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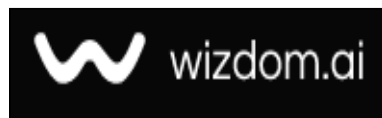
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Interactive Methods in the Learning Process

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Abstract. This article discusses interactive teaching methods and their application in the educational process.

Keywords interactive ways of teaching, methods, technology of teaching, learning process.

Introduction

In today's world, the most effective technique to improve educational efficacy is to organize interactive teaching tools. So, what is an interactive method? What educational opportunities do they have? What are the outcomes of the appropriate and intentional use of interactive methods in the educational process? The following is a succinct response to similar inquiries. The most significant stage in determining answers to the above questions is to become acquainted with the fundamental notion - the lexical meaning of the term "interactive."

Interactive learning is the ability of participants to work together to develop knowledge, skills, and certain moral qualities, as well as to work together.

Interactivity, from a logical standpoint, relates first and foremost to the conduct of social subjects' actions based on discussion and interaction.

Main Part

Every professional in the field of education knows that traditional education is also based on dialogue. In traditional education, too, information is naturally the basis of conversation. However, the main source of information is the experience of the teacher, in the process of which he takes the lead, that is, he seeks to convey knowledge orally to the student at the main point of the lesson. Activity is unique to the teacher, and students become passive learners in this situation. Their main task is to listen to the teacher, to write in the necessary places, to answer questions, and in rare cases to swim only when allowed. [1]

The one-sided method in traditional education is preferred in the higher education system not only in lectures, but also in practical trainings. According to it, in the role of "supplier" is no longer a teacher, but a student. The learner mainly demonstrates the knowledge he / she has acquired, while the teacher listens to his / her opinions and asks questions where necessary. The group of students (team) in this situation become completely passive participants – listeners. At first glance, the perception of the information transmitted by the student or teacher gives the impression that it creates an opportunity for a group of students (team) to transfer knowledge. However, the results of psychological research show that knowledge (information) acquired in this way is quickly forgotten.[1]

According to American psychologists R. Carnikau and F. McElrow, an individual's intrinsic physiological and psychological skills allow them to sustain varying levels of knowledge received in various formats. That is, the person: 10% when he reads the source himself; 20% when he hears information; 30% when they observe a simple event, incident, or process; 50% when they see an event, incident, or process and hear information about it; and 80% when he transfers information (speaks, exhibits knowledge). It can memorize 90% of the data while applying learned knowledge (information, data) in its actions [12].

Thus, interactive teaching is based on "collaboration between the main participants of the educational process - the teacher, the mentee, and the group of students, lively discussions,

the opportunity to exchange ideas, think freely, express personal views without hesitation, seek solutions to problems, and the formation of mutual understanding of students in the transfer of learning materials." Mutual respect, understanding and support, sincerity, and spiritual union characterize the "teacher-student-student group." [2]

In today's educational process, teachers use a variety of interactive methods to achieve better results. Some of them will be discussed below:

- Actualization of the problem;
- Summing up;
- Case study method;
- Behavioural modelling;
- The method of peer feedback;
- Play projects;
- Metaphor game;
- Storytelling;
- Basket-method;
- The method of action learning;

The method of actualization of the problem helps to develop motivation to change professional behavior and activity; the participants should be encouraged to discuss the topic of the training in order to arouse interest and make the issue relevant to everyone. At the end, the instructor can conduct a role-playing game.

The summing up technique is designed for participants to share their impressions and feelings and to express their wishes. Debriefing can include completing a "revelation sheet," a letter, a questionnaire, or a survey. An important component of learning is documenting the student's progress, for example, through photography. At debriefing, these photos can be reviewed to recall how the work went.[11]

Thus, the training effectively builds students' professional competence by creating a confident and comfortable environment and the opportunity to practice the steps necessary for future professional activity in general.

Case studies are used to teach by solving specific cases. The essence of this method is to analyze a situation collectively, find a solution, and publicly defend that solution. Students learn teamwork, independent modeling of the solution, independent reasoning, and defending their opinion through the case study process. This method was first used at Harvard University's Faculty of Law in 1870.

The ambiguity of the solution to the presented problem creates a problem for discussing the reasoning of the proposed solutions and selecting the most appropriate one in this method. Thus, learning produces not only knowledge but also professional skills, as well as a developed personality and set of values [10].

Behavioral modeling is a technique used to teach interpersonal communication skills as well as professional behavior. The procedure is carried out in the following order: 1) presentation of the professional behavior model to be learned; 2) accurate reproduction of the proposed behavior model; 3) feedback indicating the degree of success in mastering the respective behavior models.

When using this method, the behavioral models offered to students should be sufficiently similar to real professional situations so that the future professional can immerse himself/herself in professional activity as much as possible and quickly adapt to specific conditions. He/she can practice skills such as conducting interviews for a job, responding to a conflict or emergency situation, discussing career opportunities, handing over or accepting a position, and so on.

The peer feedback method ensures more effective development of future specialists' competencies through constant monitoring of activities and the ability to provide timely assistance and correction of deficiencies.[9]

In this technique, one student gives the other student ongoing feedback on his or her actions, behaviors, and decisions. Looking at his or her reactions from the outside allows the future specialist to better understand his or her own strengths and weaknesses and develop an accurate self-evaluation. The peer feedback method is based on informing (objective and honest feedback) while performing tasks related to new skill development and current professional responsibilities. Participants (those who act and those who analyze and provide feedback) are completely equal [8]

Game projects are a type of teaching method in which students learn by solving problems. In the first stage, the teacher resolves a learning (research) problem, i.e. psychologically transforms the problem situation. In the second stage, students are divided into two competing groups to develop problem-solving strategies. The third stage is a final meeting in which students assign roles and publicly defend the developed solutions (a peer review is conducted before the defense) [4]

Game projects are most successful in practical lessons because they do not require the teacher to explain new material or exchange information with the students. This format can accommodate informational, research, creative, and applied projects.

Therefore, the play project method provides a high level of activity in teaching courses and is more productive as design skills are developed, and specialists will be more flexible and effective in solving complex professional problems in the future.

The basket-method is a teaching approach that is based on the modeling of the most typical professional circumstance, in which the learner must efficiently undertake unanticipated activities. This method's content is as follows: the student is presented with the situation or role to be played as well as the materials to be used in the exercise; the student performs the proposed actions; and a final interview is held during which the student justifies his/her actions, describes the possible consequences of this or that action, and assesses personal satisfaction with the outcome. The instructor examines the information acquired from the pupils, provides an alternate option, highlights lost opportunities, forecasts the outcomes of solutions, and makes future suggestions [4, 5, 6].

Conclusion

Interactive learning is based on interactive methods. "Interactive methods are methods of decision-making, cooperation of students and teachers in the educational process, effective transfer of knowledge by students, development of personal qualities in them." [7]

To summarize, active learning methods shift the teacher's role from information translator to organizer and coordinator of the learning process, allowing you to form comprehensive competencies for future professional specialties through student activities that are as close to the content of professional activity as possible.[4].

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