

TEACHER-STUDENTS INTERACTION AS A MEANS OF DEVELOPING STUDENTS' ESP COMPETENCIES

The article studies the ways of teacher-student interaction in the ESP course. The author analyses peculiarities of collaborative learning and proves its benefits for developing students' ESP competencies. Some effective ways to enhance their motivation are also presented in the article.

Key words: ESP; intrinsic motivation; interaction; autonomy; collaborative learning; cooperation; self-regulation; self-and peer-assessment.

Introduction. In connection with an urgent necessity of having highly qualified specialists that could cope with an on-job competition and satisfy all the market requirements, the role of ESP learning has increased greatly. It has become an integral constituent of language learning at higher educational establishments.

ESP (studied by T. Dudley-Evans, St John, K. Graves, etc.) involves obtaining professional competencies by students in a certain sphere, which they will be able to implement in their further professional activity. Among them is an ability to operate complex terminology fluently, to read and analyze authentic literature, to participate in discussions and express opinions on the topics discussed, to work in teams etc. Grammar competence which used to be a basis of traditional methodology now is aimed at helping solve communicative tasks. There is a move from teaching only grammar and grammar structures to an emphasis on language in context.

However, nowadays some spheres of life are developing so rapidly and dynamically that it is difficult to keep up with the demands they are offering to the would-be specialists. So new competencies, for example, self-study and autonomy, as well as certain flexibility, need to be developed.

It is a favorable tendency that ESP students approach the language learning through a field which is familiar to them and relevant to their preferences and interests. F. Guerid thinks that teaching is «like medical science where the doctor can't give a prescription to the patient without making a thorough diagnosis» [5; p.192]. The teacher should start with analyzing the needs of the students. This is likely to enhance their motivation and may become a powerful force driving them to work more efficiently at obtaining their educational goals.

Recent research analysis. Researchers like R. Gardner [3], L. Elton, J. Arnold, K. Cherry, etc. have studied the motivational basis of ESP learning, analyzing its intrinsic and extrinsic types. R. Griggs suggests that people who are intrinsically motivated are more creative and frequently present unusual ideas and new creative solutions [4]. P. Eggen and D. Kauchak support the idea that this type of motivation provides students with a long-lasting interest in language learning, so they start to exhibit better academic results [2]. They study the language on their own

initiative and have a greater readiness for fulfilling any tasks. For them learning something new is stimulating and even challenging. Getting better grades and a higher group rating is also important, but on the initial stage.

Anticipating better career expectations and prospects is seen as a success-oriented intrinsic incentive that can enhance students' engagement in learning activities. Very often, among more motivated at the university are the students who have already had a good language preparation and developed language skills. Or there is a category of students who have already tried the job where a good command of the language is a necessary, if not compulsory, option. Thus, they understand how important the language will be for them in the future. So they are likely to demonstrate more persistence, enthusiasm and readiness to cope with difficulties and failures which people usually encounter while learning a language.

Though the university standards nowadays stress the importance of student autonomy and self-study work, the ESP classroom activities are still maintained by a teacher. Is his figure still dominant as it used to be? Could a teacher and his methods used be a motivating factor? **The aim of our research** is to analyze a teacher's interaction with students as a fruitful means of developing their necessary ESP competences.

Research results. As the goals and methods of ESP teaching have transformed over the years, so has the role of an ESP teacher. Now he isn't perceived as the only source of knowledge, he is more a mediator, a 'bridge' between knowledge and students who are starting to perform the roles of initiative investigators and self-educators. When necessary, he is a counselor or a manager who is responsible for providing a comfortable learning environment.

In the ESP course, the teacher's 'mission' is to create favorable conditions for boosting students' communicative skills either by means of encouraging their autonomous work or through their collaboration or cooperation with other students. Autonomy and collaboration – are these notions exclusive of each other or can they be combined for the sake of achieving certain learning goals?

Autonomy implies a student's ability to function independently. C. Rathbone calls an autonomous learner a

self-activated maker, an active agent in his own learning process. He is able to set the objectives himself, plan and organize his timetable, look for appropriate materials, evaluate and take a certain responsibility for his own learning progress and development. Later on, this habit of self-studying can enable him to work more efficiently outside the classroom and get adjusted to new real-life situations.

