total number of answers is higher than 100% because one and the same person could choose several important aspects only for himself or herself.

For illustration, we present the data in Figure 1.

The effectiveness of the experiment was evaluated by testing and interviewing the participants of the educational process. The results demonstrate the importance of the knowledge and skills acquired by students through interactive methods. They are aimed at expanding the language horizon, interest in learning a foreign language, interest in learning...
The characteristics of a profession in a foreign language. They consider the methods of interactive learning to be effective, interesting, varied and comprehensible.

The absolute majority of the students noted that the training using interactive methods allowed them to achieve high results in the application of English knowledge in conversation practice. Teamwork had a positive impact on the students: working in pairs and groups enabled them to master the basics of dialogue and discussion in English, using professional vocabulary. Some students found the creative work, which allowed them to improvise in a foreign language, exciting and useful.

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