TO THE QUESTION OF TECHNOLOGIES OF ORAL INTERACTION IN TEACHING SPANISH LANGUAGE AS FOREIGN

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Abstract- The problem under study is quite topical due to the fact that in modern methods of teaching a foreign language there has been a tendency to switch from a communicative approach to its variety - an interactive approach. Interactive methods are focused on a wider interaction of students not only with the teacher, but also with each other, as well as on increasing students' activity in the learning process. The essence of interactive learning is to teach creatively to use the language through the interaction of people with different levels of language training and cognitive activity by overcoming the "cognitive conflict" in solving speech problems. The purpose of this article is to identify the most effective student-oriented technologies that provide students' self-expression as a language personality in the process of mastering a foreign language. The article identifies and substantiates the basic principles and technologies of interactive learning, based on the use of various methodological strategies and techniques for modeling situations of real communication and organizing students' interaction with the goal of solving joint communication tasks. The materials of the article can be useful for organizing the educational process, built on interactive forms of teaching a foreign language.

Keywords- interaction, interactive learning, the problem of communication, learning to communicate, interactive teaching technologies

I. INTRODUCTION

Language is a system of means of expression adjusted to a purpose, which is communication, and its full understanding is not possible if its study does not also cover the conditions governing its use. But from their social perspective, linguistic descriptions cannot be limited to analyzing the system independently of the specific subjects that use them and the context in which they do it. We start from the idea, then, that we use the language to communicate and we learn to use language from our interactions with others. The topicality of the development of oral interaction is determined by the goals that face modern higher education, namely, the formation of a multicultural personality of students with knowledge of the Spanish language not only at the level of understanding, but also of free communication. Consequently, there is a continuous improvement of the already known and the search for the most effective methods for the development of oral speech. Interaction as a concept that originates in sociology, is a process and a way in which social actors interact with each other, especially in face-to-face contact [4, p. 254]. An analysis of the work of social scientists (Gregory Bateson, George Herbert Meade, Charles Coulee, Howard S. Becker) on social interaction demonstrates its special interdisciplinary status. The main sociological principles that impact language interaction cannot be minimized and they include: the establishment and maintenance of boundaries between groups (subcultures, or discursive systems); management of various aspects of the interaction of speech partners; language strategies to compensate for the threat to the social person.

The latter principle is based on the idea of the existence of each person, the so-called social person and his central role in communication. Since communicative interaction in itself carries many threats to a person, cultures produce various verbal and paraverbal strategies aimed at maintaining a face or compensating for threats to it. The combination of these strategies is the implementation of the Principle of Politeness, and the parameters by which the degree of threat or compensation options are measured (based on distancing (negative politeness) or on solidarity (positive) are associated with the most important and fundamental factors of cultural variation.

Within the framework of the psychological science, communication is viewed as the interaction of people in joint activities, as a process of establishing and maintaining contact between people connected psychologically. Psychological research identifies the following aspects of communication: communicative, interactive, and perceptual. The interactive side is an exchange of actions, planning for a common activity.

Linguistic studies of communication problems are focused on understanding the unit of interaction - dialogue as the most common form of speech influence, in which individuality is most clearly manifested in the sphere of the psyche, social behavior, and communicative skills.

The basis of any learning process is communication, and not just educational communication, specially organized and managed, contributing to the formation and development of the individual. In modern pedagogical research, the problem of communication is interconnected with the process of interactive learning, during which interpersonal, pedagogically effective and pedagogically informative communication takes place, and success is achieved in educational activities, in motivational, intellectual and emotional spheres. Interactive learning is

understood to be one where the interaction of the participants of the educational process with the subject content, with other participants of the educational process, with their own experience is a system-forming factor. Communication not only performs service functions related to the development of objective knowledge and skills, but also has intrinsic value - it acts as the goal, content and result of educational activities. [9, p. 138].

The fundamental role of the teacher is to create in the classroom the optimal conditions for learning. This task involves carrying out practices of using the language that entail effective communication, for which it is essential that we work in an integrated way the communicative activities of the language (speaking, writing, reading and listening) and the different levels of this (pronunciation, vocabulary, morphology, syntax, pragmatics), without forgetting the socio-cultural aspects involved in the use, nor the social character of learning. Traditionally the skills were divided into active to refer to speech and writing, and passive to allude to reading and listening. At present, both terms are replaced by others that better account for the role of each of them in the communication; this is how we talk about productive and receptive skills and, as we have seen, a new vision is incorporated, that of Interaction. Thus, following the interesting proposal of García [8], we will structure the writing in two major sections: interaction as a theory of learning and interaction as a didactic objective. In the first one, we approach the theories and approaches that show to what extent the use of language determines their learning; In the second, we will try to answer the two questions that we as ELE professors must answer: what is learned through interaction and how it can be taught.

