INTERACTION – THE WAY TO SOLVE PROBLEMS IN COMMUINICATION

Клюніна Н.В.

Україна, м. Суми, Сумський обласний інститут післядипломної педагогічної освіти

Foreign language professionals know more today than ever about how learners acquire new languages and about the conditions which language acquisition is most likely to occur. The prevailing view among foreign language educators today is that the goal of instruction is to prepare students to function effectively in the real-life situations they are likely to encounter. This view, most frequently associated with the terms "proficiently-oriented instruction' or "communicative language teaching", has had a substantial impact on foreign language teaching practices in our time. The Standards for Foreign Language Teaching represent the next generation in the movement toward communication as a primary goal of the foreign language profession. The goals that compose the Standards emphasize language as a tool for interaction with others and with texts for learning, for personal enrichment, and for use in the broader community.

The research base for communicative language instructional practices is both direct and indirect. Some evidence supports practices associated with the communicative approach; other practices may be inferred from the research on cognition, information processing, and sociocultural theory. While some of the evidence to support emerging approaches may be indirect or limited, it should also be noted that there is a scant body of research to support past approaches to foreign languages teaching.

Current constructivism and social constructivist theories of learning are consistent with the communicative approach to foreign language teaching and learning. As a result, foreign language educators share many beliefs about good instruction with educators in other disciplines:

* Learners must be actively engaged in constructing their own understanding and knowledge.

* New knowledge builds on previous knowledge, and the learner's background knowledge plays a significant role in the construction of meaning.

* Social interaction is important in the construction of knowledge and the integration of knowledge into increasingly improved performance.

* Classroom tasks should closely parallel the real- life tasks to which student may expect to

apply their knowledge and skills.

* Real-life tasks are meaningful, purposeful, and rooted in context.

The research base in foreign language education, particularly in secondary schools, is not extensive. Educators and pedagogical theoretician, therefore, frequently rely on studies drawn from English as second language settings. In addition, implications for foreign language instruction are occasionally extrapolated from research in first-language development, particularly in the area of reading and writing skills development.

Beyond this limitation in interpreting the research, it appears that learners benefit from:

* extensive exposure to meaningful, understandable language in use;

* opportunities to use the foreign language to interact with others, and to make

oneself understood;

* opportunities to use foreign language in tasks that reflect real-life purposes and   require the exchange of meaning;

* culture instruction that links cultural information, skills in observation and analysis, and ways to make meaning in a sociocultural appropriate manner;

* explicit instruction in strategies that facilitate language awareness, learner autonomy, and making meaning when reading or listening; and

*the use of certain technological resources to assist in language and practice.

Most researchers and classroom practitioners today acknowledge the critical role that comprehension plays in languages acquisition. Comprehensible input is a term coined by Krashen to describe language (oral or written) that is understandable. For language growth to occur, Krashen posits that input must not only be understandable, but must also contain language that is just beyond the learner's current capacity.

Researcher suggests that comprehensible input must also be topically related and goal oriented. That is, comprehensible input is not simply a matter of quantity of exposure, but of quality as well. Some researchers also point out that features of the input must be 'noticed' by the learner in order for 'intake' to occur. That is, merely understanding the massage may be insufficient; learners must also take note of the way the message is conveyed. Intake requires student attention, engagement, and processing. Student intake is not necessarily identical to the input they receive, but depends on how each individual attends to the processes features in the input.

A number of studies have examined the role of interaction in language learning. Interaction allows learners to exchange information, to use language as it exists in the real world, and as a cognitive tool for problem solving. The 'comprehensible output' hypothesis

holds that interaction requires learners express their meanings in way that are comprehensible to others, which in turn pushes them to consider the relationships between meaning and form, and thereby refine their language.

Interaction helps students learn how to solve problems in communication using diverse problem-solving mechanisms. Tasks in which students need to negotiate meaning (that is, make themselves understood and work to understand others) contribute to language growth, since student-student interaction may require more negotiation of meaning than teacher-student interaction. Teachers all too often are able to understand student utterances regardless of how poorly formed and communicated, while classmates may be less capable of deciphering their peers' messages, increasing the need for student to work on understanding and being understood. Task that depend on a meaningful exchange of information among students generate more negotiation of meaning that those in which information exchange is not required. In addition, research has shown that students can successfully correct one another, and that students are unlikely to learn one another's mistakes.

Research suggests that learners can achieve automatic control of knowledge through practice under real operating conditions. That is, classroom practice needs to parallel authentic communication to the fullest extent possible and students need adequate opportunities to develop the procedural knowledge necessary for real-life communication. Communicative language teaching is organized around the purposes people have for communicating and the things people do when they communicate.

Foreign language educators have proposed principles for foreign language instruction derived from the research on language learning:

* Foreign language activities should be set in a meaningful context and be meaning-driven.

* Students should have opportunities to practice using language that reflect the range of contexts they are likely to encounter and the tasks they may need to do outside the classroom.

* Students should be encouraged to express their own meanings.

* Students should communicate frequently with diverse partners in the classroom to allow for interaction among more and less expert as well as between teacher and student.

Explicit instruction in learning strategies can help students learn languages more easily and increase student autonomy. A number of studies have shown that teaching students the purpose, nature and appropriate use of language learning strategies has long-term benefits. Teachers can help students be more successful learners by teaching students what learning strategies are and when to use them.

Technology is increasingly used in all subjects as part of the teaching/learning process. In

addition to the use of word processing software, video-supported instruction, there many ways those foreign language teachers can use technological tools.

The Internet has been shown to be an effective tool for student to learn about the target culture and to use their foreign language skills to acquire new information. Video-supported instruction, including use of captioned video and multimedia, have been shown to improve listening comprehension. Video that allows students to call on prior knowledge and experience, and that provides visual cues to the meaning of what student hear, results in greater student learning. Technology is increasingly used in all subjects as part of the teaching/learning process. In addition to the use of word processing software, video-supported instruction, there many ways those foreign language teachers can use technological tools.

Computer communications, particularly the on-line chat mode, have many of the features of oral discourse. They involve spontaneous, unrehearsed, informal language use that focuses on meaning rather than on form. Communication network have a number of positive features that contribute to language development, including increased student participation and the lowered anxiety levels made possible by the psychological distance imposed by computer-mediated communication.

The Internet and World Wide Web can provide access to resources that are richer and far more extensive.

Foreign language professionals know how learnens acquire new language. The task is to prepare students to function effectively in the real-life situations.

Literature
1.Kohonen, V. 1984. Experiential Learning: Second language learning as Cooperative learning education, Cambridg University Press.
2.Krashen, S., Robin C. Scarcella, and Michael H. Long 1982. Child –Adult Differences in Second Language Acquisition, Romly,MA: Newbury House.
3.Littlewood,W. 1987. Conmunicative Language Teaching, Cambridg University Press.
4.Met, Meriam. 1995. In Research Within Reach//C.Herron and V.Galloway, Editors p. 97-113. Valdosta, GA: Southern Conference of Language Teaching.