

# Using The Anthology Of Learning Foreign Languages In Ukraine In Symbiosis With Modern Information Technologies Of Teaching

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## Summary

The article reviews the social media as an Internet phenomenon, determines their place and level of popularity in the society, as a result of which the social networks are a resource with perspective pedagogical potential. The analysis of social media from the point of view of studying a foreign language and the possibility of their usage as a learning medium has been carried out. The most widespread and popular platforms have been considered and, based on their capabilities in teaching all types of speech activities, the “Instagram”, “Twitter”, and “Facebook” Internet resources have been selected as the subject of the research. The system of tasks of teaching all types of speech activities and showing the advantages of the “Instagram”, “Twitter”, and “Facebook” platforms has been proposed and briefly reviewed.

### Key words:

*Higher Education, Foreign Languages, Communicative Qualities, Experiment, information technology.*

## 1. Introduction

Problems that hinder the effective study of a foreign language in universities: overcoming the language barrier (psychological barriers, difficulties in expressing and understanding thoughts in a foreign language); lack of stimuli and language environment of the cadets; doubts about the usage of the formed communicative competence in the future. If learning a foreign language is an aim in the field of professional communication in the future, then learning will be more effective than when it is only a subject, the level of professional readiness of future professionals and their competitiveness. Such a task can be performed only in the case of comprehensive professional knowledge and skills, their appropriate involvement, the ability to solve professional problems in a foreign language environment, the ability to integrate

into the European educational space. For the formation of professional competence of specialists with higher education in the profile, knowledge of foreign languages is important and of priority importance, the possession of which makes specialists competitive in the international labor market. It necessitates qualitative changes in the study of foreign languages by future specialists in the field, which will improve the level of development of their foreign language competence and enable them to succeed in their professional activities. Like the teaching of other disciplines, the study of a foreign language in a professional direction in a higher educational institution involves the implementation of practical, general, educational, and developmental tasks. At the same time, the subject of “foreign language” differs significantly from other disciplines, as the main place in its study is the implementation of practical aims, in the process of achieving of which other tasks are fulfilled. In addition to this, the practical aim of teaching a foreign language to cadets in higher education institutes of Ukraine is to form communicative competence, i.e. the ability to communicate with representatives of the country whose language is being studied. In line with the analysis of foreign language communicative competence of cadets studying a foreign language in a professional direction, it is advisable to pay attention to the possibility and necessity of forming educational, linguistic, sociolinguistic, sociocultural, compensatory competencies as the main components in the process of communicative competence. The formation of language competence should be aimed at developing the ability to use language material in the process of obtaining certain information during intercultural communication. The presence of sociolinguistic competence implies the ability to use the

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realities, special phrases, specific rules of language communication, typical of the countries whose language is being studied. Instead, sociocultural competence is related to knowledge of the sociocultural characteristics of the country. Learning competence is formed by such skills as the ability to work with a dictionary, reference books, etc. A special place in the system of formation of communicative competence of cadets during the study of foreign languages in the higher education institutes of Ukraine is occupied by compensatory competence. These are situations when a cadet is required to be able to perform communicative tasks of varying complexity with the use of limited language resources, provided that the development of each type of speech activity will be communicatively sufficient. The formation of foreign language professional and communicative competence requires changes in the content, structure, and technology of learning a foreign language for special professional purposes, encourages methodologists, technologists, linguists to intensify research. The transition from language as a “set of grammatical and lexical knowledge” to its practical use by specialists of various profiles asserts the problematic-communicative method of training as the main one, which is based on the focus on professional communication [19].

The foreign language communicative competence of future specialists is an integral component of professional training and is a comprehensive personal resource that allows for effective interaction in the process of using a foreign language as a means of performing professional tasks. Thus, there is a problem of improving the effectiveness of foreign language teaching, which can be achieved through the use of productive ideas of historical and pedagogical experience to improve foreign language training of future professionals in the field.

Problem-oriented study of a foreign language with professional immersion. In modern conditions, the competitiveness of a specialist in the labor market depends on their willingness to master new technologies, easily adapt to changing working conditions, navigate professionally in information flows and use a foreign language in professional communication. Most Ukrainian seafarers today work under a foreign flag, as part of multinational crews. Education and training of seafarers require consideration of the peculiarities of such work [2]. A strategically important guideline in the teaching of a foreign language in education is the improvement of foreign language teaching methods using the latest advances in science, technology, and informatics, which creates preconditions for effective integration into the world economic, political, and educational space, as well as for professional growth and increasing the competitiveness of freelance graduates in the labor market.

