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The Use of Interactive Technologies for the Formation of Competencies of Teamwork in Teaching a Foreign Language in Higher Education

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Annotation: The article discusses the conditions and ways of forming the competence of teamwork in the context of teaching a foreign language at a university. The features of the competence approach as a methodological basis of modern higher education are analyzed. Attention is paid to the formation of the most in-demand supra-professional competencies, which the author refers to as teamwork skills. The special importance of having a high level is noted the formation of these competencies for the further professional success of a graduate of a higher school. The main contradictions preventing their effective formation are identified. The results of a survey of students of the Faculty of Computer Science and Information Technology of SSU are presented, which allow to determine the initial level of formation of the competence of teamwork. Based on the results obtained, it is concluded that it is necessary to create pedagogical conditions for the further formation of this flexible skill. Special attention is paid to the following issues the use of an interactive learning model, namely Brainstorming and group puzzle technologies, as an effective didactic technique aimed at the formation and development of teamwork skills in the context of teaching a foreign language at a university. Practical recommendations on the organization of educational work using these technologies are given.

Keywords: interactive learning technologies, teamwork competence, flexible skills, competence approach.

The modern round of development of higher professional education is characterized by the modernization of all its components. In many ways, the observed changes are a reflection of the socio-economic processes taking place both in Russia and around the world. The new social order of society, Russia's accession to the Bologna Convention and, as a result, increased academic mobility of modern students, changes in the global labor market have necessitated the reform of the higher professional education system. Discussions on the problems and ways of modernizing Russian education quite often they are associated with discussing issues of theory and practical implementation of the competence approach, since according to the Federal State Budget

This approach is the methodological basis of the content of modern higher education in the third generation of higher education. It is focused not only on the transfer of knowledge to students, but also on the formation of their readiness to carry out professional activities, as well as the ability to effectively interact in a complex multicultural changing world, i.e. on the formation of a wide range of professional and general cultural competencies[1]. Thus, the learning goals are formulated through the competencies that are in demand in the professional activity of a modern employee.

Turning to the history of the development of the competence approach, it should be noted that its idea originated in the early 1980s and was reduced exclusively to the concepts of professional

competence and professional competencies of an individual as a goal and result of education [2, p. 68]. Competence, in the broadest sense, was understood at that time as "in-depth knowledge of a subject or mastered skill" [3]. At the end of the last century, with the expansion of the scope and content of the concept, issues of a competence-based approach in education began to be addressed in pedagogical discussions. At various times, such scientists as I. A. Zimnaya, A. G. Kasprzhak, M. A. Choshanov, S. E. Shishov, B. D. Elkonin and others have been engaged in research in this field.

As at the end of the last century, theoretical and practical research on various aspects of the competence approach is inextricably linked with the definition of the concepts of "competence" and "competence".

Issues of formation and filling of data the works of such researchers as V. A. Adolf, E. I. Balakireva, A. A. Derkach, E. F. Zeer, V. V. Ignatova, A. K. Markova, L. M. Mitin, S. I. Osipova, V. A. Slastenin, A. L. Tryapitsina, A. V. Khutorskoy, etc. were devoted to concepts in pedagogy.

According to A.V. Khutorsky, competence is a person's possession of relevant competencies, whereas competence is defined as an activity characteristic that determines the ability and readiness of an employee to implement acquired knowledge, skills, and skills in real professional activity [4]. Based on this understanding of competencies, it can be concluded that their formation should be implemented in situations as close as possible to the real conditions of the professional field.

E. I. Balakireva, speaking about the integrated nature of competencies, defines as a necessary condition for their development purposeful active activity related to the real professional environment [5, p. 156]. Thus, a teacher of a modern higher school needs to have a clear understanding of the components of their students' future professional activities and the skills that would allow them to succeed in their chosen career.

