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Basic forms of interaction and teaching methods in higher school (passive, active and interactive teaching methods)**Tamara V. Agapova**

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Abstract

The article is devoted to the introduction of new advanced forms and methods of presenting educational material into the educational system and bringing it to the audience. The authors believe that the practical application of interactive forms of education is one of the most serious areas of training students in higher school. The authors present three main forms of interaction: passive, active and interactive teaching methods. The passive method is a form of interaction in which the teacher is the main person controlling the course of the lesson, and the students act as passive listeners. The active method is a form of interaction of the students and the teacher, in which the students are active participants in the educational process. The interactive method means the possibility of interaction between the teacher and the students in a conversation or a dialogue. The authors describe the following interactive forms of education: master-class, situational analysis, business and role-playing games, «brainstorm», «case-study», round table. The authors think that the interactive teaching methods allow to transfer the ways of organizing activities, to get a new experience of activities, its organization. Interactive activity is a necessary condition for the development and improvement of competencies through including the participants of the educational process in individual and collective activities.

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Keywords

Interactive teaching methods, educational system, teaching method, educational process, skills, knowledge, master-class, situational analysis, business game, brainstorm.

Introduction

The necessary changes demand organization of students' training according to modern requirements of pedagogical science and essential improvements in quality of educational activity of higher educational establishments [Aisner, 2018]. Nowadays we have serious changes in the educational system: changing the vector of the educational process from a knowledge-based approach to a practice-oriented approach to the results of the educational process led to setting the problem of technologies and teaching methods with which this practice-oriented approach will be achieved. The primary role in achieving the goals is active and interactive forms and methods of teaching; passive teaching methods [Mukhina, 2013; Nikolaev, 2013] go to the background.

With active learning, a student is more a subject of learning activity than with passive learning, is engaged in a dialogue with a teacher, actively participates in the cognitive process, performing creative, research, problem tasks [Stupina, 2009; Bordovskaya, 2011].

Interactive teaching (from English – interaction, the impact on each other) is teaching methods based on the interaction of students with each other.

Interactive teaching methods are the most appropriate ones for a personalized approach, as they involve co-learning (collective, learning in cooperation), and both the learner and the teacher are the subjects of the learning process. The teacher more often acts only as the organizer of the learning process, the leader of the group, the creator of conditions for the initiative of students. Interactive teaching is based on the students' own experience, their direct interaction with the field of mastered professional experience. Teaching using interactive educational technologies involves a different from the usual logic of the educational process: not from theory to practice, but from the formation of a new experience to its theoretical understanding.

The main forms of interaction between the teacher and the students

In modern educational system, three main forms of interaction between the teacher and the students are widespread: passive, active and interactive teaching methods [Adoshev, 2013]. Let's consider each of them.

The passive method

The passive method is a form of interaction in which the teacher is the main person controlling the course of the lesson, and the students act as passive listeners. In this case, the lecture is the most common type of passive teaching, which is widespread in higher educational institutions. Many teachers prefer the passive method to others.

The active method

The active method is a form of interaction between the students and the teacher, in which the students are active participants in the educational process. In this case, the teacher and the students are on an equal footing, and the authoritarian style of interaction inherent the passive method is replaced by a democratic one.

Often the active and interactive methods are alike, but in fact they have some differences. Interactive methods are considered as a more modern form of active teaching methods [Privalov, 2014.]

The interactive method

The interactive method means the possibility of interaction between the teacher and the students in a conversation or a dialogue. Moreover, in contrast to active methods, interactive ones are aimed at comprehensive interaction of students not only with the teacher, but also with each other. The role of

the teacher is aimed at the direction of students' activities towards the achievement of the objectives of the lesson. The teacher also makes up certain exercises and tasks, performing which students not only learn new material, but also consolidate the old one [Adoshev, 2013].

The practical application of interactive forms is one of the most important areas of teaching the students in a modern university. Among the various forms of education, the most important role is given to the lecture, which is the most difficult type of work, and it is entrusted to the most trained and experienced teachers. With all the seeming simplicity, the lecture form of education requires a high level of pedagogical skills and public speaking. The teacher should pay attention, first of all, to interactive methods, thanks to which the students are actively involved in the educational process. An experienced teacher guides the students and teaches them to find independent solutions to situational problems. The activity of the teacher in this case gives way to the activity of students, and the task of the teacher is to create the conditions necessary for the development of the students' initiative.

Interactive teaching

Interactive teaching is a special form of organizing cognitive activity. This type of training implies very specific and predictable objectives, which are to create comfortable conditions for education when a student or a listener is aware of their success and intellectual ability, which makes educational process productive and comfortable.

The main objectives of interactive forms of education are: the students' interest in the studied discipline; deeper and more complete learning; forming skills of independent search for ways to solve the set task; interaction between the students and the teacher, as well as forming the teamwork skills; development of tolerance for any point of view, respect for the right of every student to freedom of expression, as well as its dignity; forming the students' own opinions and attitudes towards the future profession.

Interactive forms of education

To achieve educational goals, the teacher can use the following most common interactive forms of education [Pankova, 2015; Panfilova, 2009]: master class; situational analysis; business and role-playing games; «brainstorm»; «case study», round table.

The main purpose of *the master class* is to show a new author's idea of the teacher to the students. The teacher, using practical skills, develops a new author's technique using both previously known educational technologies and his own works. The main attention is paid to teaching the basics of professional attitude to the chosen specialty, the use of professional terminology in practice (medical, economic, legal, technical, etc.), teaching in the most productive ways to perform professional activities, the opportunity to present the technologies and experience.

