

# Analogy of Tasks of Traditional and Interactive Approaches to Students' Education in Higher Education Institutions

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## ABSTRACT

The article considers the interactive learning methods which are nowadays the actual way the teacher works in the audience in any educational institution. Interactive learning methods, unlike the traditional ones, are based on the active interaction of the participants of the educational process, while the main difficulty is given to the interaction of the students with each other. Such an approach will allow to activate the learning process, make it more interesting and less tiring for the participants.

The learning methods that can be applied in various combinations by the teacher are also considered. The application of definite learning methods depends on the task and the conditions of each type of lesson.

**Keywords:** Interactive Learning Methods, Interest Stimulation Method, Medical and Humanities Students Technology, Discipline, Pedagogy, Method.

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## INTRODUCTION

So, the formation of forms of organization of education took place along with the development of human society. Apparently, the oldest form of organization of the educational process was individual learning. The next stage was the individual-group method of teaching.

This form of the learning organization is characterized by the following features:

the main unit of activity is a lesson,  
learners are grouped by age,  
lessons are required for everyone,  
there is a schedule of lessons, breaks, vacations for the whole year,  
the work of all students in a group is carried out according to a single plan for everyone, on one topic,  
the teacher conducts the teaching process.

The frontal, collective, and individual forms of work are organized at the lesson. Various forms of conducting the lesson not only will diversify the learning process but also cause the students' satisfaction with the process itself.

A non-standard lesson is one of the forms of organization of interactive teaching methods for students. The effectiveness of non-standard forms of learning and development is well-known. Such lessons bring the learning to life, to reality. Students are willingly involved in such lessons because it is necessary to demonstrate not only one's knowledge but also ingenuity, creativity [1].

The decrease in students' knowledge is mostly preconditioned by the quality of the lessons: the template, uniformity, formalism, boredom, etc. Most students are looking for different ways to "revive" the lesson, to engage in active work, a variety of forms of explaining new material.

Certainly, in no case should one abandon the traditional lesson as the main form of education, but to give the lesson the non-standard, original techniques is necessary to

activate the mental activity. It is not a replacement for old lessons, but their addition and re-processing, bringing revitalization, diversity, which increase interest, helping to improve the learning process. In such lessons, students are passionate, their working capacity increases and the effectiveness of the lesson increases as well [2-5].

It should be noted that a measure is needed in the selection of non-standard lessons. Students get used to unusual ways of working, lose interest, their academic performance is markedly reduced. The place of non-traditional lessons in the general system should be determined by the teacher themselves, depending on the specific situation, the conditions of the material, and the individual characteristics of the teacher themselves.

The aim of the article in question is to consider the techniques of traditional and interactive approaches; to identify which of the approaches are focused not only on broad interaction between the teacher and students but also on the interaction between the students themselves; to identify the peculiarity of these teaching approaches and what they are, how do they provide for the active dominance of students in the learning process, what is the role of the teacher in achieving the set aims of the lesson.

## MAIN MATERIAL

In order to more fully disclose the content of the category of "methods of interactive learning", let us compare traditional learning and interactive (active) learning. Traditional learning sets the aim of transferring as much knowledge as possible to students and making them assimilate it. The teacher broadcasts the information that is already meaningful and differentiated by them, defines the skills that are necessary, from their point of view, to be developed among students. The task of the students is to reproduce the knowledge created by others as fully and accurately as possible.

The knowledge obtained in the process of such learning is encyclopaedic, represents a certain amount of information on various disciplines, which exists in the form of thematic blocks that do not always have semantic connections in the mind of the student [5].

Most teachers are facing the problem of the inability to connect the content of their subject with the knowledge of students in other disciplines. And then there is a doubt about how deeply the learners realized the educational material, appropriated it, and used it in situations that go beyond the school. It is quite difficult to dispel this doubt, first of all, because the process of reproducing the educational material also acts as feedback from a student to the teacher [1-6].

In the context of interactive learning, knowledge takes other forms. On the one hand, it represents certain information about the surrounding world. A feature of this information is that the students receive it not in the form of a ready-made system from the teacher but in the process of their own activity. According to O. Bassis, the teacher must create situations in which the student is active, in which they will ask, act. In such a situation, "he, together with others, acquires the ability to transform into knowledge that which initially constituted a problem or obstacle".

On the other hand, a student in the process of interacting with other students or the teacher in the lesson masters the system of tested (approved) ways of acting in relation to themselves, society, the world in general, and assimilates various mechanisms of searching for knowledge. Therefore, the knowledge obtained by a student is at the same time a tool for its independent acquisition.

Thus, the aim of active learning is the creation by the teacher of conditions in which the students themselves will discover, acquire, and construct knowledge. It is the fundamental difference between the aims of active learning and the aims of the traditional educational system [7-16].

To concretize the conversation about the objectives achieved in the active learning strategy, we will use B. Bloom's taxonomy of cognitive objectives, which is now being actively discussed in the pedagogical community. If we follow the taxonomy developed by B. Bloom, then the knowledge is only the first, the simplest level of his hierarchy. It is followed by five more levels of objectives, with the first three (knowledge, comprehension, application) being the objectives of a lower order and the next three (analysis, synthesis, evaluation) – of a higher order.