II. RESULTS AND DISCUSSION

The problem of communication, its organization, value systems, the development of psychological foundations and the creation of technological foundations of teaching communication are posed and solved in the method of enhancing the capabilities of the individual and the team. Intensive learning, based on the activity and communication-personal approaches, considers mastering foreign language communication from the socio-psychological positions. This is a specially organized learning communication, during which there is an accelerated cognitive enrichment and active personal development with the help of a system of controlled group interactions.

The technology of social interaction in teaching communication is the ways and means of ensuring a current, really functioning relationship, interdependence between the participants of a joint educational activity, during which the mechanisms of a student's formation as a subject of educational interaction and as a subject of communicative activity and communication are identified. Interactive learning is based on interaction with the Other as a representative of another culture. With this interaction of two people, four levels of both are manifested:

1) each of them is a carrier of human consciousness;
2) each of them is the carrier of cultural values created by the people to which it belongs;
3) each of them is a representative of a certain system of ideological values, of a particular religious denomination or organization;
4) each of them is a representative of a social and / or professional group, and with all this, each of them is a unique human individuality determined by gender, age, character, temperament, and other human characteristics.

Mechanisms of mutual understanding in communication include identification, stereotyping, reflection and feedback. During classes, special efforts of the teacher are aimed at showing that one of the main obstacles in communication between people is a delusion that all people think and feel in approximately the same way. You need to communicate with a person in the world which he lives in. For the organization of oral foreign language communication in class, it is not the result that is decisive, that is important, but the search process. This is the activity content of the task and serves as the basis for speech interaction between those who decide and those who follow the course of the decision.

Interactive learning is based on the use of such situations in which interaction develops naturally and trainees can use their potential for real communication. Using the technology of social interaction, the center of pedagogical activity moves not into the linguistic plane, but into the plane of communication. It is primarily about discovering and developing the abilities, skills, attitudes that are necessary to master a foreign language. These are trust in oneself and others, openness to everything new, sensitivity, ability to make contacts, listen to another, participation, inclusion, ability to express oneself as an individual, flexibility, ability to reproduce, combine and associate.

Interactive teaching technologies based on interactionism are among the most popular in modern social psychology.

We believe that it is necessary to introduce into pedagogy methods that develop critical thinking of students of all ages, regardless of the subject being studied. These methods can be effectively applied in foreign languages classes.

As defined by the famous Russian psychologist and linguist I.A. Zimniya: “A foreign language as any language system is a socio-historical product that reflects the history of a nation, its culture, a system of social relations and traditions. Language exists, lives and develops in the public consciousness, in the minds of the people speaking it. It also has the power

to isolate and unite peoples, giving a single national character to human communities "[14, p.222].

Oral speech can be regarded as a goal and as a means of learning. In the first case, it acts as a means of communication and information transfer. This is the purpose of studying a foreign language. In the second case, with the help of oral speech, the development of automatisms in the reproduction and transformation of digestible material is carried out.

Oral speech as a goal of learning acts as a means of communication, through which information is obtained when listening, the transfer of information when speaking, the exchange of information during a conversation [5, p.165]. Tasks in this case direct the attention of the student to the semantic content of the statement when it is perceived by ear or in the process of speaking, when a person himself needs to speak in this situation. Oral speech is also used as a learning tool through which automatism is developed in reproducing and transforming (transforming) digestible lexical units and grammatical structures, while oral speech is associated with familiarization and training methods and the expansion of language knowledge. In this case, the tasks are aimed at practicing the form, meaning, and use of a word, a phrase, a grammatical form; the attention of the student is being focused on to how to say it, how to say it in a given situation, which particular grammatical form conveys the idea, choosing the correct word or word combination.

Speaking at a skill level is always a product, not a reproduction of the ready material. It is carried out by a complex mental activity based on hearing, memory, prediction, and attention. The conversation can be of varying difficulty, ranging from a simple exclamation to a detailed statement.

Psychologists note six psychological characteristics of the speaking process [13, p. 67]:

The first feature is that speaking, like listening, is a skill that implies a skill, but cannot be reduced to it;

The second is the productive nature of speaking (a combination of grammatical and lexical means of the language), although speaking may also be of a reproductive nature (simple repetition);

The third is the connection of foreign language forms of speaking with the human mind.

The fourth feature of the speaking process is that the speaker usually concentrates on the content of the speech. A language shell, as a rule, is created intuitively;

The fifth, the process of speaking is closely interrelated with all other processes of speech, including receptive ones;

The sixth, speaking, is divided into the outer and the inner.

The parameters of speaking include: motive (need or need to speak), purpose and function (nature of the impact on the partner), object (own or someone else's thought), structure (actions and operations), mechanisms (judgment, anticipation, combination), means of communication (language and speech material (phonetic, lexical, grammatical), speech product (types of dialogues, monologic utterances), condition (speech situation), presence or absence of supports. [12, p. 17]

Thus, it is necessary to recognize the dual nature of oral interaction, as communication and as a social process. Accordingly, this duality must be taken into account in the process of teaching Spanish.

