

Active Forms of Training Future English Language Teachers

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Abstract: The content of the paper was determined by the problem of active teaching forms at English classes at the Pedagogical Universities. The modern educational environment should form an holistic system of universal knowledge, skills, as well as the experience of independent activity and personal responsibility of students.

The aim of the article is to determine the effectiveness of active forms of teaching Ukrainian future teachers at English classes.

Modern effective forms of teaching are based on the independent educational activities of participants. Active forms of teaching provide a solution of educational problems in various aspects: the formation of positive educational motivation; increasing cognitive activity of students; active involvement of students in the educational process; development of cognitive processes; effective assimilation of educational information; development of creative abilities and thinking; development of the communicative and emotional sphere and development of independent mental work skills and universal skills.

The research was conducted on the basics of the South Ukrainian National Pedagogical University named after K.D. Ushynsky (2018-2019).

An analysis of these researchers and advanced pedagogical experience shows that the most characteristic direction of increasing the university education effectiveness is the creation of psychological and pedagogical conditions in which a student can take an active personal position and educational activity.

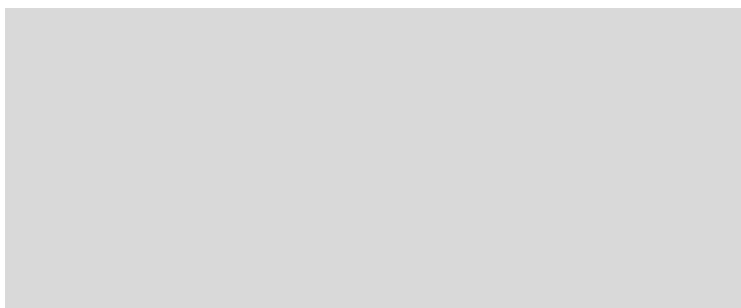
The results of the implementation of the system of using active teaching forms can be considered: systematization of program material by the criterion of the possibility of using active forms and a holistic system of exercises of active forms.

Keywords: *teaching; knowledge; active forms; activities; creative abilities; educational process; development.*

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1. Introduction

The urgent problem in our age is the necessity to resolve this complex of contradictions, the relevance of the problem of the formation of skills in using active forms of teaching foreign languages at a university which determined the choice of the aim of our article.

Formation of active teaching students is one of the means of the cognitive activity development. Application on the practice of problematic and developmental teaching led to its emergence forms called "active." But in connection with the fact that these researches of active forms were conducted mainly on university materials, which made it difficult to introduction of active forms at university, because certain adaptation was needed for the theory of active forms to university didactic process. Active teaching is different from general training some features: they are the activation of students' conversations through the formation of special conditions that contribute to this activation regardless of their desire.

The hypothesis of the research consists of the use of active teaching forms increase the effectiveness of foreign language teachers' training.

2. Literature review

The research of Belyaeva et al. (2019) is important, which outlines the most effective methods of teaching foreign languages based on the survey results of students and teachers. These are a discussion, a roundtable discussion, ICT (important communicative technologies), and SCRUM (a framework that helps teams work together). The result survey of young teachers conducted by Erdem and Koç (2019) at Kastamonu University revealed that question-answer, brainstorming and problem-solving were the most important active teaching methods.

It is interesting for us the research of Reynolds (2019) that analyzed the functions and scripts of a teacher during a classroom discussion among students. The attention of the research of De Pietro et al. (2017) were focused on the following teaching methods: cooperative teaching, role playing game, brainstorming which were supported by the use of e-learning environments.

The article of Griбанov et al. (2018) shows the effectiveness of use the business games to prepare future professionals. Similar results of educational business imitation games application taking into account the interaction students at the online forums were obtained in the research. (Hernández-Lara, & Serradell-López, 2018).

In the article by Li et al. (2019) marked the efficiency of interdisciplinary cooperation between language professionals and experts in the study of a foreign language scholars. The research by Einum (2019) demonstrated the effectiveness of Response Technology (RT) in learning the foreign language. The article of Velinova (2019) discusses modern interactive methods of teaching the Bulgarian language at school. In an article by Bykova et al. (2018) proved the effectiveness of developmental teaching foreign languages.

The research of Wingate (2018) showed the results of effective use of gaming technologies in the study of German, Spanish and French.' The research by Porter (2016) found that the use of gestures in teaching promotes memorization foreign words by children.