Collaborative learning, in its turn, is a kind of group learning during which all members are involved in solving a mutual task and share their experiences, opinions, thoughts, and ideas. Collaboration requires a certain atmosphere and a certain type of behavior of the participants.

Scientists stress that there are certain differences between collaborative and cooperative learning. Thus, as S. Kozhushko mentions, they differ by the nature of interactive processes while fulfilling the given tasks in groups [6]. Cooperation implies the division of tasks among group members, when each individual seeks outcomes that are beneficial both to him and to all group members, then his contribution to the common goal is evaluated. Collaboration, in its turn, foresees working together at a common goal and coordinating mutual efforts led by a mutual interest in achieving this goal.

In our opinion, either in cooperation or in collaboration all the participants engaged benefit by obtaining a set of skills and knowledge necessary for communication. L. Vygotsky emphasizes that learning through communication and interactions with others is more important than though independent work. Then higher learning results are achieved both by students and educators [10].

Indeed, through collaborative learning students can improve their academic and social competences and build positive relationships with the environment. They process a larger scope of information when they work in group rather than individually and learn to think critically. They get involved in decision-making and problem-solving. Moreover, while working together and assisting each other, they manage to solve the problems which can't be solved when working independently.

In collaborative groups, participants tend to work as a network, so they are more supportive than competitive, and as a result, this interaction can lead to a higher level of creativity and innovation. It is through open dialogue that they become more self-determined, strategic, flexible and intrinsically motivated.

However, collaborative learning doesn't fully reject the idea of autonomy. The problem is that when there is too much of autonomy, it can lead to competition and a learner's disengagement or isolation from the group, which can undermine the collaborative outcomes. While working in groups, there may emerge another problem with less motivated, low-ability learners who can exhibit a lower level of performance.

Thus, during the language learning course, for the teacher, there is a challenge of how, firstly, to combine these two contradicting aspects to make them bring more benefits and secondly, how to become more collaborative with students. To teach someone collaboration skills you are to be ready for it and be eager to do it yourself.

The attitudes students have to collaborative practices are influenced mainly by the teacher. Collaborative teachers communicate with their students in a way a bit differ-

ent from a traditional one. In their relationships, the main emphasis is placed on dialogue, interaction and partnership, rather than on a teacher's dominance accompanied by constant guidance and suppressing instruction. Students, especially senior ones, are quite mature to withstand the teacher's authoritarian style and they feel the difference between 'teacher's assertive position' and 'authoritarianism'.

In collaborative classrooms, teachers give students an autonomy engaging them in setting goals and choosing strategies for accomplishing them. Students are encouraged to assess the results or make classroom management decisions themselves. The following attitude is based on understanding that a supportive, trustful relationship between a teacher and a student can significantly affect the way students learn and perceive information.

When a teacher creates a climate of respect, students are likely to think deeply and face challenges more vigorously. They become engaged learners when they are trusted and respected as individuals. They get motivated when they see that they are treated fairly, that the experiences they want to share aren't neglected and their opinions are listened to. In this way positive classroom dynamics is built.

R. Marzano believes that for a teacher the most obvious way to communicate appropriate levels of collaboration is to take a personal interest in each student in the class. All students appreciate personal attention from the teacher [7]. Indeed, a caring, thoughtful and not indifferent teacher can create a favorable classroom environment where not only high-achieving students, but also low-achieving ones can feel comfortable and be stimulated to learn. As a rule, in a friendly environment, even less apt learners feel secure and succeed better. A collaborative teacher can adjust his teaching methods or strategies and shift the direction when it is necessary. He can offer help when it is needed, for example, by giving cues or hints. Or he can give freedom when he feels students can perform independently.

Teachers can facilitate collaboration among students by using a wide range of classroom activities like role play, brainstorming, case-study, chain story games, interviews, fishbowl debates, round-table discussions or mini-conferences, etc. Gallery Walk gets students out of their chairs and involves them in giving answers to the questions of the other groups. They become active in generating fresh ideas, consensus-building and public speaking.

