

Technologies of interactive learning in higher education

Dr. Anastasiya Viktorovna Fakhrutdinova

Associate Professor of the English language department for humanities
Kazan Federal University, Kazan, Russia
Institute of International Relations, History and Oriental Studies
E-mail: avfach@mail.ru
Contact: +79600322085

Marsel Radikovich Nurkhamitov

Lecturer of the English language department for humanities
Kazan Federal University, Kazan, Russia
Institute of International Relations, History and Oriental Studies
E-mail: nurmarsel@gmail.com
Contact: + 79063220053

Abstract

The relevance of the problem under investigation is due to the fact that there are significant changes in higher education, which should correspond to the real needs and international standards. Considering that today, interactive learning is widely used in all aspects of the educational process: at schools, universities, courses and trainings, because this technique is extremely effective not only in terms of acquiring knowledge, but also by the formation of personal skills, we decided to reveal some theoretical aspects of interactive learning and its organization for teaching. In this regard, the necessity to develop appropriate learning strategies the creation of the necessary conditions for maximum disclosure of creative and other cognitive interests of students. Authors emphasize that the intensification of educational process due to widespread introduction of the interactive technologies promoting reorientation of training to the most trained subject becomes an inevitable condition of success and learning efficiency. The purpose of this article is to reveal the nature and advantages of the interactive learning technology in higher education. The main approach to the study of this problem is a problematic approach. The main results of the study are to identify the set of (combination) pedagogical conditions that contribute to the development of cognitive interest of students in the use of interactive learning technologies.

Keywords: education, university education, modern learning technology, interactive learning technology, interaction, communication, feedback.

INTRODUCTION

At present, the education system in our country is in a situation where there was a necessity to review approaches to the training and education of young people. Improving the quality of education in Russia proceeds from the need to prepare graduates for active participation in society, professional and personal self-realization, an ability to solve the challenges and problems that confronts them with contemporary reality. Development and improvement of professional competence of a person is considered at all levels of education as the most important task. Competence - a word that has already firmly established in the description of the results of education. The modern world demands not to increase the amount of knowledge, and the quality of their learning and ability to apply them in practice, and to create something new on the basis of the information received. These goals virtually impossible to achieve without the use of teaching methods that would make students not passive listeners, but active participants in the learning process. Such an opportunity came with the use of modern interactive teaching technologies, the scope of which is very wide.

METHODOLOGICAL FRAMEWORK

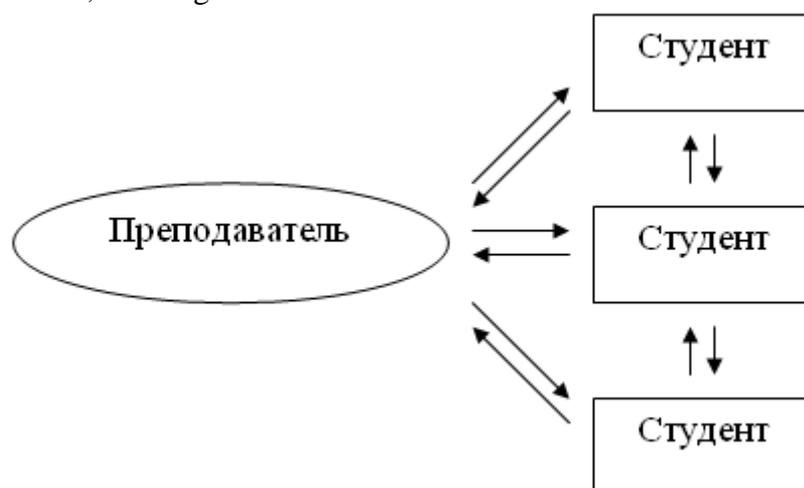
The methodology of research approaches allows broadening understanding of the methodological concept and essence of the interactive learning technology, its advantages and features, the application in practice.

The leading method to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject.

RESULTS

Today, innovative activity in education is not only seen as a factor of improving its quality and efficiency, but also as a factor in increasing the demand for educational services and changes in motivational readiness of the population to lifelong learning. One of the modern trends of "active learning" is an interactive training. Education with interactive educational technology involves different from the usual logic of the educational process is not from theory to practice, and by the formation of a new experience to the theoretical understanding through practical application [2]. Interactive training - is a special form of cognitive activity. Interactive («Inter» - is common, «act» - act) - means to communicate, to be able to communicate and dialogue with anyone. In other words, in contrast to the active methods, interactive focused on greater interaction with the students, not only teachers, but also with each other, and the dominance of activity of students in the learning process. The core of the interactive forms of learning is a group work, including in small groups. It implies very specific and predictable target. The goal is to create a comfortable learning environment in which the student or the student feels his success, his intellectual consistency, which makes the process of productive learning to knowledge and skills, as well as provide a basis for work on solving problems after the training is over. When using an interactive method of teaching becomes a full participant in the process of perception, his experience is the main source of academic knowledge. Interactive methods in any case not replace lectures, but contribute to a better absorption of the lecture material and, most importantly, form opinions, attitudes, skills, behavior. In other words, the interactive learning - is, above all, dialogue training, in which the interaction between student and teacher, among students themselves. Application of interactive whiteboard provides a number of the following benefits both teacher and students: providing a clear, effective and dynamic flow of material through the use of presentations and other resources, the possibility to draw and make notes on top of any application, save and print the image on a board including any notes taken during class, not wasting a lot of time; development of motivation of students through varied exciting and

