

NON-TYPICAL TECHNOLOGIES IN STUDING UKRAINIANE LANGUAGE AND LITERATURE

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The development of modern society, the growth of the individual's social role and the intellectualization of the labor demand a new level implementation of the educational process.

The humanistic orientation of modern education is based on such goals as the human's development, his personal qualities. The problem of development and implementation of educational technologies, pedagogical technologies and education in general have been studied by any scientists such as I. Dychkivska, O. Pometun, O. Kutsevol, I. Prokopenko, M. Clark, M. Woolman, S. Spaulding and others.

The use of interactive technologies is contemporary issue.

The goal of the research is to describe the implementation of interactive technologies on the lessons of Ukrainian language and literature.

During the research the following **methods** are used: theoretical analysis of the literary sources in the problems of innovation educational technologies, the generalization of advanced pedagogical experience of its implementation.

Results. Before beginning a thorough consideration of interactive educational technologies and interactive lesson, we shall try to understand the general meaning of interactive training and compare it with well-known, traditional approaches to training. We shall also characterize three basic models of training that exist in modern school.

There are active and passive models of training. The term "passive" uses as the definition of a low level of activity of schoolchildren, which means almost complete absence of independence and creativity.

1. Passive model of training

Students must only listen and look (lecture – monologue, reading, explanation, demonstration and asking of the students questions). The students, as a rule, do not communicate and do not do any creative tasks.

2. Active model of training

Methods stimulate cognitive activity and independence of students. The student carries out creative tasks, takes part in the dialogue with the teacher. The basic methods are independent work, problem and creative tasks (frequently done at home), questions asked by student to the teacher, doing the tasks that develop creative thinking.

3. Interactive model of training

Interactive means capable of interaction, dialogue. This form of organization of cognitive activity has a concrete, planned aim – to create comfortable conditions of training students, when both the students and the teacher are equal in rights.

The organization of interactive training provides us with creating true to life situations, to use role games, with the mutual decision-making, problem-solving.

In Western Europe and the USA interactive training is being actively developed and improved.

On the lessons of Ukrainian language and literature we use such interactive methods.

Microphone is a technology that gives an opportunity to say something quickly, to say the main idea. How to organize work:

to ask the question;

students take the pen and answer the question;

to answer can only those who have the "microphone";

students have to answer quickly;

the answers are not commented.

So as the result students can easily speak on the concrete topic doing it in a short way. For example at the end of the lesson students have to continue the next phrase: “On this lesson I liked

A merry-go-round. This training is most effective simultaneous involvement of all participants in active work with different partners in dialogues for discussion of questions. This technology is applied: for discussion of any problem by opposite sides; for gathering information on any theme; for intensive checking up students' knowledge; for the development of skills of giving grounds.

Brainstorming. Generate ideas amongst students by eliciting quick contributions without teacher comment or opinion. Record the ideas as they are shared. This training creates new ideas, solves problems, motivates. It gets a team working together. For example students (future teachers) can found out how to make reading interesting or how to motivate pupils to read books.

Six caps. This training develops intellection. It makes mind work more interesting. Students get six caps of different colors and must answer according the meaning of the color. White means information, yellow means positive, black means negative, red means feelings, emotions, green means creative and blue means conclusions. This method is very effective when students have to analyze lessons, which they have seen.

Work in pair. This training made students to work. They communicate, work together, and solve the problem.

As a rule, the structure of such lessons consists of 5 elements:

- a) motivation;
- b) announcement of the theme and of life expected educational results;
- c) the choice of necessary information;
- d) interactive exercises – the core of the activity;
- e) evaluation of students.

Graffiti Wall. Use flip charts or a white board to create a space for participants to write “graffiti” about the topic, including their opinions and feelings. This method encourages creative expression, as well as thoughtful discussion.

Q & A sessions. Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. Some topics allow a short explanation by the teacher, followed by a question-and-answer period and a discussion period.

Question cards. During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.

It helps to develop the knowledge and skills of Ukrainian language and literature, to create the atmosphere of cooperation, interaction, enables the teacher to become the present leader of children's collective. During interactive training at the lessons of Ukrainian language and literature the students learn to be democratic, to communicate with other people, to think critically, to make well-thought decisions.

Literature

1. Dychkivska I. Innovation of Pedagogical Technologies, Kyiv, 2004, 218 p.
2. Pometun A.V. Modern lesson. Interactive technologies. Kyiv, 2004, p. 8-24.