Various aspects of the problem of higher school of the

profile are characterized in the works of V. Zakharchenko, S. Kozak, M. Kulakova, I. Sokol, V. Tityaev, and others. Despite the growing interest of scientists in the problem of training foreign language teachers in universities, the issue is still underdeveloped. The problem of taking into account the specialization in the learning process becomes extremely relevant, arguing the feasibility of linking the study of a foreign language with the future profession of students. The professionally-oriented approach to teaching foreign languages acquires special topicality, which provides for the formation of students' skills of foreign language communication in specific professional, business, scientific fields, and situations, taking into account the peculiarities of professional thinking [11].

The principle of situationality serves as a powerful specific principle of formation of foreign language professional dialogic speech of future ship drivers and mechanics. Its implementation on the basis of cognitive-communicative approach involves the creation and use of situations of professional communication, close to real. After the cadets have mastered language skills (lexical, grammatical, phonetic), the formation of communication skills (interaction to achieve results) becomes a priority. It is in the process of communication in educational situations for the performance of professional tasks that speech interaction no longer becomes the aim of learning, but a means of forming professional communicative competence. Differentiation of training of students taking into account the basic level of knowledge. The level of knowledge of a foreign language of the individual should be interpreted as an important indicator of the successful activity of a modern specialist, as a result of their training. The readiness of students to learn a foreign language in the specialty is distinguished by the system of abilities of the individual, namely the ability to self-improve foreign language skills, understanding the customs and cultures of other countries, the ability to communicate with foreign professionals in person, without an interpreter, the ability to continue studying abroad, the ability to use foreign language skills in practice, communicating with foreign colleagues. Learning a foreign language plays an important role in professional communication in a higher non-language institution, affects the preparation of students for effective communication in a professional environment. One of the main tasks of a higher education institution should be to help freshmen both in professional adaptation and in learning a foreign language in the specialty [14].

Teaching a foreign language should begin with a basic level of knowledge on the principle of “simple to complex”, as soon as possible to develop an algorithm for the student's activities in the communicative series “teacher/audio and multimedia means-student”, “student-student”. Modern methods of teaching foreign languages are flexible information and learning

environment. The modern approach to the search for optimal and effective methods of teaching foreign languages in non-language higher education institutes is to combine traditional and intensive teaching methods. With the active usage of modern pedagogical technologies in the process of learning a foreign language, students of different specialties achieve a positive result in the acquisition and use of a foreign language by future professionals in their professional field [12].

One of the important tasks should be to provide assistance to freshmen both at the adaptive stage of learning a foreign language and in professional activities. Differentiated distribution is one of the main conditions for successful mastery, so it is necessary to take into account this factor when learning. Digitalization of foreign language learning. The study of scientific works and own pedagogical experience serve as a basis for the systematization of didactic and methodological prerequisites for the formation of students' foreign language professionally-oriented communicative competence by means of Internet resources, the usage of which allows:

- 1) a wide range of available authentic sources of professional information and a huge selection of virtual educational services (dictionaries, encyclopedias, search engines, electronic platforms in the distance learning system, multimedia courses, sites and services for learning foreign languages), the interactive nature of many virtual educational services, which affects the intensification of the process of learning a foreign language;
- 2) creation of the natural environment in the conditions of joint language projects, exchange of information, ideas, plans, application of authentic situations of activity connected with cooperation, search and transfer of professional information in a foreign language that promotes an increase of motivation of students and interest in a foreign language. native speakers of this language;
- 3) the use of various forms of the classroom and extracurricular work - individual, pair, group through search activities in the network; analysis of the received professional information with involvement of self-reflection of students that helps to organize joint research works, operatively to exchange information and to form communicative skills;
- 4) creating a favorable environment for individual learning, multimedia, expanding learning space, prompt information and updating of information, which contributes to the effective organization of information time and space, the development of educational autonomy, self-organization, self-control, and creativity;
- 5) providing rapid feedback and monitoring student performance, which allows you to objectively assess student achievement, post and perform online tests,

instantly receive assessment and see your progress in learning and developing communication skills [10].

