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INTERACTIVE LEARNING AS AN INNOVATIVE PHENOMENON IN PEDAGOGY HIGH EDUCATION

Інтерактивне навчання як інноваційне явище у педагогіці вищої школи

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Abstract

The article deals with interactive learning as an innovative phenomenon in higher education. The features and merits of such methods defined their advantages over traditional, and describes the main stages of planning interactive sessions.

Keywords: interactive learning, the learning process, methods, interaction, cooperation.

Резюме

У статті розглянуто інтерактивне навчання як інноваційне явище у вищій школі. Охарактеризовано особливості та суть таких методів, визначено їх переваги над традиційними, а також описано основні етапи планування інтерактивних занять.

Ключові слова: інтерактивне навчання, навчальний процес, методи, взаємодія, співпраця.

Резюме

В статье рассмотрены интерактивное обучение как инновационное явление в высшей школе. Охарактеризованы особенности и суть таких методов, определены их преимущества над традиционными, а также описаны основные этапы планирования интерактивных занятий.

Ключевые слова: интерактивное обучение, учебный процесс, методы, взаимодействие, сотрудничество.

Modern period of social development, updating all spheres of social life requires more qualitatively new level of education that meets international standards. In modern education is quite noticeable is the priority of human values, and in its center is a person who is enrolled.

Now the phenomenon forming in the minds of teachers of the opinion that interactive teaching methods help to create the conditions necessary for the formation of educational and life competence students as well as education and development of active individual citizens with the appropriate values. It is therefore important to define the concept and essence of this group of methods, to reveal their advantages over traditional.

In modern society, the main source of knowledge can serve not only as a teacher but also IT, which occupy a significant place in the educational system. It is important that students should be able to comprehend and interpret the information that we collect, and apply in specific circumstances. They also need to think and understand the essence of things, to be able to express their own opinion. These interactive technologies designed to meet the above conditions [3, p. 42].

Worth noting that the term "interactive" is relatively new. For the first time in his pedagogy introduced in 1975 a German researcher Hans Fritz. In English the word «interact» means "interaction". Therefore, online learning can be interpreted as such, in which each participant must study provides some action, whether it speaks, writes, or models, controls, i.e. it is not just listens, sees, and creates, is an active member of what is happening.

Interactive learning - a specific and complex form of organization of teaching and learning activities, which has a clear goal - the creation of teacher training conditions under which the student himself opens, acquire and construct own knowledge and expertise in various fields of life. This is the principal difference between the goals of interactive learning from the traditional education system [2, p. 8]. Under these conditions, each student should feel their success and great intellectual capacity.

Essence of interactive learning is that the learning process is characterized by constant active interaction of all participants. It can be described by such words as mutual learning, cooperation learning in which teacher and student are at par with each other, understand that they do operate within what they know and are able.

Interactivity education is the foundation for the formation of both the subject and teaching skills and skills, develop life values, creating an atmosphere of collaboration, cooperation, development of communication skills of the individual. This technology, according to most researchers, provides simulation of real life situations.

Use of role-playing games, solving common problems and tasks based on the analysis of relevant learning situations in the learning process eliminates the dominance of one party over the other, according to one opinion over another. It was during this training the students out skills critically and creatively to think democratically communicate with others, and, therefore, to make informed decisions. Thus for the work involved all members of the educational process, working in groups in class for material that pre-prepared teacher. It must be procedural and regulations and training should take place in an atmosphere of trust.

Interactive learning in the teacher is the organizer and consultant. The most important in this study is the relationship between the students themselves, their constant interaction and collective cooperation. The end result of learning achieved by all the participants in the learning process that is responsible for the results of the study relies solely on it.

Online training has several advantages for individuals who study. Among these should include: collaboration with their peers, to realize the natural desire to communicate, students achieve higher learning outcomes and skills. This work contributes to the development of communication, the ability to accurately speak, think critically, and jointly make decisions and achieve goals.

Advantage of interactive learning and those students have absolutely all levels of cognition (understanding, knowledge, application, evaluation) and in

groups growing number of people who consciously learn enjoyed teaching material. They are persistent, take an active role in learning, and this, in turn, is the basis of increased interest in gaining knowledge.

Interactive learning as a process involves several stages each of which is very important in the process of learning and acquiring new skills [1, p. 28]:

Stage 1. Predefined needs of recipients in training - regardless of whether they are long known to us listeners, or someone created a new, unfamiliar teacher study group, or groups that need to create as a result of information and promotional activities.

Stage 2. Compulsory education goal definition - or rather, the sum of all results that achieve desirable conducted after training.

Stage 3. Creating basic concept learning, i.e. to generate the amount of knowledge and information submitted by the teacher in the classroom, as well as the amount of skills that will help participants work out. At this stage it is necessary to consider teaching as a coherent and uniform integrity.

Stage 4. Selection of teaching methods that will be used and who best meet the objectives defined classes. Important that the chosen methods were adapted to the nature and capabilities of all participants in learning.

Stage 5. Selection and preparation of necessary resources needed for the lesson: classrooms, competent teachers, technology training, training, teaching and information materials, etc...

Stage 6. Making final and final curriculum. This includes the total duration of employment and its parts, determine the number of breaks and their length of time, refinement of the principles and conditions for cooperation of all teachers who provide training.

Consequently, the use of modern innovative technologies, including interactive learning technologies is needed to improve training and education general. These technologies significantly improve the efficiency of the learning process, promote good and high intellectual development of students, providing

fast mastering the skills of self-identity, the ability to perceive, to understand, to think, to create.

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