

## Section 3. Pedagogical science

*Chokin Yerzhan Sanzharovich,*

*Senior lecturer*

*Military Engineering Institute of Radio Electronics  
and Communications, Almaty Republic of Kazakhstan*

*Chokina Makhpal Kanatbekovna,*

*English teacher, teacher researcher*

*Secondary school No. 121, Almaty Republic of Kazakhstan*

*Kurmanova Gulfiya Amirbekovna,*

*English teacher, teacher researcher*

*Secondary school No. 121, Almaty Republic of Kazakhstan*

### **INTERACTIVE LEARNING IN HIGHER PROFESSIONAL EDUCATION**

The competence-based approach to the organization of the educational process requires the teacher to change the learning process: its structure, forms of organization of activities, principles of interaction of subjects. This means that priority in the work of a teacher is given to dialogical methods of communication, joint search for truth, and diverse creative activities. All this is realized through the use of interactive teaching methods.

The word “interactive” came to us from the English word “interact”. “Inter” is “mutual”, “act” is to act.

Interactivity is the ability to interact or be in a conversation, dialogue mode with someone (a person) or something (for example, a computer).

The educational process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and what they think. The peculiarity of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional and spiritual unity of the participants.

In comparison with traditional forms of teaching, the interaction of the teacher and the student is changing in interactive learning: the activity of the teacher gives

way to the activity of the trainees, and the task of the teacher becomes to create conditions for their initiative.

During the dialogue training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people. To do this, paired and group work is organized in the classroom, research projects, role-playing games are used, documents and various sources of information are being worked on, creative work is being used.

The listener becomes a full participant in the educational process, his experience serves as the main source of educational knowledge. The teacher does not provide ready-made knowledge, but encourages participants to search independently and performs the function of an assistant in the work.

#### **Interactive forms of classes:**

- arouse students' interest;
- encourage everyone's active participation in the learning process;
- appeal to the feelings of each student;
- contribute to the effective assimilation of educational material;
- have a multifaceted impact on students;
- provide feedback (audience response);
- form students' opinions and attitudes;
- they form life skills;
- contribute to behavioral change.

Note that the most important condition for this is the personal experience of the teacher's participation in interactive training sessions. They can only be learned through personal participation in a game, brainstorming, or discussion.

#### **Classification of interactive teaching methods**

The concept of interactive learning provides for several forms/models of learning:

- 1) **passive** – the listener acts as the “object” of learning (listens and watches);
- 2) **active** – the listener acts as the “subject” of learning (independent work, creative assignments, term papers/projects, etc.);
- 3) **interactive** – interaction, equal partnership. The use of an interactive learning model involves modeling life situations, using role-playing (business) games, and solving problems together. The dominance of any participant in the educational process or any idea is excluded. From the object of influence, the student becomes the subject of interaction, he himself actively participates in the learning process, following his own individual route.

All interactive learning technologies are divided into non-simulation and simulation.

Non-simulation technologies do not involve the construction of models of the phenomenon and activity under study.

Simulation technologies are based on simulation or simulation-game modeling, i.e. reproduction in learning conditions of processes occurring in a real system.

Modern pedagogy is rich in a whole arsenal of interactive approaches, among which the following can be distinguished:

- creative tasks;
- work in small groups;
- educational games (role-playing games, simulations, business games);
- use of public resources (invitation of a specialist, excursions);
- social projects and other extracurricular learning methods (competitions, interviews, films, performances, exhibitions);
- study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, “student as a teacher”, “everyone teaches everyone”, mosaic (openwork saw), use of questions, socratic dialogue);
- testing;
- warm-ups;
- feedback;
- distance learning;
- discussion of complex and controversial issues and problems (take a position, scale of opinions, POP formula);
- problem solving (“decision tree”, “brainstorming”, “case analysis”, “ladders and snakes”);
- trainings.

#### **The main methodological principles of interactive learning:**

- careful selection of working terms, educational, professional vocabulary, conditional concepts (glossary development);
- a comprehensive analysis of specific practical examples of professional activities in which the student performs various role functions;
- maintaining continuous visual contact with all students;
- performance of the moderator (moderator) function at each lesson by one of the students, who initiates and orients the discussion of the educational problem (the teacher in this case acts as an arbitrator);

#### **Mandatory conditions for the organization of interactive learning:**

- trusting, positive relationship between the teacher and the students;
- democratic style;
- cooperation in the process of communication between the teacher and the students;
- relying on the personal (“pedagogical”) experience of students, including vivid examples, facts, images in the educational process;

- the variety of forms and methods of presenting information, forms of activity of students, their mobility;
- the inclusion of external and internal motivation of activities, as well as mutual motivation of students.

Interactive forms of learning provide high motivation, strength of knowledge, creativity and imagination, sociability, an active lifestyle, team spirit, the value of individuality, freedom of expression, an emphasis on activity, mutual respect and democracy.

**The effectiveness of interactive learning:**

- development of active cognitive and mental activity;
- involving students in the process of learning, mastering new material not as passive listeners, but as active participants;
- development of analytical and critical thinking skills;
- strengthening motivation to study disciplines, curriculum;
- creating a favorable, creative atmosphere in the classroom;
- development of students' communicative competencies;
- reducing the share of traditional classroom work and increasing the volume of independent work;
- development of skills and knowledge of modern technical means and information processing technologies;
- formation and development of skills and abilities to independently find information and determine the level of its reliability;
- the use of such forms of control as electronic tests (current, boundary, intermediate), allows for clearer administration of the educational process, increase the objectivity of the assessment of knowledge, skills and competencies of students;
- interactive technologies ensure constant, rather than occasional (scheduled) contact between the student and the teacher.
- active use of technical means, including handouts and didactic material in the form of tables, slides, educational films, videos, video clips, video equipment, with the help of which the studied material is illustrated;
- the teacher's constant maintenance of active intra-group interaction, the removal of tension in the relationship between the participants, the neutralization of "acute" steps and actions of individual groups of students;
- prompt intervention of the teacher in the course of the discussion in case of unforeseen difficulties, as well as in order to clarify new provisions of the curriculum;
- intensive use of individual tasks (home control tasks of a self-diagnostic or creative nature, etc.);

- organization of a spatial environment – a “playing field”, which should contribute to the emancipation of students;
- playing game roles taking into account individual creative and intellectual abilities;
- training in decision-making in conditions of strict time limits and the presence of an element of uncertainty in information.

### References:

1. Dvulichanskaya N. N. Interactive teaching methods as a means of forming key competencies // Science and education: electronic scientific and technical publication, URL: <http://technomag.edu.ru/doc/172651>
2. Kosolapova M. A., Efanov V. I. Development of professional competence of a teacher of a technical university with advanced training // Materials of the international scientific and methodological conference “Modern education: problems of ensuring the quality of specialist training in the context of transition to a multi-level system of higher education” – Tomsk: TUSUR, 2012.