For example, the usage of information site about.com and its derivative resources (specaled.about.com, psychology.about.com, grammar.about.com, gocalifornia.about.com, educators.about.com, dance.about.com, etc.) provides ample opportunities for students of humanities, arts, technical specialties. The site contains authentic texts, the latest world news in areas that may be of interest to future professionals, various tests to test knowledge of specialties and more.

In addition, students can watch videos with topics of interest to them in a foreign language, discuss what they have heard and seen, create dialogues on the proposed topic [5]. Providing a cross-cutting and interdisciplinary approach to teaching foreign languages. In modern pedagogy, the attention to the cross-curricular and interdisciplinary approach in teaching foreign languages is growing every year. Teachers understand that it is not necessary to wait, for example, for a foreign language lesson to improve communication skills, this can be done in parallel when studying any professional discipline. Interdisciplinarity is expressed in the combination of two or more disciplines in one activity. According to H. Jacobs, interdisciplinarity is a type of knowledge and approach to the course of study, which consciously covers the methodology and language of more than one discipline to master the central theme, problem, event, fact, and experience [12].

Interdisciplinary connections are increasingly strengthened with the development of new approaches to teaching, the active use of information and communication tools, as well as interactive techniques. Classes combine several activities, which allows students to move from one type of work to another while remaining focused and most interested in working in class. J. Herbart substantiated the psychological aspect of the relationship of knowledge, on the basis of which he concluded that in the case of coherent teaching of material, students acquire skills faster and more fully than in the isolated study of subjects [20]. K. Ushinsky stressed that different subjects should be taught in close connection with each other, when knowledge and ideas, which are represented by different sciences, must have an organic connection [14].

In practice, it can be argued that all these statements are correct and reflect the need for a comprehensive study of subjects, the use of interdisciplinary connections. Among the positive aspects of using an interdisciplinary approach in teaching, the following ones should be singled out:

- exchanging ideas about discipline and learning with fellow enthusiasts to achieve a common goal;
- increasing the success of cadets; the opportunity for cadets to learn if unexpected interdisciplinary connections arise;

the ability of cadets to realize that teachers model long-term learning, are interested in their discipline and the courses of other teachers, work with colleagues, discover connections between what they know and new ideas, form new views on problem-solving; creativity, flexibility, real learning, not isolated by educational experience; greater opportunities for cadets to relate new knowledge to what they already know and what they are interested in; favorable conditions for cadets in training and demonstration of their skills, understanding of problems; the personal contribution of cadets to the work as a result of learning new/complex concepts, giving the privilege and responsibility in choosing what and how they teach, demonstrating their vision of the problem [15]. Disadvantages include the integration confusion that may arise during such classes and the complexity of the training program. The specifics of teaching in the higher education institutes of the profile are that, in addition to purely professional skills, future specialists in the field must be aware of all areas of life. During the voyage, there may be needs, such as providing emergency medical care, solving socio-cultural problems, and overcoming speech barriers that arise when crew members from different countries interact. These are a variety of situations that threaten people's health and/or lives and require immediate decision-making.

It is easy to overcome difficulties and be aware of almost any issue in order to form the ability of a specialist to actively use an interdisciplinary approach to the study of professional disciplines. Implementing an interdisciplinary approach to teaching professional disciplines, the classes plan such types of educational activities as classes using interdisciplinary connections, integrated, binary, fragmentary binary, research classes, etc. In our opinion, the most successful will be the connection of professional disciplines with the course "English (for professional purposes)" and information technology. For example, navigation lessons can be planned to use a complete or fragmentary foreign language. Students will be able to activate their knowledge of a foreign language and consolidate it by completing tasks in the specialty. This activity will be more effective than usual, as the new working conditions in the classroom allow students to focus more, which will help them to better remember and master professional skills. Now information technology in the study of most disciplines is widely used, but it is worth emphasizing once again the importance of their application. With the development of technology, more and more automated systems are emerging, the management of which must be mastered today, so that tomorrow, when the cadets become specialists, it will not be difficult for them to adapt to the changes.

Therefore, computer modeling should be used in courses in navigation, ship mechanics, or law courses

(modeling errors that can lead to precedent), in foreign language classes, and so on. Conducting such classes stimulates the creative activity of cadets, develops the ability to adequately make decisions in non-standard or stressful situations.