Increasingly, discussions about the competencies most in demand in the modern labor market address the issue of the exceptional importance of developing supra-professional skills called flexible or "soft" skills. According to a number of studies conducted by Harvard University, the Carnegie Endowment and the Stanford Research Institute, it is the high level of formation of flexible skills that determines the success of graduates in the professional field [6, 7]. In 2015, the Organization for Economic Cooperation and Development, she published a report on the results of a three-year study "Skills for the development of society. The power of emotional and social skills" (Skills for social progress. The power of social and emotional skills), which also emphasizes the exceptional importance of the student's emotional and communicative qualities for his further life success [8]. These qualities, as noted in the report, have priority in relation to academic performance.

Changes in the field of economics and information technology have led to a significant redistribution of priorities for employers of skills. Of particular value at the moment are not only and not so much professional competencies, but additional knowledge and skills, among which teamwork skills are particularly in demand. Despite the generally recognized importance and significance of the formation of these skills, there are contradictions that prevent their effective formation: the need for a high level of teamwork skills to achieve success in professional activities and the lack of the possibilities of developing this skill during training, associated with the dominance of frontal forms of work that form the basis of the passive-reproductive model of learning; the high level of development of social skills among the modern generation of students, manifested by them in conditions of virtual communication (in social networks and forums), and the difficulties that "live" interpersonal communication causes them. Finding ways to overcome these contradictions is one of the main tasks of a higher school teacher. Consideration of the conditions and features of the

formation of team skills the work is of particular relevance and importance in the context of teaching a foreign language at non-linguistic faculties, since the purpose of mastering the discipline "Foreign language" is the formation of such competencies as the ability to communicate orally and in writing in Russian and foreign languages to solve problems of interpersonal and intercultural interaction (General cultural competencies-5); the ability to work in the team, tolerantly perceiving social, ethnic, confessional and cultural differences (General cultural competencies-6). Thus, the skill of teamwork becomes one of the key skills that should be formed and improved during the teaching of a foreign language to students of higher education.

For effective planning of work on the formation of teamwork skills, it is desirable for teachers to have an idea of the initial level of formation of this skill in students. In order to determine it, the teachers of the Department of English and Intercultural Communication of Saratov State University conducted a survey of first-year students of the Faculty of Computer Science and Information Technology. The following questionnaires were used as diagnostic material: to identify students' understanding and recognition of the importance of teamwork in educational and professional activities, the questionnaire "Assessment of a teenager's relationship with the class" was used [9]. This technique made it possible to identify three possible types of perception by an individual of a group, while the indicator of the type of perception is the role of the group in the individual activity of the perceiver; in order to establish the students' level of formation of the ability to communicate in dialogue, the test "Diagnosis of communicative and organizational inclinations" was used (KOS-2)" [10]. This technique contains 40 questions; the levels of conversational communication ability (low, medium and high) are determined depending on the points scored; to determine the well–known styles of interaction and leadership and to determine the level of activity - passivity in interpersonal interaction, the "Methodology" was used definitions of the style of interpersonal interaction" S. V. Maksimova, Yu. A. Labeiko [10].

The results of the survey showed that the majority of the surveyed students are aware of the importance of partnership and dialogue communication (90%). However, about 70% of students do not show an active and sustained desire for communication and sometimes have difficulty establishing contacts with people, rarely take the initiative. They rarely interfere with other people's actions and are active in group activities. More than half of the students surveyed (54%) do not show a need for collective forms of work: they do not perceive the group as an independent value, prefer individual work and limited contacts.

Some students perceive and evaluate the group in terms of its "usefulness", preference is given to more competent group members who are able to help, take on a difficult problem or serve as a source of necessary information, which indicates a lack of motivation for teamwork. Therefore, it can be concluded that it is necessary to create pedagogical conditions that contribute to the formation of teamwork competence. Thus, the teacher needs to organize the educational process in such a way that each student had a chance to gain personal experience working in a team. In this context, the use of an interactive learning model responsible for the communicative component in the competence structure is promising. Examples of interactive forms of work are the use of microgroup forms of educational activities and collaborative learning technologies (for example, Brainstorming and jigsaw or group puzzle technology). Microgroup forms of work have great potential in the context of teaching a foreign language and significantly contribute to solving purely methodological tasks aimed at the formation of foreign language communicative competence, and allow you to successfully develop such basic flexible skills as teamwork skills and communication.

