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INTERACTIVE TECHNIQUES IN HIGHER EDUCATION

У статті досліджено особливості впровадження інтерактивного підходу в закладах вищої освіти. Розглянуто переваги інтерактивних занять у вищій освіті, а також ефективні методи застосування цього підходу в процесі викладання англійської мови за професійним спрямуванням.

Ключові слова: *інтерактивний підхід, електронна навчальна платформа, комунікативні навички, англійська мова за професійним спрямуванням.*

The article examines the peculiarities of introducing the interactive approach at higher educational institutions. The authors analyze the advantages of interactive learning in higher education and effective tools of implementing this technology in the process of teaching English for Professional Purposes.

Keywords: *interactive learning, digital education platform, communication skills, English for Professional Purposes.*

В статье исследованы особенности внедрения интерактивного подхода в учреждениях высшего образования. Рассмотрены преимущества интерактивных занятий в высшем образовании, а также эффективные методы применения данного подхода в процессе преподавания английского языка для профессиональных целей.

Ключевые слова: *интерактивный подход, электронная обучающая платформа, коммуникативные навыки, английский язык для профессиональных целей.*

Interactive learning implies a procedure that encourages students to take an active role in the classroom setting, which in its turn promotes their self-directed mastering of the material [1; 3; 4]. The aim of the present research is to examine the peculiarities of introducing the interactive approach at higher educational institutions. We will analyze the advantages of interactive learning in higher education, as well as effective tools of implementing this technology in the process of teaching English for Professional Purposes.

In general, interactive learning in higher education possess a wide range of benefits [2; 5]:

- fostering students’ interest and active participation;
- promoting deeper learning and retention of the material presented during the class;
- providing engagement and giving students practice in developing critical-thinking skills;
- enabling instructors to assess how well the class is learning that day;
- bringing flexibility and convenience in a learning environment.

Moreover, interactive learning contributes to the development of high cognitive skills and reasoning autonomy, it increases the retention and memorizing the material by students. Learner’s autonomy is of paramount importance for mastering and memorizing the material, particularly in a foreign language acquisition. Interactive learning facilitates collaboration in classroom and enables sharing instruction data in real time, which makes learning faster and easier. It ensures diversification in teaching and learning, thus being advantageous for both students and a teacher. There are numerous opportunities to diversify the learning materials via new technologies on the Web. Interactive learning strongly relies on the technology skills of students, thus online educational platforms, social media and devices (mobile phones, tablets, etc.) can actually help in the learning process. Furthermore, interactive approach is highly flexible and adaptable, i.e., it can be easily adjusted to any instructional setting.

The following lesson outline features the major techniques of interactive learning as described above.

LESSON OUTLINE

Lesson objectives:

- to identify the common errors in the English medical writing;
- to trace the modern tendencies in the English medical discourse.

Rationale: This lesson will cover general differences in British and US medical English (words choice and spelling), commonly misspelled terms in medicine, correct use of medical paronyms and Latin-derived medical terms in modern English.

Expected learning outcomes: by the end of the lesson, students are expected to develop understanding of common features and challenges of academic vocabulary in medical English.

Materials and resources: PPT presentation, laptop and projection screen, Yes/No response cards (of green and red colors), the *Kahoot* quiz.

I. **Introduction.** Welcome words and lesson objectives.

1. **The “hook”** – discussing the picture depicting a misunderstanding in a clinical setting at the slide. Questions to students:
 - What happened in this picture? Where did it happen?
 - Why did this misunderstanding happen?
 - What possible consequences can misunderstanding have in a clinical setting?
 - How can this misunderstanding be avoided?
2. Outlining the relevance of the lesson topic on the basis of students’ answers: Incorrect or inappropriate use of medical terminology can impede the communication process in a clinical setting, leading to **misunderstanding, unnecessary waste of time and misleading actions in the diagnosis and treatment**, as well as resulting in **poor quality of produced academic discourse**. Careful study of lexical features of medical terminology in modern English is important **to avoid misunderstanding** in a foreign-language clinical setting, and **to eliminate possible mistakes** when producing English-language academic discourse, such as case reports

II. **Commonly misspelled terms in medicine:**

1. Classification of paronyms. Other commonly misspelled words in medicine.
2. Feedback from students using Yes/No response cards: Are these words used correctly? (analyzing excerpts from *PubMed* database)

III. **The use of Latin in Medical English:**

1. Major challenges in spelling.
2. Feedback from students using Yes/No response cards: Are these words written correctly? (analyzing excerpts from *PubMed* database)

IV. **Differences in British and U.S. medical English:**

1. Lexical differences
2. Spelling differences
3. Feedback from students using Yes/No response cards: Is this the UK spelling style? Is this the U.S. spelling style? (analyzing excerpts from *PubMed* database)

V. **Conclusions. Answering questions. The Kahoot quiz.**

Thus, the study of interactive approach in higher education needs further elaboration by ESOL teachers who train medical students, as well as by educators from other academic contexts, in the process of planning lectures and practical sessions, and development of teaching materials.

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