Situational analysis gives an opportunity to simulate complex or survival situations in a safe environment, and there is no responsibility for undesirable consequences if the wrong decision is made. In this situation, the educational process should be structured in such a way that practically all the students are involved in the search for a solution to the current situation. They have the opportunity in practice to learn the features of the production process at this stage of teaching. The collective activity of the students in the educational process and during the practical development of educational material allows everyone to make their own individual contribution to the common cause, while exchanging knowledge, intentions and practical skills. The main goal of the students is to analyze these situations,

to check the found solutions, using the acquired theoretical knowledge and practical skills [Aisner, 2017].

Business game is a form of presentation of practical skills and theoretical knowledge necessary for further professional activity, the ability to simulate various situational relationships, as well as professional options. The peculiarity of the training orientation of business game is that the entire educational process is as close as possible to the real practical activity of students. This method is a prepared and organized game on the implementation of previously obtained theoretical knowledge. In this case, it is not the usual accumulation of information by the students, but a practical learning of a certain sphere of human reality. Business game provides an opportunity to visualize the production process. The skills obtained by the students in this situation are learnt for a long time in comparison with other traditional teaching methods [Borisova, 2011].

In the process of "*brainstorming*" there is a search for new methods of solving the problems in a short period of time, while non-standard ideas are appreciated, which gives the students a feeling of confidence and self-satisfaction from the found solutions. At the same time, criticism from the people around is not allowed, but combining and simulating both their own and others' ideas is appreciated; the main task is to develop the largest possible number of different ideas applicable to the solution of the problem. The purpose of «brainstorming» is to find completely new ideas, to synthesize the best solutions, and also to search for the widest possible range of solutions to the proposed problems [Adoshev, 2013].

The *case study method* is an active problem-situational analysis based on learning by solving specific problems — situations. The method of specific situations refers to non-game imitating active teaching methods. The direct goal of the case study method is the possibility, through joint efforts of the students, to analyze the situation and to work out a practical solution. The final result is the evaluation of the proposed algorithms and the choice of the best one in the context of the set problem [Ellet, 2007; Errskine, 1981].

This form of interactive teaching, like "*a round table*", is aimed at the development of students' cognitive activity. The main purpose of the round table is to develop the ability of the students to show their thoughts, their position, justify the proposed solutions and defend their beliefs. In this situation, the information obtained earlier is consolidated, as well as the search and resolution of problematic issues, their discussion [Borisova, 2011].

When preparing and holding a round table, you should pay attention to the following points:

- the possibility of discussion during the disputes of several problematic issues on a given topic;
- demonstration of opinions, diagrams, presentations, audio recordings, video films, photographic documents;

- serious preparation of the main reports, reviews, supported by evidence and arguments.

The round table is organized and conducted as follows:

- the teacher formulates the questions; which discussion will allow to consider their essence;
- the group of students is divided into subgroups according to the number of problematic issues, which are distributed among the participants of the subgroups for detailed preparation;

- for a complete consideration of specific issues, experts can be invited (lawyer, sociologist, psychologist, economist);

- during the classes, the answers to the questions are heard in the order established by the teacher.

Conclusions and generalizations

With the development of scientific and technological progress, the volume of information is also increasing. It is known that information is becoming outdated, and newer knowledge is replacing it. Consequently, the educational process, focused mainly on memorizing material, only partly meets modern requirements. In this regard, there is the problem of forming such thinking that would allow the students to learn independently a constant changing of information after the completion of teaching.

Thus, the educational system needs new methods and approaches to conducting the classes. It is well known that what is perceived by trial and error is remembered better. The role of the teacher in this situation is to direct, show the way, summarize the work done, discuss the mistakes, but not to provide knowledge completely.

We have considered only a part of interactive teaching methods, the use of which in practice allows the teacher to move to a new constructive level of teaching the specialists. Interactive teaching methods allow to transfer of ways of organizing activities, to get a new experience of activities, its organization. Interactive activity provides not only an increase of knowledge, skills, ways of activity and communication, but also the disclosure of new opportunities for students. It is a necessary condition for the development and improvement of competencies through including the participants of the educational process in individual and collective activities for the accumulation of experience, awareness and acceptance of values.

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Основные формы взаимодействия и методы обучения в высшей школе (пассивные, активные и интерактивные методы обучения)

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Аннотация

Статья посвящена вопросу внедрения в систему образования новых передовых форм и методов подачи учебного материала и доведения его до слушателей. Авторы полагают, что практическое применение интерактивных форм обучения является одним из серьезнейших направлений подготовки студентов в высшей школе. Авторы представляют три основные формы взаимодействия: пассивные, активные и интерактивные методы обучения. Пассивный метод – это форма взаимодействия, в которой преподаватель является основным действующим лицом, управляющим ходом занятия, а студенты выступают в роли пассивных слушателей. Активный метод – это форма взаимодействия студентов и преподавателя, при которой студенты являются активными участниками образовательного процесса. Интерактивный метод означает возможность взаимодействия преподавателя и студентов в режиме беседы или диалога. Авторы описывают следующие интерактивные формы образования: мастер-класс, ситуационный анализ, деловые и ролевые игры, «мозговой штурм», «тематические исследования», круглый стол. Авторы думают, что интерактивные методы обучения позволяют осуществить перенос способов организации деятельности, получить новый опыт деятельности, ее организации. Интерактивная деятельность является необходимым условием для становления и совершенствования компетентностей через включение участников образовательного процесса в индивидуальную и коллективную деятельность.

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Ключевые слова

Интерактивные методы обучения, система образования, метод обучения, образовательный процесс, навыки, знания, мастер-класс, ситуационный анализ, деловая игра, мозговой штурм.

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