One of the examples of the effective use of Brainstorming technology in the framework of a microgroup form of organizing educational activities is the work on writing essay. In most cases, the development of writing skills involves performing a significant number of tasks within the framework of independent work, which, in turn, sets the teacher the task of carefully organizing this activity of students, since it becomes the key to the success of the process of forming language competence.

While studying at a higher educational institution, starting from its primary stage – bachelor's degree – and ending with postgraduate studies, students have to create texts of various genres. Perhaps one of the most common type of written work, which is also a mandatory part of many international English exams, is an essay. Writing an academic essay involves several stages. It is advisable to use the "brainstorming" technology at the stage of generating basic arguments, when students work together to develop a specific topic. Students spontaneously and freely express ideas and opinions, touch on various aspects and topics and record them randomly in the form of individual words, phrases, phrases and short sentences: in this way, the speech-thinking activity of students is stimulated, their speech experience is actualized.

The advantages of Brainstorming are especially evident in group work, so as an open-ended exercise, it provides an opportunity for students with different levels of language proficiency to contribute to the development of ideas, jointly expand the general information field, and activate vocabulary. Moreover, it is during the performance of tasks of this type that students have the opportunity to gain valuable personal experience in developing teamwork skills. Taking into account the significant shortage of classroom time and the willingness of modern students to use information technology in the learning process, it seems advisable to transfer the bulk of the work of Pedagogy 109 to the digital space of the Internet. For this purpose, it is possible to use applications such as Viber, VK, WhatsApp and Telegram. Each of the groups that the teacher formed in the lesson begins its own dialogue in the application, wherethey generate and organize ideas by means of posting messages. The teacher is given access to each dialogue, which allows him to direct the discussion and attract more "silent" students to actively participate. After a period determined by the teacher, the groups provide each other with access to their discussion dialogues. Also, as part of group work, students discuss various options for the presentation of their ideas.

The next stage of the work is for students to write the initial version of their essay. In order to build skills after critical thinking and analyzing their own achievements, students are invited to share their work and propose constructive changes that could help eliminate shortcomings and improve the final version of the essay. Thus, the use of Brainstorming technology at various stages of work on writing an essay allows you to turn an assignment, which in the traditional learning system is exclusively individual in nature, into an effective tool for the formation of flexible skills such as teamwork, critical thinking and communication skills. Another example of the effective application of an interactive learning model in the context of teaching a foreign language is the use of jigsaw technology. This didactic technique was developed in 1971 by the American psychologist E. Aronson. This form of educational activity organization correlates with the idea of a collective way of learning, which has been developed in Russian pedagogy since the late 1980s.

According to V. K. Dyachenko, the leading theorist of this method of learning, the collective method of learning greatly contributes to overcoming the main contradictions of the traditional education system, which consist in the discrepancy between the individual nature of teaching and the collective essence of education, as well as the structures and essence of communication used in public and

personal life, and their application in educational classes at school, university and other educational institutions [11].

Collaborative learning technologies allow students, being in a situation of positive dependence on each other, to learn responsibility and develop teamwork skills. Within the framework of teaching the discipline "Foreign language" jigsaw technology is usually used for pair work. For example, students are invited to familiarize themselves with different parts of the text and jointly cope with a task, for the successful completion of which it is necessary to possess all the information. Thus, the task itself pushes students to productive interaction and mutual learning. Technology jigsaw is also advisable to use when working on reading skills such as scanning (reading with selective information extraction) and skimming (understanding the main content with the extraction of basic information), as well as in the course of familiarization with new lexical and grammatical phenomena and in the process of consolidating the material already passed.

The use of interactive technologies such as microgroup work and collaborative learning technologies has significant potential to solve one of the most urgent tasks facing a teacher of a modern higher school. These didactic techniques make it possible to effectively form teamwork skills, which are currently one of the most in-demand supra-professional skills.

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