Doing joint projects also demands team building and a close creative collaboration among participants. A collaborative teacher might ask students to search for the information, as well as to define the output of their project and the way of presenting it on their own. Luckily, learners have a great number of authentic printed and visual multimedia resources at their disposal which make language learning more captivating, cognitive and motivating.

We support the idea of N. Pino-James who suggests that to increase students' engagement in learning on the behavioral, emotional and cognitive levels teachers should try to make the activities personally meaningful, for example, by making them linked with the students' previous knowledge or experience [9].

Self-regulation is an important aspect in collaborative classrooms. Students must be taught to monitor and eval-

uate the effectiveness of learning strategies, the usefulness of the materials and their individual progress. The latter can be done, for example, through self-or peer-assessment.

The research we have conducted shows that for the majority of students at the Computer Sciences faculty (72 %) this procedure is less stressful and more beneficial. They consider themselves critical judges who take control over their own successes and failures. In fact, students learn to take responsibility for their learning. This fosters their self-control and self-discipline. Moreover, it helps make lessons more interactive and communication-oriented, provokes feedback discussions and lessens the teacher's involvement into the learning process.

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ВЗАИМОДЕЙСТВИЕ МЕЖДУ СТУДЕНТОМ И ПРЕПОДАВАТЕЛЕМ КАК СПОСОБ РАЗВИТИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ

Статья изучает способы взаимодействия между преподавателем и студентами в процессе изучения английского языка для специальных целей. Автор анализирует особенности колаборативного обучения и доказывает его преимущества для развития компетенций студентов. Также представлены некоторые способы стимулирования их внутренней мотивации к изучению языка.

Ключевые слова: внутренняя мотивация; взаимодействие; автономия; колаборативное обучение; кооперация; саморегуляция; самооценивание; взаимооценивание.

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ВЗАЄМОДІЯ МІЖ СТУДЕНТОМ І ВИКЛАДАЧЕМ ЯК ЗАСІБ РОЗВИТКУ КОМПЕТЕНЦІЙ СТУДЕНТІВ

Через високу динамічність розвитку деяких галузей випускникам закладів вищої освіти стає важко відповісти вимогам, які диктує ринок праці. Отримання перспективної роботи є однією з мотивацій, які стимулюють до вивчення іноземних мов і вимагають від студентів оволодіння ними таких професійних компетенцій, як: вільне оперування фаховою термінологією, обговорення професійних тем, розуміння автентичних текстів, вміння працювати автономно і в команді тощо.

Позитивна навчальна динаміка може бути досягнена завдяки заохоченню взаємодії між студентами та студентками і викладачем. Аналізу цього аспекту й присвячена подана стаття.

Колаборативне навчання, яке передбачає співпрацю і об'єднання зусиль заради досягнення спільної мети, надає студентам безмежні можливості для розвитку їхніх комунікативних навичок, і слугує поширеною моделлю партнерства у навчанні. Учасники намагаються спільно приймати рішення, аналізувати проблеми, критично мислити, і ця взаємодія може призвести до найвищого рівня креативності та інновацій.

Колаборативне навчання не відкидає автономію та саморегуляцію студентів. Колаборативні викладачі, створюючи атмосферу довіри і підтримки, заохочують їх самостійно ставити навчальні цілі, розглядати можливі стратегії для їх досягнення, прогнозувати та оцінювати отримані результати. Вони стимулюють співпрацю між студентами, використовуючи різні комунікативні види роботи на заняттях, включаючи мозковий штурм, кейси, рольові ігри, міні-конференції, проектну роботу тощо.

Загалом, традиційні відносини між викладачем і студентом змінилися у напрямку партнерства. Викладач виконує роль посередника, медіатора, спостерігача, який приходить на допомогу за потреби. Його вміння керувати навчальним процесом і застосовувати різні шляхи мотивації може допомогти студентам у досягненні академічних і професійних цілей.

Ключові слова: навчання за професійним спрямуванням; внутрішня мотивація; взаємодія; автономія; колаборативне навчання; кооперація; саморегуляція; самооцінка.

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