ACTIVE AND INTERACTIVE METHODS IN THE CONTEMPORARY EDUCATION

MÉTODOS ACTIVOS E INTERACTIVOS EN LA EDUCACIÓN CONTEMPORÁNEA


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Resumen. En el proceso educativo, un profesor siempre está buscando formas de transferencia de conocimiento, lo que permite a los estudiantes comprenderlas de manera exhaustiva y permanente. Hoy se reconocen las formas pasivas, activas e interactivas de interacción entre el profesor y el alumno. La forma pasiva de transferencia de conocimiento es la más básica, cuando un conferenciante es la única persona que administra el proceso educativo. Esta es la forma de las conferencias clásicas, cuando el conferenciante se comunica con la audiencia sin interacción con los estudiantes sobre el tema específico. El uso de la forma pasiva es posible durante los seminarios prácticos, cuando el profesor realiza la encuesta de prueba de los estudiantes, realiza pruebas individuales. La forma pasiva es criticada como ineficaz. Se cree que el método interactivo de comunicación entre el docente y los alumnos es un tipo de método activo. Pero, en los últimos tiempos, debido a la aparición de una variedad de métodos interactivos, el método interactivo se identifica como uno independiente. La capacitación interactiva desarrolla habilidades analíticas y creativas de las personas, promueve la digestión óptima de nueva información y la retención de edad. Al usar métodos interactivos, todos los estudiantes deben participar en el proceso educativo, aportando su contribución individual. Al final del seminario, los estudiantes deben recibir orientación e información para su consideración. Cada estudiante debe darse cuenta de lo que ha aprendido, qué habilidades se han formado.

Palabras clave: desarrollo social, estudiante, educación, docente, comunicación.

**Abstract.** In the educational process a lecturer is always searching for forms of knowledge transfer, allowing students to understand them thoroughly and permanently. Today passive, active and interactive forms of interaction between lecturer and student are recognized. The passive form of knowledge transfer is the most basic one, when a lecturer is the only person managing the educational process. This is form of the classic lectures, when lecturer communicates with the audience without interaction with students on the specific theme. The usage of passive form is possible during practical seminars, when lecturer conducts testing survey of students, conducts individual tests. The passive form is criticized as ineffective. The interactive method of communication between teacher and students is thought to be a kind of active method. But, in recent time, due to the emergence of a variety of interactive methods, interactive method is identified as an independent one. The interactive training develops analytical and creative abilities of individuals, promotes optimal digestion new information and retaining old. While using interactive methods, all students must be involved in the educational process, bringing their individual contribution. In the end of the seminar students must be given guidance and information for consideration. Each student should realize what he or she has learnt, what skills have formed.

**Keywords:** Social development, Student, Education, Teacher, Communication.

1. **INTRODUCTION**

However, it seems that this method, under certain conditions, is useful in modern conditions of educational process. For example, without passive form teacher cannot reach a big group of students, using other forms. The passive form may be used with a limited number of hours for a particular subject, a particular topic. Surely, this form is useful when it is necessary to represent completely new information, unknown to anyone in the audience (for example, new information should be written).

Taking into account the necessity of improving the forms used in the educational process, I would like to highlight the effectiveness of old, but not outdated methods of interaction between lecturer and student. The active method of interaction makes students to be active participants of the educational process. Using this method, teacher involves students in the discussion, the analysis of issues of the theme and making conclusions. In contrast to the authoritarian passive method, this method is often called a democratic teaching style. However, it should be admitted that usage of any non-passive forms requires special preparation of teacher for seminar and sufficient awareness of students concerning the issues.

The interactive method of communication between teacher and students is thought to be a kind of active method. But, in recent time, due to the emergence of a variety of interactive methods, interactive method is identified as an independent one. The term «interactive» («inter» – mutual, «act» – to act) means to interact, to be in the conversation, dialogue with someone. Thus, in contrast to active methods, the interactive method is focused on the interaction of students not only with teacher, but also with each other. The usage of these methods sets multilateral communication (teacher-student, student-student, student-teacher).

2. **DISCUSSION**

The place of lecturer at the seminar comes down to the activity of students of achieving the objectives of the seminar. The interactive training develops analytical and creative abilities of individuals, promotes optimal digestion new information and retaining old. In addition, training in the interactive form simultaneously develops intellectual independence and individuality of each student (everyone needs to find ways and means of solving problems) and allows to get new knowledge in team (i.e., developing tolerance,
respect each other while expressing opinion, setting interaction between students). As a result, usage of interactive methods develops interest of students in the subject.

Analyzing different methods, it is necessary to admit that the interactive methods of knowledge transfer require additional efforts both, lecturer and students. Lecturer should develop a seminar plan, prepare tasks, ensuring the quality of students’ participation. Interactive methods are thought to be constant interaction, participants of which are in the mode of continuous dialogue, conversation. There are the following interactive methods: open forum discussion, brainstorming, role-playing and business games, master classes, method of presentation, method of projects, method of analysis of situations (case study), the «Jigsaw» method (saw method), method of critical thinking, the method of «six hats» etc.

Using interactive methods, lecturer must be prepared not just to hold lectures, seminars and be ready to work with students when all the participants of educational process have equal status. Lecturer and students can have and express their own opinions on any issues under consideration. Criticism is not allowed in the seminars. Any opinion can be expressed and be commented on. While using interactive methods, all students must be involved in the educational process, bringing their individual contribution. In the end of the seminar students must be given guidance and information for consideration. Each student should realize what he or she has learnt, what skills have formed. Holding seminars in the interactive mode, teacher definitely should know not only techniques, but also procedural peculiarities for application of a certain methods. So, it seems that lecturers should be trained to use interactive methods (during training, open lessons for colleagues, in other ways).

CONCLUSION

Speaking about the variety of interactive methods, it is required to recognize that the most simple and the easiest to organize method is the round table (open forum) discussion, debates, which can be used as standalone methods or as elements of a single event (the combination of several teaching methods has higher quality result). Therefore, usage of these methods is the beginning of cognition of interactive methods in the educational process. Round table (really round, where students and teacher should be equal participants) is one of the methods of cognition, allowing to strengthen their knowledge, to make up for lost information, to foster the ability to solve problems, to hold open debates. Moreover, one question or more related can be discussed. The discussion may be supplemented with the demonstration of opinions using a variety of visual materials (diagrams, photographs, online resources). Several reports are to be prepared for a round table, all other participant should be aware of the theme of reports. In the framework of the round table discussion of any question, problem, information, ideas and opinions can be initiated. If needed, can be used the form of debate – free expression and exchange of opinions on the proposed topic. Students should be prepared to hold debates. They should give examples and facts to prove their position. Unlike the discussion during debate two groups with different positions are formed (within each group formed two subgroups: one finds arguments in favor of their position, the other counter-arguments). The debate as interactive method allows to develop research, organizational skills, develop public speaking skills. It should be noted that these methods (round table, discussion, debates) allow a single event to repeat some topics within one discipline or to discuss an issue related disciplines with the participation couple of lecturers.

REFERENCES