The article of Miller et al. (2013) discusses the effectiveness of interactive lectures during which students are offered "breaks" for 1-minute work, problem sets, brainstorming sessions, or discussing their work, problem sets, brainstorming sessions, or discussion. The research of Alkhatib (2018) proved the effectiveness of interactive teaching model of engineering education in the form of "inverted" classes, using brainstorming before the lecture which interactive, including information and communication teaching methods during lectures.

The problem of the formation and implementation of curriculum for English teachers in Turkey is showed the article (Uzun, 2016).

Scientists explore actively the use of ICT in the formation of communication competence with native and foreign language.

The article of Spanou and Zafiri (2019) is showed the result of the experiment of the use of blogs as a web tool for learning English at level B1 in a private school in Greece, the result of it is improved collaborative teaching and social interaction of students.

The research of Mejía (2016) demonstrates the benefits of integrating mobile teaching Spanish. In the article by Valeeva et al. (2019) presents the results of mobile learning English language for students of environmental science using the Quizlet learning platform are presented.

The article by Bagateeva and Aydarova (2019) presents a model of didactic system of forming foreign language competence of engineering students by means of computer linguistics.

The article of Lin (2016) proved the effectiveness of data driven learning (DDL) in Taiwan's EFL grammar classrooms. A successful result was also obtained in Alshammari (2019) research using DDL in teaching English prepositions to Arab learners.

An analysis of these researchers and advanced pedagogical experience shows that the most characteristic direction of increasing the university education effectiveness is the creation of psychological and pedagogical conditions in which a student can take an active personal position and he is the most fully opened up as a subject of educational activity. Without a certain level of counter-activity of a person, aimed at the acting object and expressed at least in elementary acts of attention, even the simplest fact of sensation or perception cannot take place. Therefore, we should talk about the level and the content of student activity, due to a particular teaching method: activity at the level of perception and memory, imagination and creative thinking, activity of reproduction, recreation or creation of a new, social activity.

Our theoretical analysis of the student's educational activities in traditional teaching and his future professional activity revealed three main contradictions: 1) between the student's "reciprocal" position, in which the teaching tradition puts him, and the fundamentally initiative one, in the subject and social sense, the specialist's position in work ; 2) between the involvement in the labor processes of the entire personality of a specialist and his mental functions, first of all thinking, and the reliance in traditional teaching, mainly on the processes of perception, memory and attention; 3) between the individual nature of the student's educational work, the individual way of his development and the collective the nature of professional work, involving the exchange of its products, interaction and communication of specialists.

3. Material and Method

The aim of this paper is definition, theoretical foundation and practical confirmation of the organizational and pedagogical conditions for the formation of future foreign language teaches skills to use active forms of teaching foreign languages.

3.1. Theoretical basics of research

In our paper a set of skills has been defined that it's necessary to be formed among students, who are future teachers of a foreign language for use active forms in teaching a foreign language: the ability to compare active and traditional forms of teaching and the ability to analyze their own experience in mastering a foreign language; the organizational and pedagogical conditions of the formation of future teachers of these skills to use active forms of teaching are disclosed; developed criteria and methods for the effective formation of these students skills, justified a system of

measures to increase the efficiency of the formation of these skills introduced the concept of "pedagogical situation of active teaching" (PSAT).

The education system was expanded greatly at this time. The concept of aims, tasks, content, methods, forms, and training methods has also changed. The priority of a personal orientation in the education system allows us to note that the main aim is to create a personality, prepare a person who thinks and feels, who knows how to use knowledge in life. In order for students to be able to make choice based on value in vital situations, to be able to make important decisions in difficult situations, and to have well-formed communicational skills, it is necessary to increase the interest in learning at the class. An active teaching strategy can help to apply an active form in the educational process.

Active forms of teaching are methods that prompt the students to think actively and to have practice in the process of mastering educational material. The advantages are a high degree of independence, initiative, the development of social skills, formation, the ability to get knowledge and apply them in practice, the development of creative abilities. A sense of freedom of choice makes conscious, productive, and more effective teaching.

Thus, the activity of the teacher is aimed at organization and correction of the cognitive activity of students.

Active forms of teaching can be used in a traditional class, but more often they are used in seminars, workshops, optional classes, extracurricular and other forms of teaching organization.