The systematizer of cognitive attitudes, according to B. Bloom, can be represented as follows:

**Knowledge:** the ability to recognize, reproduce specific information, including facts, accepted terminology, criteria, methodological principles, and theories.

**Comprehension:** the ability to literally understand the meaning of any message. B. Bloom identified three types of comprehension mode:

translation – to perceive the stated material and transfer it to another form (other words, schedule, etc.);

interpretation – attaching ideas to a new configuration;

extrapolation – estimating and forecasting based on the previously obtained information.

**Application:** the ability to take and apply the principles or processes that were previously obtained, without any indication from the outside, in a new situation.

It could be, for example, the application of socio-scientific generalizations to particular social problems, or the

application of scientific or mathematical principles to practical situations.

**Analysis:** separating the material into separate components, establishing their relationship, and understanding the model of their organization. For example, recognizing unformulated assumptions, identifying causal relationships, and recognizing and forms and techniques in works of art.

**Synthesis:** the creative process of connecting parts or elements into a new whole. It includes professional essay writing, proposing ways to test hypotheses, and formulating theories that are applicable to social situations.

**Evaluation:** the process of making value judgments about ideas, solutions, methods, etc.

These evaluations can be quantitative or qualitative, but they should be based on the usage of criteria or standards, for example, include evaluating an appropriate treatment method or evaluating performance against standards in a given discipline [2-8, 17, 18].

Then the methods, means, and techniques used in traditional teaching allow the achievement of the first three levels of objectives in the educational process. Let us consider, as an example, tasks that are taken out for a practical lesson. In most cases, the simple reproduction of its content is sufficient to perform them. Tasks that require understanding and application of knowledge from students (the second and third level of objectives), as a rule, are marked with some sign and are not always used by the teacher.

Interactive teaching methods also provide for achieving the objectives the first three levels, and even more effectively than traditional teaching methods. As a result, teachers working in the traditional paradigm often use interactive teaching methods to better assimilate the information. In this case, we will talk only about the optimization of the traditional educational process.

The given fixation is very important because it can allow the teacher to determine the plane of which strategy they are working in.

The aim is in the context of methods of interactive learning. It should be noted that the interactive learning methods allow achieving most often the objectives of a higher order (4-6 level) in the educational process.

At the same time, these methods contain another set of objectives the implementation of which contributes to the development of the social competence of students (the ability to conduct a discussion, work in a group, resolve conflicts, listen to others, etc.).

## CONCLUSION

The idea of interactive learning indeed requires "thinking out" and theoretical refinement. Nowadays, active learning is reproached for the lack of a clear theoretical concept, for mixing different approaches and methods under one name (in particular, there is no generally accepted classification of methods).

It is important to note one more important circumstance. Teachers-practitioners, using interactive teaching methods, note the presence of certain barriers that prevent their usage. In "The active learning continuum: Choosing activities to engage students in the classroom" by C. Bonwell and T. Sutherland, the following barriers when using interactive teaching methods are identified:

difficulty in presenting a large amount of material in the classroom;

interactive learning takes too long to prepare the lesson;

it seems impossible to use interactive teaching methods in

a large audience.

In the course of work, the following tasks have been solved:

- the state of the problem of using interactive teaching methods in the theory and practice of higher education has been analysed;
- the conditions for increasing the efficiency of students' development through the use of interactive teaching methods have been determined;
- the technology of interactive learning through inclusion in a holistic pedagogical process has been experimentally approved.

Thus, it is important for a teacher to decide for what purpose they use the interactive teaching methods: to ensure that the students remember the learning material better – but then it is an ordinary process of optimizing the traditional educational process, or they are ready for a serious and consistent change in their thinking and their activities, which in turn will lead to a change in learning.

It is also possible to agree that there are not always enough materials and sources, but this is not only a problem of interactive learning, because sources and materials are oftentimes not enough for traditional lessons. Most methods of interactive teaching do not require a lot of material support, and, for example, the availability of textbooks in secondary schools and agreements with students partially removes the problem of the lack of opportunities for copying materials.

So, the idea of interactive learning is comparatively not a new one. However, there is a danger of drowning in words and illusions, repeating the path of numerous fashionable pedagogical innovations, which slightly “embellished”, modernized the traditional teaching, and then were forgotten without changing anything seriously.

The analysis of the existing literature has shown that many years of experience suggest that at the very initial stage of teaching technology, the usage of interactive lessons in a higher educational institution is justified and effective, as it revives the educational process as well as possible, increases interest in the discipline in question. After all, at the beginning of teaching a new discipline it is crucial to interest with it, to teach to attend this lesson with a thirst for new knowledge, conduct a constant creative search, discover hidden talents, and simply “love” such a discipline.

Teachers can use such lessons when preparing open lessons; they will push them to search for new original forms and methods of teaching and to implement their didactic ideas by teachers. Such new forms of work will make it possible to realize all the leading functions of teaching: educational and developmental on the basis of the idea of the pedagogy of cooperation when the teacher not only goes to the students with the discipline but goes to the subject together with them.

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