

PARTICIPATORY APPROACH TO FOREIGN LANGUAGE TEACHING

It is difficult to imagine modern effective interaction between a teacher and students that is limited to the formal presentation of knowledge. Active involvement in the process of learning a foreign language, the use of participatory methods that take into account the peculiarities of the learners' background and interests, stimulate bilateral, mutually creative activity, and increase the productivity of educational communication.

The participatory approach promotes dialogue between the cognitive, linguistic, and sociocultural processes associated with foreign language learning. This model of teaching uses and develops the student's natural involvement in the surrounding behavioral and cultural context, encourages teamwork, improves skills of cooperation, tolerance and constructiveness, enhances a strategic approach to problem-solving, and increases objective self-esteem.

Participatory teaching strategies not only stimulate the interest of the learner, but also naturally offer them an awareness of their share of responsibility for acquiring knowledge. The role of the student as an active and equal participant in the learning process is strengthened. On the other hand, the student has the opportunity to formulate evaluation criteria, assess their progress more objectively, support their own opinion, and move away from passive perception of the academic material.

The teacher acts as a facilitator who determines the direction of work on the topic, organizes a constructive process of planning, formulates questions, and stimulates open and correct discussions. Students may have different backgrounds, worldviews, and interests. In this case, along with solving didactic tasks, the teacher creates an emotionally comfortable and balanced communication environment.

The participatory approach focuses on students' communication skills, creates models of various scenarios that can be solved through interactive practices such as long or short-term projects, work in pairs or in small groups, brainstorming, group discussions, role-playing games. The interactive nature of these types of communication makes it possible to expand the use of vocabulary, consolidate the use of grammatical patterns, and activate oral and written communication. The research component stimulates the student to search for appropriate vocabulary and to enrich synonym ranks. The elements of scientific analysis draw their attention to a critical understanding of the phenomenon of borrowing, widely represented in the terminological vocabulary. The wide historical stratum of Latin words along with modern loanwords from English emphasize the importance of sociocultural context, wide general cultural outlook and critical thinking.

Creating groups of 2–5 participants working on a short-term research project seems to be a promising area of work regarding the development of oral and written skills. Such projects can be created during the study of certain topics that may require a more in-depth study of the academic material. They may also cover longer periods, combining several topics. The results of the research are presented in the form of an oral presentation or other multimedia format.

The use of such techniques allows students to improve their skills in planning, self-organization and group interaction, analysis, working with patterns, reasoned discussion and evaluation.

Feedback is an important component of interaction with students. Timely, correct, and constructive evaluation information helps to identify strengths and weaknesses in understanding the subject, and to determine the direction of further work.

The participatory approach can be useful in the future professional activities of today's students. The principle of participative management is one of the ways to motivate employees. It is used by many businesses to combine day-to-day management and strategic planning. If the company cultivates the

right balance of autonomy, mutual responsibility, initiative, self-realization, and tolerance, the ability to weigh and listen to different points of view, it contributes to the overall efficiency of the work. Initiative and creatively active employees have advantages in professional growth. Thus, the student acquires important additional skills of interaction among colleagues and with managers, which helps to communicate organically and effectively in a new professional environment after graduation.

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