Among the used techniques or forms of presentation of material when teaching a foreign language at a university, two main directions can be distinguished. Repeatedly tested and called the "reproductive" method for a long time remained practically dominant until recent time. But in recent years, the problem of student activity in the process of teaching a foreign language has arisen and escalated. The ways to solve this problem may vary depending on what material is learned, but also on the conditions of the educational process: whether knowledge is assimilated during individual or group activities of students using reproductive or active forms. Typically, reproductive teaching methods include techniques, aimed at the reproduction by students the information that they received. In contrast, the active teaching forms are a set of techniques that provide not only cognitive students' activity, but also prompting them to think and practice activity in the process of mastering the material.

The point of active teaching forms is also to ensure the students fulfill the tasks in the course of which they master skills consciously and themselves.

Active forms suggest a constant interaction with an educator, so as between themselves. The occurrence and dissemination of active teaching forms that is related to the fact that students have the tasks aimed not only at mastering knowledge, but also at developing creative and communicative abilities of a person. Thus, the active teaching methods are learning during the process of cognitive activity. Nowadays, at higher educational institutions, such active forms of teaching are used as: problematic; dialogue; game. These and other forms of active teaching are divided into two groups: a) imitative; b) non-simulation. The simulation forms, in turn, are divided and non-gaming.

Active forms of teaching include:

- non-simulation: problem lecture; lecture- express - conference; lecture-conversation; method of round table;
- imitation: games - business game and role-playing game; non-playing games - collective mental activity.

Problematic Lecture. This lecture begins with a statement of the problem that needs to be decided during the discussion. The teacher determines the essence of the problem situation before the students get acquainted with the full information on the problem that the teacher has and new knowledge for them. Then the students independently try to find a solution to the problematic situation under their discussion.

Lecture and press conference. The teacher starts the class with the name of the topic and gives students the task to write and give the questions on the topic of the lecture for 2-3 minutes. Then the teacher separates the questions according to their semantic content for 3-5 minutes and begins to give the lecture. The lecture material is presented by the teacher in the form of a coherent disclosure of the topic, in the process of which answers to students' questions are formulated.

Lecture – conversation. In the process of this lecture, the teacher has a dialogue with students. The advantage of a lecture-conversation is that it helps to attract the attention of students to the most significant content of the topic.

Brainstorming. Brainstorming is a method of producing ideas and solutions when the students are working in the group. The purpose of the method is a group discussion to solve a problem. A brainstorming class is divided into two groups: generators and analysts of ideas.

Round table. “Round table” is an active teaching method, one of the organizational forms of a cognitive activity of students, which allows to consolidate previously acquired knowledge, to fill missing information, to form the ability to solve problems, to strengthen positions, and to teach the culture of discussion.

Round table is a form of an academic discussion. Participants agree on a specific topic to discuss and debate. Each person is given equal right to participate, as illustrated by the idea of a circular layout referred to in the term round table.

Business game. The aim of a business game is the process of certain managerial, economic, psychological, pedagogical situations, modeling and the formation of skills to analyze them and make optimal decisions. The model of game consists of an aim, rules, a script, roles and functions of the students. The game model also includes technology, regulations, the roles of players and leaders, and a rating system. The analysis of the game at the end of the class carries the main and educational load.

Role-playing game. Role-playing game is a speech, game and educational activity at the same time. When students take a role, they play themselves or a character in a specific situation. Therefore, there are no spectators in the role-playing game, and, therefore, there is confidence that communication will take place, and the participants' behavior will be understood correctly. The purpose of role-playing game: practicing practical skills of students; developing their emotional-volitional stability, internal readiness and ability to overcome difficulties in solving communicative and cognitive problems. In particular, in South Ukrainian National Pedagogical University named after K.D. Ushynsky (Odesa, Ukraine) role-playing games are successfully used in foreign language classes that contribute to mastering foreign language skills and behavior. In order to use the games at the classes in an appropriate manner, we develop the necessary communication skills in English for students. This is facilitated by the preliminary exercises for the training of expressions of the etiquette plan, the development of telephone conversation skills, micro-dialogue on a given topic from several replicas, the creation of dialogue in English according to the model, the reading and make dialogue, and playing the dialogue in pairs.

