

INTERPERSONAL COMMUNICATION IN ENGLISH CLASSROOM

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Nowadays the important task of the system of education is to teach the students of all levels and age groups the interaction and interpersonal communication and present the teaching material interactively achieving the goals of successful communication. A lot of factors should be considered with this: the students' basic level of English, individual psychology of each student, teacher's ability to choose the methods, to raise the students' interest, to involve them into interaction. Interpersonal communication means that the students do not study individually, but decide the learning tasks together with the others, leading, assisting, finding the solutions and involving the others into the learning process. Unofficial character, easiness, spontaneity, freedom of personal expression, communicative compatibility is the characteristics of interpersonal communication.

According to the theory of communication this process should include the communicative situation, the participants and the channel. During the classes the teacher encourages the students to speak English and facilitates to realize their communicative acts with the language means available for them. If the communicative act is successful and the goals of a particular act are achieved it becomes the stimulus for further speaking skills mastering.

Modern language teaching methodologies offer to use different everyday situations to stimulate the students to speak English. These are modeled typical situations which use typical structured phrases and utterances to help the students to express themselves by the means of a foreign language and to be understood by the other participants of the communicative act. Thus, "Introducing a person", "Asking the way", "Doing shopping" are the examples of such situations that are commonly applied as at the University classes or at schools [1].

There are such types of communication – individual, group and public. The type of suggested communication should be considered while choosing the methods of teaching speaking. If it is individual communication, then two people interact. It's easier for the teacher to help the interacting students and to evaluate their ability to use necessary phrases, speaking formulas and other means of expressing themselves including the non-verbal communication. [2].

In group communication there are several participants. Each of them is expected to express him/herself on a suggested topic. The teacher can appoint a moderator in each group, but sometimes it is better when the students take turns in the initiative of speaking. In group communication, interpersonal communication between the participants is established easier, and the students reveal their psychological features. Some of them are active speakers, but some of them can be shy and can even keep silence. The interaction for such students at first can be in passive form – they just listen but not speak.

Public communication presupposes a number of participants, one of them is usually the speaker and the rest are the listeners and discussion participants. The communicative role of the speaker is usually given to the participants by the teacher while the roles of discussion participants are assumed by the students themselves. During the discussion the students behave unofficially are free in choosing the language means. Their utterances are spontaneous and unprepared, and in this way they can gain confidence in speaking, listen to others and analyze their mistakes. In addition they also learn to interact and keep to the rules of discussion.

Free conversation (or chat) is the most typical form of interpersonal communication organized in the classroom. It aims to establish contact, mutual understanding and emotional impact on the others. The topics of conversation may be different depending on the theme studied, the program, the level of English, etc.

Free conversations can be held at school or at the university levels. Usually there should not be special stimulus from the part of the teacher to start a conversation. As a rule, the students themselves are full of the ideas what to discuss. But considering the real lack of academic time for learning the topics, the teacher should professionally direct the choice of the topic according to the program.

Thus, the teacher's role in organizing the interpersonal communication in the English classroom is to create in students a motivated need in speaking English, to make the students realize this need, to be concentrated on what to say instead of how to say something.

References:

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EDUCATION OF SUSTAINABLE DEVELOPMENT – NETHERLANDS EXPERIENCE

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Over the past years, sustainable development has gained priority on political and social agendas. ‘Sustainable development requires a coherent approach of the development of economy, society, and careful husbandry of Mother Nature. Sustainable development also applies to long-term developments, and the ways we anticipate these and act upon their anticipation. Many social issues require a