Thus, the interdisciplinary approach to the teaching of professional disciplines in higher educational institutions of the profile provides education of harmoniously developed professionals who will become full members of society and first-class professionals.

Introduction of a dual form of foreign language teaching in a professional field. The dual form of obtaining education in higher and professional higher education institutions provides for obtaining education through a combination of training of persons in educational institutions with training in the workplace (even with getting a salary) at enterprises, institutions, and organizations to acquire certain qualifications on a contract basis. The aim of the introduction of the dual form of education is to improve the quality of professional training of students. Educational institutions will decide to introduce a dual form of education based on labor market research. They will also be able to compile a list of educational programs according to which dual education is appropriate. Businesses and students will also be able to initiate the organization of dual education. The procedure for selecting students for dual education will be jointly implemented by business entities and educational institutions. "Dual form of education" is a method of education that involves combining training in educational institutions with training in the workplace in enterprises, institutions, and organizations to acquire a certain qualification, usually on the basis of a contract for training in the dual form of education. This is the case when both the educational institution and the enterprise (institution, organization) take part in the training of young specialists. The essence of such a system is the close interaction of enterprises and educational institutions on the basis of social partnership, where both parties are equal partners who develop and coordinate the educational process, monitor its results. Creating a repository of professional literature of the industry in a foreign language. The trend of professional education can be the creation of a repository of professional literature in the industry in a foreign language to facilitate the search for the necessary information for both novice teachers and students. The electronic archive for systematization and storage of electronic copies of documents of scientific, educational and methodical purpose, created by teachers, staff, graduate students, students of higher education institutes of the profile, as well as other persons, which provides these materials with permanent open free full-text access via the Internet. The continuous development of professional competence of teachers to ensure the quality of foreign language training of future specialists in the

field. The level of professional competence of teachers is one of the main conditions for ensuring the competitiveness of higher education institutions. Unfortunately, the professional competence of a teacher is not characterized by its content and structure, a clear system of criteria for diagnosing its formation has not been developed [13].

A modern foreign language teacher becomes not only an observer but also an active participant in changes in the concept of professional foreign language teaching. Traditionally, in the study of styles of pedagogical communication, the main attention is focused on their operational structure: interpersonal actions, methods, and techniques of communication, methods of pedagogical influence. Any teacher in communication with students appears not only as a bearer of a certain social role, but also as a holistic original personality with its inherent qualities, needs, individual characteristics of the motivational, and valuable sphere. The teacher must have organizational skills, only a highly organized person can effectively and consistently perform the tasks outlined in the curriculum, and manage the activities of students [14]. The teacher of a higher education institute must logically present a large amount of information, clearly form their opinion in order for students to better master the material. It is worth noting that such a characteristic of the teacher as creativity, which is manifested in the creative process of preparation for the lesson, plays an important role in increasing student motivation. It is the creative competence of the teacher that makes his activity productive. Teaching a discipline such as a foreign language in a higher education institution violates the additional requirements for the teacher regarding the knowledge of the basic foundations of the future specialty of students. Usually, teachers who come to work at foreign language departments do not have a proper vocabulary, namely terminology, unfamiliar with the specifics of the field. This is the biggest difficulty facing young teachers. The task of the Foreign Languages Department is to help these teachers to master the necessary vocabulary and learn the basics of the specialty. Foreign language teachers should work closely with teachers of specialized departments, attend professional meetings, conferences to clearly know all the features of future professional activities of students. Understanding this allows you to work productively with texts in the specialty, discuss them, hold role-plays, mini-conferences with presentations of abstracts on the topics of the course and diploma projects. Due to the presence in the structure of the teacher's personality of different levels of motivational and value dispositions, they constantly consciously or involuntarily prefer actions, methods, and techniques of communication that meet their values and needs. The teacher's communication is under the constant interference of personal dispositions and shifts towards

motivational tendencies. Thus, motivational factors give the teacher communication with students of individual originality, stability, and trans-situationality.