It is summarized that during the use of role forms, tasks of various kinds are developed:

- organization of an artificial problem role situation;
- creation of a real situation, which models pedagogical reality for the students' accumulation of pedagogical experience;

- perception, analysis and separation of knowledge functions (situation-problem, situation-exercise, situation-evaluation);

- systematization, classification, synthesis of educational information.

Analysis of specific situations. Analysis of specific situations is one of the most effective and widespread methods of the students' organization active cognitive activity. The method of analysis of specific situations develops the ability to analyze unrefined life and production tasks. Faced with a specific situation, the student must determine: the problem in it, and determine his attitude to the situation.

Problem teaching. Problem teaching (PT) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The main task of a teacher is not so much to convey information, but to familiarize students with the objective contradictions in the development of scientific knowledge and how to resolve them.

Other forms of teaching. The use of active forms at the class strengthens the motivation for teaching and develops the best aspects of the student. The effectiveness and advantages of using active forms can be considered by the development of students: meta-subject skills, such as teamwork; motivation for learning; evaluation of yourself; understanding of his own role, pedagogical tasks, pedagogical situations, discussions and so on.

3.2. Experiment participants

130 students of 1-4 undergraduate courses of South Ukrainian National Pedagogical University named after K.D. Ushynsky (Odesa, Ukraine) were involved in the experiment: 63 in the control group (CG) and 67 in the experimental group (EG). Students are enrolled in the following educational programs: "The English Language is in a specialty", "The English in Professional Orientation", "The Basics of scientific communication with the English language". The age of participants in the experiment is 17–25 years, including 93 female and 37 male. All participants agreed to participate in the experiment, and the ethics of the experiment participants were respected. The experiment was conducted according to the decision of the department of Western and Oriental Languages and Methods of their teaching. (protocol № 1, from 02.09.2018)

The experiment provided 8 highly qualified teachers of the department of Western and Oriental Languages and Methods of their teaching, all of them with higher education, among them 1 doctor of pedagogical sciences, 2 candidates of philological sciences, 4 candidates of

pedagogical sciences and 1 senior lecturer. Teaching experience of teachers is 10-25 years.

The experiment was conducted during the 2018-2019 school year.

3.3. Experiment technique

The purpose of the experiment was to test the effectiveness of the use of active forms of teaching of foreign language communicative competence of future foreign language teachers' formation.

Before the beginning of the experiment, the level of students' foreign language communicative competence was set by the following indicators: ability to understand a foreign language text verbally and in writing, ability to express their thoughts in a foreign language orally and in writing. This was done using the Pearson English exam, level B2. The following levels foreign language communication competence mastery were established: 0-60 points - low, 60-80 points - medium, 80-100 points - high.

Experimental training was carried out with the study of professionally oriented disciplines: pedagogics, methods of teaching and psychology.

The control group of students was taught with traditional technology, which included lectures, conversations, dialogues, discussion, essay writing, listening to foreign language texts.

In the experimental group, in addition to the traditional ones, active teaching methods were used: problematic lecture, lecture and press conference, lecture-conversation, brainstorming, round table, business game, role-playing game, analysis of specific situations, problem teaching.

Experimental training was preceded by preparatory work: a program was prepared to teach students the methods of teaching activity using active forms of teaching; a specific subject content of students' teaching was developed, which allows it to form the necessary didactic skills and influence the dynamics of their development effectively; a system of didactic means for management of students' educational activities has been created, which activates their cognitive activity and independence in academic work.

At the end of the academic year, students' level of foreign language communication competence was measured using the same Pearson English method, level B2, but students were offered another version of the test task.

4. Results

The knowledge control showed that the level of the formation of active teaching skills is approximately equally low for all students participating in the study.

The criteria for the effectiveness of the introduction of organizational forms were: increasing the percentage of students whose skills to compare and analyze correspond to medium and high levels of formation; lower percentage of students with a low level of formation of these skills; the above changes should occur during the first two semesters of study using the organizational forms developed by us and should be confirmed during further training.

The data obtained prove that the implementation of the organizational forms that we developed leads to a significant increase in students with medium and high levels of formation of skills to compare active and traditional forms of teaching a foreign language and the ability to analyze their own experience in mastering a foreign language using active teaching at a university. The results of the calculations are presented in table. 1 and shown in the diagram (Fig. 1).