dynamic use of resources; ensuring a good pace of the lesson; enabling saving files over the school network for the organization of a repetition of the material studied; the simplification of checks on the basis of the acquired material stored files; software reuse materials developed by teachers, exchange of materials with each other.



Interactive learning involves different from the usual logic of the educational process is not from theory to practice, and by the formation of a new experience to the theoretical understanding through the application. Experience and knowledge of participants in the educational process are a source of mutual learning and mutual enrichment. By sharing their knowledge and experience of the participants take on the functions of the teacher training that improves their motivation and promotes more productive learning. Interactive learning model is most effective in further professional education, non-formal education of adults, because adults have a great life and professional experience. Interactive learning can solve multiple problems, chief among which is the development of communicative skills. This training helps to establish emotional contact between students, provides educational problems, as teaches team work, listen to the views of his comrades, provides high motivation, strength, knowledge, creativity and imagination, communication skills, a proactive stance, the value of individuality, freedom of expression, focus on operation, mutual respect and democracy. Interactive training promotes the activation of excellence, exchange of knowledge and experience, formation of a new professional thinking, the acquisition of a constructive position with regard to innovation, the awakening of a sense of a new, creative approach to the use of another's experience, the formation of a critical self-assessment of own practice, and so on. Using interactive teaching methods higher education and contributes to the pursuit of the teacher and the student to a common goal, generating cooperation; the realization of common interests; mutual good faith, dedication; "Culture of studies' enthusiasm occupation; independence and creativity. Expected results: improving the efficiency of training, students' interest in the activities of the tutor; the formation and development of students' communicative skills, emotional contact between students (ability to live in an interactive environment, understanding that such a dialogue, and why you need it);

Formation and development of analytical skills, responsible attitude to their own actions (the ability to think critically, the ability to make informed judgments, the ability to solve problems and resolve conflicts; the ability to make decisions and take responsibility for them); formation and development of planning skills (the ability to predict and design their future).

There are different forms and methods of interactive learning, such as presentations, discussions, role plays, case method, "brainstorming" and others. The effectiveness of online learning: the

intensification of the process of understanding, assimilation and creative use of knowledge, increases the motivation and involvement of the participants in the solution of discussed problems, the disclosure of new opportunities of students, etc. Interactive learning in the classroom requires a free, friendly atmosphere and mutual support initiatives in the classroom, creating a comfortable learning environment in which students develop cognitive activity becomes successful, intelligent and productive, moving to a higher level of cooperation and collaboration. The key to working with students is the understanding and application of knowledge, rather than memorization and repetition. Interactive learning is undoubtedly interesting, creative and promising direction of our pedagogy. It changes the requirements to work as a teacher at the stage of preparation for classes when you want to prepare a large amount of material (texts, cards), as well as during the actual lesson. If the process becomes a priority by the trainees master the material in the joint venture, the informative value as a criterion of analysis of teacher training and performance evaluation becomes not so significant. Possession of interactive methods and forms of work can be useful not only during training sessions not only adults, but also to students of higher educational institutions, but also directly to the professional activity. In reality, interactive techniques may be used in the traditional educational process. In practice, vocational training elements of these techniques may be included in various forms of study: Lectures and seminars are supplemented by discussions, debates, and work in small groups, game methods, training exercises and other methods and techniques. Online training allows taking into account the requirements for future graduates from the point of view of the employer and developing the students' own opinion, analytical and critical thinking, creativity, ability to work in a team activity. Only the interactive forms of learning can provide high motivation, strength, knowledge, creativity and imagination trained, sociable, active life position, team spirit, freedom of expression, the desire to improve.