From this socioconstructivist vision of learning, students learn a second language or foreign language when they have the opportunity to use it in meaningful interactions and can participate in the construction of their own knowledge. This approach to language as an action, and the consideration of the learner as a user of it, aroused interest in the study of the mental activities that the speakers perform during the linguistic performance to make sure they have understood and have been understood, or said of another way, to negotiate the meaning. The importance of these processes in communication led to a methodological reaction by developing the task and action approaches, in which the interaction becomes a fundamental activity with which we integrate various skills. Thus, from a didactic point of view, the skills become the fundamental activities for learning, since it is through them that we use the language. These enable the functioning of communicative competence, which is not simply to speak, read, write and listen separately, but to create meaning, and from multiple sources: images, signs, texts and symbols.

Communicative competence is the ability of a person to behave effectively and appropriately, in a given speech community; this implies respecting a set of rules that includes both those of grammar and other levels of linguistic description (lexicon, phonetics, semantics) and the rules of language use related to the socio-historical and cultural context in which Communication takes place [1].

If the objective of learning is communication, and we accept the importance of oral expression as a means and purpose, we must, on the one hand, show our students the necessary content for interaction (characteristics of oral language, textual typology, communication strategies, conversation tactics ...), and on the other hand, we must incorporate activities that encourage orality, participation and negotiation (functional communication activities and social interaction activities). Interaction activities are those in which communication occurs face to face, in real time and in which the roles of listener and speaker are interchangeable.

2.1. Interaction as a didactic goal

Interactionist theories center their hypothesis on the assertion that the key element is not the input or information that the student receives but the process by which that input becomes comprehensible and becomes an output (output text) [8]: There are several authors and concepts that support the basis of

interactionist theories, but the idea underlying this approach is that the learner is able to transform the information or knowledge introduced into more understandable and adequate statements through their productions and the feedback that the interaction allows. M. García explains that it is the very structure of the conversation, carried out through activities of communicative exchange and negotiation, which enables learning. Discourse modifications and conversational adjustments (requests for clarification, repetitions, samples of understanding ...) that take place during the interaction favor the student's awareness and with it the possibility of self-correction and new learning. Participating in interactive, collaborative and socially contextualized practices allows the teacher to contemplate the needs of students, providing them with the content they need to achieve communicative success. It also provides students the opportunity to apply linguistic resources in genuine language uses. The activities taken to the classroom should maximize opportunities for participation. The more negotiation opportunities we provide to students, the more likely we are to have them interact with each other and with the teacher.

We have seen that communication puts into operation more complex activities than the mere coding and decoding of messages. It is a linguistic performance in which contents intervene and processes, controlled and directed by speakers to achieve communicative success [11]. The classroom, in turn, is a social context in which the teacher and students interact, so we must know how to take advantage of the characteristics it provides and be aware that the nature of the interactions that occur in it will significantly influence in the quality of learning [7]. The task in class, says Martin Peris [11], puts into operation communication processes that push students to interaction and therefore to the negotiation of meaning. A language is learned by using it and tasks allow us to reproduce situations of natural use of it. The experience of this approach taught us that a task in the classroom does not try to imitate the productions that we carry out in real life, on the contrary, the particularity of the learning context that is the class, offers us the freedom to make use of activities with a pedagogical purpose. The important thing is to provide students with an extra-linguistic purpose (the task), with which, and from which, the learners use the language in interaction and allow them to practice the linguistic, discursive resources, convenient strategies and the development of communication mechanisms that intervene in the process. The need created for its achievement will in turn generate new content that must be provided, making learning in this way a more meaningful experience. In the words of Martín Peris [11], tasks should be "representative" of real life insofar as they offer: a communicative goal, a strategic plan, the unpredictability of the development of interaction and attention to the content of messages.