Table 1. Results of measurement of students' foreign language communicative competence before and after the pedagogical experiment

Competence level	Before experiment				After experiment			
	CG		EG		CG		EG	
	students	%	students	%	students	%	students	%
Low	13	20.6	14	20.9	10	15.9	5	7.5
Medium	44	69.8	45	67.2	45	71.4	43	64.2
High	6	9.5	8	11.9	8	12.7	19	28.4
Total	63	100	67	100	63	100	67	100
χ^2	0,21				6,08			

Source: Authors' own conception

Thus, the results obtained in the course of the study give bases to consider the advanced positions confirmed.

As we can see from table 1, as a result of the experiment, the level of foreign language communicative competence in the experimental group increased more significantly than in the control. The number of students with a high level increased by 16.5% (28.4% -11.9%) compared to 3.2% (12.7% -9.5%) in the CG. The number of students with low levels of EG decreased by 20.9-7.5 = 13.4% compared to 20.6-15.9 = 4.7% in CG. The number of students with intermediate levels of competence has decreased in EG and increased in CG.

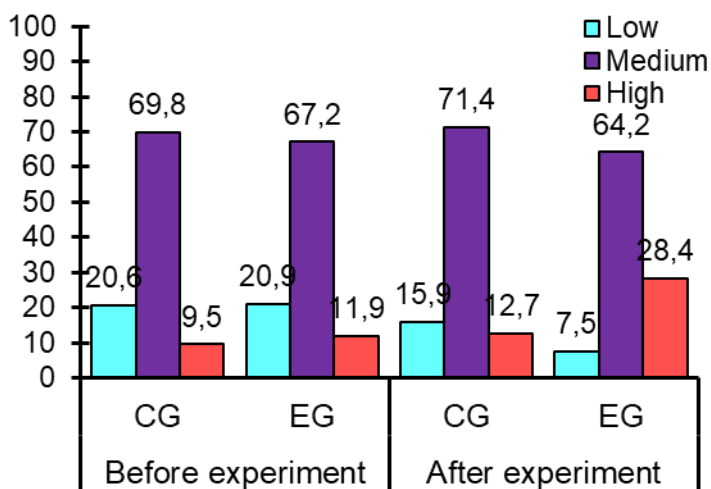


Fig. 1. Students' foreign language communicative competence
Source: Authors' own conception

For rate the significance of differences in the results of the control and experimental groups, the criterion χ^2 was determined. The calculated value is compared with the table for the 2 degrees of freedom (since 3 levels are distinguished - low, medium, high), with a significance level $\alpha = 0.05$: $\chi^2_{0.05} = 5.99$.

As we can see from the table. 1., the empirical value of the criterion $\chi^2 = 0.21 \leq 5.99$, which indicates the homogeneity of the control and experimental groups before the experiment. The value after the experiment $\chi^2 = 6.08 \geq 5.99$, which indicates the difference between the control and experimental groups.

5. Discussion

The results of the implementation of the system of using active teaching forms can be considered the following things:

- systematization of program material by the criterion of the possibility of using active forms;
- a holistic interconnected system of exercises of forms, receptions.

Thus, we can say that the use of active forms of teaching at the classes provides the teacher great opportunities to raise interest, create a motive for further study, and also to search new forms of the activation educational process creatively.

Innovative processes in the system of pedagogical education sharply raise the question of finding improvement reserves for the training of highly qualified and creatively thinking teachers. The problem of searching for new, more effective forms and technologies were always existed; this problem remains relevant today.

There is a contradiction between general didactic (subject) and psychological and pedagogical training, which is not allowed either in the new state standards of higher pedagogical education or in the real educational process of pedagogical universities. Because there is no certain coordination of the content of special and psychological and pedagogical disciplines at the level of coordination of curricula.

The first steps in the restructuring of the educational process on the one hand already led to an increase the importance of students' independent work, and on the other, to the search for various ways to intensify the educational process at practical classes. These processes insistently require the use of active teaching methods and forms.

Attempts to intensify the student's learning activities have been undertaken before. As the main method of activation, it was proposed to strengthen the control link of the teaching management. However, it soon became clear that the very concept of activation was too broad, and that it was necessary to intensify the work of not only a student, but also a teacher. This should not be compulsion to activity, but about the motivation to it. There was a necessity to create didactic and psychological conditions for the occurrence of an individual activity in cognitive activity. This can be achieved only by understanding teaching as a personally mediated process of interaction and communication between a teacher and students, aimed at achieving their common goal - the formation of a creative personality of a specialist. Such an understanding of the problem led to the concept of "active teaching", which marks a transition from predominantly "regulating", "algorithmic", "programmed" forms and methods of organizing of didactic process at the university to developing, problem, research, search providing

the generation to cognitive motives, interest in future professional activities, the conditions for creativity in education.