DISCUSSIONS

A problem of interaction, cooperation has received considerable attention in the scientific literature. An analysis of studies involving the use of interactive learning technology indicates that most of them are based on the fundamental, universally recognized in modern science ideas. A challenge of modern higher education is constantly discussed in our country at the highest level. This is not surprising, because today's students are tomorrow will be built to create the future of their country, to strengthen its prestige, improve the living standards of its citizens. The contradictions of contemporary educational situation lies in the fact that, despite the strong scientific evidence of the impact of social interaction on the intellectual and personal development of students in the practice of education continue to dominate monologue, reproductive teaching methods. Affected in this study considered the problem of different scientists, such as game theory and interactive learning (N. P Anikeeva, A. A Verbitsky, P. D Hajiyev, C. C Kashlev, M. V Klarin, E. V Korotaeva, A. Smolkin M. et al.). From the viewpoint of M. V Klarin, interactive training - this training is based on the direct interaction of students with the learning environment, in order to obtain new experience [6, 23]. Interaction - the ability of individuals to interact in the course of communication, thus affecting their behavior on other individuals, mobilizing internal forces of each of the parties [3]. Drozd K.V. and Plaksina I.V [2, 8], summarizing the research of Russian scientists in the field of psychology, pedagogical work (A. K Markova, N. F Kuzmina, V. A Slastenin) Psychology of professional development (A. B Orlov, G. A Kovalev, Y. P Povarenkov, Mitin L. M), psychological problems of higher education, including teaching, education (A. A Verbitsky, I. A Winter, N. N Nechayev, V. J Liaudis, A. H. Smolkin, J. N Kulyutkin) of studies on the effectiveness of active learning methods (A. N Smolkin, B.Ts. Badmaev Emelyanov Y. N, S. I Archangel, M. V Klarin etc.),

said that they have prepared a good theoretical base to investigate the effectiveness of using interactive methods to educate and train young professionals.

The term "interactivity" S. S Kashlev interprets as strengthening the activities of participants in the interaction between them, and the term "interactive pedagogical interaction" - as the use of targeted activities of the teacher and the students on the organization of cooperation among themselves in order to develop.

Most often, the term "interactive teaching" is mentioned in connection with information technology, distance education, using the resources of the Internet, as well as electronic textbooks and reference books, work online, etc. Modern computer telecommunications allow participants to engage in a "live" (online) dialogue (written or oral) with a real partner, as well as make it possible to "active exchange of messages between the user and the information system in real time." Computer training programs with interactive tools and devices provide continuous dialog user interaction with the computer, allow students to control the course of training, adjust the speed study the material to return to earlier stages, and so on. n. Despite all the difficulties, interactive learning is gaining more and more supporters in the practice, both general and vocational education, because it makes the learning process more motivated, productive, emotionally saturated, personal development, and therefore better quality. Interactive learning is a great educational and developmental potential and ensures maximum activity of students in the learning process. By the interactive methods used in the process of accelerated student learning can be attributed to the project method, discussion, competition, the use of Internet resources, and work with movies. Using interactive methods allows you to create authentic virtual language environment at any stage of teaching foreign languages, including students in real situations of intercultural communication, buy personalized experience a different culture. After all, it affects the efficiency of formation of foreign language communicative culture of the future and competitive specialist.

CONCLUSION

Thus, we can conclude that the traditional purpose of training seminars (practical) training is to consolidate the knowledge acquired in lectures. Students thus follow the instructions and recommendations of the teacher. During interactive learning, students share knowledge through an interactive form of employment discuss, express their own opinions on the solutions to the problems discussed in the lectures, discuss alternative approaches and views on solutions to these problems, analyze their own study of the scientific articles on the issues discussed. The basis of interactive learning put together a work of teachers and students, their constructive cooperation and exchange of experience. Interactive technologies are actively part of our lives, as much as possible to help each person discover their creativity and become more successful in their studies and work to make the world around them brighter. The use of interactive technologies allows the teacher to more efficiently manage the demonstration of visual material, organize group work and create their own innovations, while not breaking the rhythm and style of work. When using interactive methods of the teacher's role is changing dramatically, ceases to be the center, he or she only regulates and deals with its general organization, prepares the necessary tasks in advance and formulate questions or topics for discussion in the groups, gives advice, monitors the time and order of execution of the plan.

This strategy is aimed at increasing the efficiency of mastering by students of educational information by giving the knowledge acquired in the process of interactive learning, emotional color and personal significance, highly individual, and at the same time turning them into collective property of all participants in the educational process. The introduction of interactive learning technology - one of the most important ways to improve the preparation of students in

the modern university. It is important not only to integrate the technology in the learning process, but also to integrate it with the traditional methods of learning, familiar and understandable to students. Interactive forms of training provide high motivation, strength, knowledge, creativity and imagination, communication skills, active life position, team spirit, the value of individuality, freedom of expression, focus on activities, mutual respect and democracy.

RECOMMENDATIONS

The contents of this article may be useful in a wide range of professionals: teachers, teachers of vocational education institutions at various levels of educational psychologists to students of humanities and pedagogical skills masters, graduate students, as well as all those interested in the problem of the introduction of modern pedagogical technologies in educational process.

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