2.2. Interaction as a theory of learning

Making communication progress in the communicative act has to carry out several tasks: grasp the context, formulate its linguistic expression in the most appropriate way, listen to the answer and extract the meaning, evaluate the relevance of that meaning in relation to the objectives and continue with its action or modify it [11]. On many occasions, other skills also come into play: writing (taking notes, preparing scripts ...) and reading (searching for information, reviewing prepared scripts, supporting abstracts ...). Interaction is, as we see, an activity that contains many skills and competencies. It is the teacher's task to provide and facilitate the linguistic, discursive, pragmatic and non-verbal communication tools that intervene in the interaction. Let's take a look at some of them: 1. Tactics for the construction of interaction [3]: When and how to take the floor. How to invite another person to speak. How to make a conversation flow. When and how to end a conversation. 2. Tactics for the negotiation of meaning and the processes that are put into operation for it: Make sure that they have understood you. Make sure you have understood. Reformulate and self-correct. Give explanations. 3. Required linguistic resources based on the purpose of the communicative act and the textual typology. The interlocutor has to organize the interventions and choose the linguistic resources taking into account: The situation. Participants. Purpose. The structure. The record and the tone. The type of text (casual conversation, informal discussion, formal discussion, debate, interview, negotiation) and its function (instruction, narration, description, exposition or explanation, argumentation). 4. Paralinguistic elements [6]: The physical qualities of sound (tone, timbre, quantity and intensity, phonic modifiers or voice types) determine the information that is desired or clarify the meaning. Some physiological or emotional reactions (laughter, sighing, screaming, coughing, clearing the throat, yawning ...) contain communicative inferential components that can vary from culture to culture. The quasi-lexical elements (sounds, interjections, onomatopoeias, sonic emissions such as chirping, hissing, silence, pauses) are conventionally used with a communicative value similar to certain linguistic or kinesthetic signs. 5. Kinesthetic elements: gestures, manners, postures, body contact ... 6. Expression and comprehension strategies: Adapt words from other languages. Use circumlocutions and paraphrasing. Ask for clarifications. Use approximate terms or expressions. Lean on keywords. Find synonyms or use hypernames. Cooperate with the interlocutor. Make autocorrections. Pay attention to linguistic or paralinguistic keys. Change code.

Oral interaction activities must force students to use the linguistic and discursive contents learned by

paying attention to the formal characteristics of the language and to promote the processes and strategies according to meaning, in such a way so as to reproduce in the classroom situations of communication that can be applied to real life. "The activities of oral expression will be taken as a simulation and will be accepted as class phenomena and not as natural and spontaneous phenomena" [2]. Now, as we have seen, if the tasks to be solved encourage students to exchange information, share opinions, reach agreements and negotiations, solve problems ... we will be provoking genuine interactions and we will have achieved a faithful reproduction of the use of the language in real contexts. Thus, an activity must be able to meet most of the following criteria: Allow the student to extrapolate the language practiced in the classroom to the real world. The student, as a subject of learning, is a social agent who uses the language with specific needs that lead him to initiate contacts and interactions with other members of society. In this way, activities in the classroom should promote these communication processes. Get the attention and motivation of the students: be meaningful. Significant tasks are those that have a personal meaning for the students, connect them with their previous knowledge and mental structures and involve them beyond the functionality of these with their learning. Achieve the participation of all students. Classroom dynamics that contemplate closed groups in which members have roles and responsibilities that must be met to achieve the task, can allow us more easily the participation and exchange necessary for interaction. In this sense, the premises of cooperative learning are a good opportunity to integrate the skills and promote it. Keep in mind both cognitive and affective factors. Individual conditioning factors such as motivation, anxiety, self-esteem and other interpersonal factors, such as the relationships established between teacher and students and between students, are involved in learning. The materials, their tasks and the classroom dynamics help the teacher in this effective management. Be appropriate to the level of the students. Sometimes lack of participation by students is due to a requirement of the activity not according to their level of proficiency. Among others, the activities that we can contemplate in our classes could be the following: Spontaneous conversations (from a topic or circumstance that has aroused curiosity, showing interest in the personal life of the students, their preferences, their experiences ...) or conversations guided. Question and answer activities. Exchange tasks or information gaps. Priority list activities. Debates and discussions. Games and contests. Test and questionnaires. Simulations and dramatizations. Tell or invent anecdotes, jokes, trips, experiences. Customizations. Finally, we will describe the phases that have to be contemplated to prepare an oral interaction activity with the idea that they can facilitate our procedures: Pre-activity phase: Activities to present and motivate the subject, activate previous knowledge, generate useful vocabulary: images, texts, ideas, situations ... Activities for the presentation and practice of the formal and discursive contents necessary for the realization of the task. Activity phase: Setting the task with the description of the activity that the students will have to do and the dynamics that will be used. Before the execution it is convenient to leave some time for preparation that helps them with the genesis of ideas or the theme (brainstorming, automatic writing ...), the delimitation of the situation and the participants (define the purpose, choose the registry ...) and the organization of ideas (organization charts, mental maps, diagrams, diagrams ...). Post-activity phase. Interaction tasks can have derived activities: murals, presentation of contents based on the observed needs, expansion of information through reading, listening or viewing texts, audios, videos...

CONCLUSION

In conclusion, it should be noted that the development of critical thinking as a constructive intellectual activity is the central idea of interactive methods. Critical thinking is a complex mental process, starting with acquaintance with new information and ending with a decision.

We hope that this short article will help the teacher to promote in the classroom activities that improve the oral expression of our students and extend the belief that interaction is, in addition to a communication activity, a teaching-learning approach.

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