We found that in modern pedagogical literature the problem of cognitive activity is considered as an integral part of a broader problem - the problem of lifelong education and personal development in this process. The realization of these things in the practice of higher education is possible under the conditions of pedagogical support of the developing function of educational activities aimed at development of a sustainable requirement for self-education. In the system of higher pedagogical education, the problem of the formation of a teacher cognitive activity is considered as the way to increase the social role of the school in the conditions of secondary education, as a means of training a broad profile specialist, and to reduce the time that takes a young teacher to adapt to various types of work at school. The task of the university in this case is not so much to demand memorization as how to learn to work creatively, and the entire educational process should activate thinking.

Experimental work of the formation of students' skills in using active forms of teaching reveals the organizational and pedagogical conditions for the formation of future teachers' skills of using active forms of teaching.

As active forms of teaching foreign languages, we mean a complex social and didactic technology that implements primarily those types of social and psychological training that ensure the formation and development teacher's knowledge, skills and the improvement of personally significant and professionally valuable qualities and properties.

We understand pedagogical conditions as the circumstances of the educational process that are the result of the selection, design and application of elements of the content, forms, methods and teaching aids to achieve specific aims. According to this, we identified the following pedagogical conditions that are necessary for the successful formation of students' skills to apply active teaching forms: the formation of the ability to compare traditional and active forms of teaching; the formation of the ability to analyze their own experience in mastering a foreign language, as a result of which it is possible to find and put into practice rational forms of teaching a foreign language.

Knowing the list of formed skills and the conditions for their development, we determined the ways of forming such skills: solution such pedagogical situational problems in the pedagogical situations of active teaching that we developed; analysis of pedagogical situations of active teaching; practical activities of students during pedagogical practices in senior years.

Creating in the process of mastering students a foreign language at the pedagogical university similar to school conditions, we modeled special pedagogical situations of active teaching with the implementation of the pedagogical situation of active teaching to a foreign language.

Pedagogical situations of active teaching are a multidimensional conception, a kind of complex multicomponent means of forming a pedagogical orientation, which allows to include a student in the elements of professional activity using active forms of teaching. They can be considered as a system of organized methodological actions of active teaching of a foreign language appropriately. The core of the system is the training of a profession through specially selected pedagogical situations of active teaching on the basis of a foreign language.

We considered the completeness and systematicity as criteria for the formation of didactic-methodological skills by students using active forms of learning.

We distinguished three levels of the formation of active forms skills of teaching of a foreign language future teacher: low, medium, high. The experiment was conducted when future teachers of the humanities departments studied specialties and methods of teaching foreign languages.

According to the pedagogical results with the level of significance $\alpha = 0.05$, the results of the experimental group differ in the positive direction from the results of the control group. This confirms the hypothesis that active teaching methods in vocationally oriented disciplines contribute to the better formation of foreign language competence future teachers.

6. Conclusions

We concluded the urgency of the problem raised, which is conditioned by the requests of science, practice and society.

As a result of a research 130 students and 8 teachers of South Ukrainian National Pedagogical University named after K. D. Ushynsky (Odesa, Ukraine), took a part. It established active forms of teaching contribute to the better formation of foreign language communication skills of future foreign language teachers. The following forms and methods of teaching are recommended for introduction into the educational process: problematic lecture, lecture and press conference, lecture – conversation, brainstorming, round table, business game, role-playing game, analysis of specific situations, problem teaching.

It is concluded that the educational process as a basis for pedagogical training of future teachers is a specific type of activity that needs to outline

the strategy, the choice of means of implementation and ways to improve its quality.

It is necessary to develop the ability to compare active and traditional forms of teaching and analyze their own experience in mastering a foreign language, to determine the problem of forming skills in using active forms of teaching foreign languages. The formation of skills to use active forms of teaching a foreign language must be carried out on the basis of personality-oriented and activity-oriented approaches to implement the formation of the ability to compare active and traditional forms of learning and the ability to analyze their own experience in mastering a foreign language. Use the described active forms that contribute to the formation of active learning skills.

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