Students show the greatest interest when the material is based on their chosen specialty, which stimulates the study of a foreign language, increasing and expanding their professional knowledge. At the center of the educational process are the student's personality, needs, and opportunities for development. The role of the teacher is to create favorable didactic conditions for the development of educational and professional material, to motivate and stimulate the intellectual development and creativity of students. We shall emphasize the importance of using Internet resources when teaching a foreign language. In case of successful choice of material and its purposeful planning, these technologies bring elements of novelty to the educational process, interest students in learning a foreign language, giving them access to a variety of authentic materials, help work on the language at a convenient time, promoting the learning process as a whole [15 -19]. One of the main qualities of a teacher is their methodological competence. The teacher should be competent in the methodology of teaching a foreign language in the professional field to plan the formation of practical knowledge and skills in students given the level of education, educational content, level of knowledge of a foreign language by students of a certain group, their interests. The teacher-facilitator, whose task is to focus and stimulate the independent process of information retrieval, to jointly solve problems must be familiar with modern methods of teaching foreign languages, special teaching techniques, and methods in order to optimally select teaching methods according to the level of knowledge, needs, interests of future specialists. From the creative approach of the teacher to the choice of teaching methods, from the rational and motivated use of teaching methods in foreign language classes, from the creativity of the teacher depends on the successful completion of what was started, because everything is determined by pedagogy - science and art at the same time.

Students' mastery of foreign languages is limited due to the insufficient number of hours planned for their study. This restriction makes it necessary to determine the level of foreign language learning relevant to the learning environment given the possibility of teaching special subjects in English. It is worth applying the system of levels of learning modern foreign languages, developed, in particular, by scientists of the Council of Europe ("Common European competences for learning foreign languages").

## 2. Theoretical Consideration

In order to more fully disclose the content of the category of "methods of interactive learning", let us

compare traditional learning and interactive (active) learning. Traditional learning sets the aim of transferring as much knowledge as possible to students and making them assimilate it. The teacher broadcasts the information that is already meaningful and differentiated by them, defines the skills that are necessary, from their point of view, to be developed among students. The task of the students is to reproduce the knowledge created by others as fully and accurately as possible.

The knowledge obtained in the process of such learning is encyclopaedic, represents a certain amount of information on various disciplines, which exists in the form of thematic blocks that do not always have semantic connections in the mind of the student [5].

Most teachers are facing the problem of the inability to connect the content of their subject with the knowledge of students in other disciplines. And then there is a doubt about how deeply the learners realized the educational material, appropriated it, and used it in situations that go beyond the school. It is quite difficult to dispel this doubt, first of all, because the process of reproducing the educational material also acts as feedback from a student to the teacher [1-6].

In the context of interactive learning, knowledge takes other forms. On the one hand, it represents certain information about the surrounding world. A feature of this information is that the students receive it not in the form of a ready-made system from the teacher but in the process of their own activity. According to O. Bassis, the teacher must create situations in which the student is active, in which they will ask, act. In such a situation, "he, together with others, acquires the ability to transform into knowledge that which initially constituted a problem or obstacle".

On the other hand, a student in the process of interacting with other students or the teacher in the lesson masters the system of tested (approved) ways of acting in relation to themselves, society, the world in general, and assimilates various mechanisms of searching for knowledge. Therefore, the knowledge obtained by a student is at the same time a tool for its independent acquisition.

Thus, the aim of active learning is the creation by the teacher of conditions in which the students themselves will discover, acquire, and construct knowledge. It is the fundamental difference between the aims of active learning and the aims of the traditional educational system [7-16].

To concretize the conversation about the objectives achieved in the active learning strategy, we will use B. Bloom's taxonomy of cognitive objectives, which is now being actively discussed in the pedagogical

community. If we follow the taxonomy developed by B. Bloom, then the knowledge is only the first, the simplest level of his hierarchy. It is followed by five more levels of objectives, with the first three (knowledge, comprehension, application) being the objectives of a lower order and the next three (analysis, synthesis, evaluation) – of a higher order.

The systematizer of cognitive attitudes, according to B. Bloom, can be represented as follows:

**Knowledge:** the ability to recognize, reproduce specific information, including facts, accepted terminology, criteria, methodological principles, and theories.

**Comprehension:** the ability to literally understand the meaning of any message. B. Bloom identified three types of comprehension mode: translation – to perceive the stated material and transfer it to another form (other words, schedule, etc.); interpretation – attaching ideas to a new configuration; extrapolation – estimating and forecasting based on the previously obtained information.

**Application:** the ability to take and apply the principles or processes that were previously obtained, without any indication from the outside, in a new situation.

It could be, for example, the application of socio-scientific generalizations to particular social problems, or the application of scientific or mathematical principles to practical situations.

**Analysis** separating the material into separate components, establishing their relationship, and understanding the model of their organization. For example, recognizing unformulated assumptions, identifying causal relationships, and recognizing and forms and techniques in works of art.

**Synthesis:** the creative process of connecting parts or elements into a new whole. It includes professional essay writing, proposing ways to test hypotheses, and formulating theories that are applicable to social situations.

**Evaluation:** the process of making value judgments about ideas, solutions, methods, etc.

These evaluations can be quantitative or qualitative, but they should be based on the usage of criteria or standards, for example, include evaluating an appropriate treatment method or evaluating performance against standards in a given discipline [2-8, 17, 18].

Then the methods, means, and techniques used in traditional teaching allow the achievement of the first three levels of objectives in the educational process. Let us consider, as an example, tasks that are taken out for a practical lesson. In most cases, the simple reproduction

of its content is sufficient to perform them. Tasks that require understanding and application of knowledge from students (the second and third level of objectives), as a rule, are marked with some sign and are not always used by the teacher.

Interactive teaching methods also provide for achieving the objectives the first three levels, and even more effectively than traditional teaching methods. As a result, teachers working in the traditional paradigm often use interactive teaching methods to better assimilate the information. In this case, we will talk only about the optimization of the traditional educational process.

The given fixation is very important because it can allow the teacher to determine the plane of which strategy they are working in.

The aim is in the context of methods of interactive learning. It should be noted that the interactive learning methods allow achieving most often the objectives of a higher order (4-6 level) in the educational process.

At the same time, these methods contain another set of objectives the implementation of which contributes to the development of the social competence of students (the ability to conduct a discussion, work in a group, resolve conflicts, listen to others, etc.).

## Conclusions

The idea of interactive learning indeed requires “thinking out” and theoretical refinement. Nowadays, active learning is reproached for the lack of a clear theoretical concept, for mixing different approaches and methods under one name (in particular, there is no generally accepted classification of methods).

It is important to note one more important circumstance. Teachers-practitioners, using interactive teaching methods, note the presence of certain barriers that prevent their usage. In “The active learning continuum: Choosing activities to engage students in the classroom” by C. Bonwell and T. Sutherland, the following barriers when using interactive teaching methods are identified: difficulty in presenting a large amount of material in the classroom; interactive learning takes too long to prepare the lesson; it seems impossible to use interactive teaching methods in a large audience.

In the course of work, the following tasks have been solved:

- the state of the problem of using interactive teaching methods in the theory and practice of higher education has been analysed;

- the conditions for increasing the efficiency of students’ development through the use of interactive teaching methods have been determined;

- the technology of interactive learning through inclusion in a holistic pedagogical process has been experimentally approved.

Thus, it is important for a teacher to decide for what purpose they use the interactive teaching methods: to ensure that the students remember the learning material better – but then it is an ordinary process of optimizing the traditional educational process, or they are ready for a serious and consistent change in their thinking and their activities, which in turn will lead to a change in learning.

It is also possible to agree that there are not always enough materials and sources, but this is not only a problem of interactive learning, because sources and materials are oftentimes not enough for traditional lessons. Most methods of interactive teaching do not require a lot of material support, and, for example, the availability of textbooks in secondary schools and agreements with students partially removes the problem of the lack of opportunities for copying materials.

So, the idea of interactive learning is comparatively not a new one. However, there is a danger of drowning in words and illusions, repeating the path of numerous fashionable pedagogical innovations, which slightly “embellished”, modernized the traditional teaching, and then were forgotten without changing anything seriously.

The analysis of the existing literature has shown that many years of experience suggest that at the very initial stage of teaching technology, the usage of interactive lessons in a higher educational institution is justified and effective, as it revives the educational process as well as possible, increases interest in the discipline in question. After all, at the beginning of teaching a new discipline it is crucial to interest with it, to teach to attend this lesson with a thirst for new knowledge, conduct a constant creative search, discover hidden talents, and simply “love” such a discipline.

Teachers can use such lessons when preparing open lessons; they will push them to search for new original forms and methods of teaching and to implement their didactic ideas by teachers. Such new forms of work will make it possible to realize all the leading functions of teaching: educational and developmental on the basis of the idea of the pedagogy of cooperation when the teacher not only goes to the students with the discipline but goes to the subject together with them.

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