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IMPROVING THE TEACHING METHODS OF GENERAL SUBJECTS USING INTERACTIVE METHODS

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Abstract:

Interactive learning is a special form of organizing cognitive activities, a way of knowing, carried out in the form of joint activities students, in which all participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate actions others and their own behavior, immerse themselves in the real atmosphere of a business cooperation to resolve the problem.

Keywords: Interactive learning, Competence approach, Binary lecture, Video conference**,** telecommunication technology , role-playing games, interactive methods, forms and tools of learning.

Competence (in all FSES SPO and HPE) ability to apply knowledge, skills, personal qualities and practical experience for successful activities in specific area. Competence includes a set of interrelated personality traits (knowledge, abilities, skills, and ways of activity), set in relation to a certain range of objects and processes and necessary for high-quality productive activities in relation to them. Competence is a dynamic set of knowledge, abilities, skills, abilities, and valuesnecessary for effective professional and social activities and personal development of graduates and which they must master and demonstrate after completion of part or the entire educational program. Competence is a combination of professional knowledge and skills, ways of performing professional activities, possession of certain competencies.

Competence approach. The competence-based approach is understood as following: reflection in a systemic and integral form of the image the result of education; formulation of the results of education at the university, as signs of readiness student / graduate to demonstrate relevant knowledge, skills and values; defining the structure of the competencies to be acquired and demonstrated by the trainees (in this case, one should take as a basis classification corresponding to each direction of training as general and subject-specific competencies, consistent with educational goals and learning). The competence-based approach implies a reorientation to student-centered nature of the educational process with compulsory using ECTS as a measure of student academic success and modular technologies for organizing the educational process. A lecture is an organic unity of the teaching method and organizational form, consisting in a systematic, consistent, monologue presentation lecturer of educational material, usually wearing a pronounced theoretical character.

Educational technologies. A systematic method for planning, applying and evaluating the entire process learning and assimilation of knowledge, by taking into account human and technical resources, for achieving a more effective form of education. (UNESCO (1986))

A competency-based approach to organizing the educational process requires from the teacher to change the learning process: its structure, forms of organization activities, principles of interaction of subjects. This means that the priority in the teacher's work is devoted to dialogical methods of communication, joint searches truth, varied creative activities. All this is realized when using interactive teaching methods. The word "interactive" came to us from English from the word «Interact"»Inter" is "Mutual", "act" - to act. Interactivity is the ability to interact or be in the mode of conversation, dialogue with someone (person) or something (for example, a computer). The educational process is organized in such a way that almost all students become involved in the process of cognition, they have the ability to understand and reflect on what they know and what they think. Feature interactive methods are of a high level mutually directed activity subjects of interaction, emotional, spiritual unity of the participants. Compared to traditional forms of teaching, interactive learning, the interaction of the teacher and the student is changing: the teacher's activity gives way to the activity of students, and the task of the teacher is to create conditions for their initiative. In the course of interactive learning, students learn to think critically, to solve complex problems based on an analysis of the circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, and communicate with other people. For this, a steam room and group work, research projects are applied, role-playing games, work with documents and various sources of information, creative work. The

student becomes a full participant in the educational process; his experience serves as the main source of educational knowledge. Teacher nods not give ready-made knowledge, but encourages participants to search independently and acts as an assistant in work. Interactive forms of conducting classes: arouse students' interest; encourage the active participation of everyone in the educational process; appeal to the feelings of each learner; contribute to the effective assimilation of educational material; have a multifaceted impact on students; provide feedback (audience response); form at learners' opinions and attitudes; form life skills; promote behavior change. Note that the most important condition for this is personal experience of participation.

Teacher in interactive training sessions. You can only learn them through personal participation in a game, brainstorming or discussion.

CLASSIFICATION OF INTERACTIVE LEARNING METHODS The concept of interactive learning provides several forms / models learning: 1) passive - the student acts as an "object" of learning (listens and looks); 2) active - the student acts as a "subject" of training (independent work, creative assignments, term papers / projects, etc.); 3) interactive - interaction, equal partnership. Using interactive learning model provides for the simulation of life situations, the use of role (business) games, joint problem solving. The dominance of any participant in the educational process is excluded or any idea. From an object of influence, a student becomes a subject interaction; he himself actively participates in the learning process, following his individual route. All interactive learning technologies are divided into non-imitative and imitation. Non-simulation technologies do not imply the construction of models of the studied phenomena and activities. Simulation technologies are based on imitation or imitation game modeling, i.e. reproduction in the context of learning processes, occurring in a real system. Modern pedagogy is rich in a whole arsenal of interactive approaches, among which can be distinguished as follows: creative tasks; work in small groups; educational games (role-playing games, imitations, business games); use of public resources (invitation of a specialist, excursions); social projects and other out-of-class teaching methods (competitions, interviews, films, performances, exhibitions); study and consolidation of new material (interactive lecture, work with visual aids, video and audio materials, "learner in the role teacher "," everyone teaches everyone ", mosaic (openwork saw), use of questions, Socratic dialogue); Testing; warm-ups; Feedback; Distance learning; discussion of complex and debatable issues in and problems (take a position, scale of opinions, PSP-formula); problem solving ("decision tree", "brainstorming", "case analysis", "Ladders and snakes"); trainings. Basic methodological principles of interactive learning: careful selection of working terms, educational, professional vocabulary, conditional concepts (development of a glossary); a comprehensive analysis of specific practical examples of professional activities in which the student performs various role functions; maintaining continuous visual contact with all students; performing the function of a moderator at each lesson by one of the students (presenter), who initiates and guides the discussion of the educational problem (the teacher in this case acts as an arbiter);

INTERACTIVE METHODS, FORMS AND TOOLS OF LEARNING

1. Binary lecture (lecture-dialogue). Provides for the presentation of the material in the form of a dialogue between two teachers, for example, a scientist and a practitioner, representatives of two scientific directions. Required: demonstration of the culture of discussion, involvement of students in the discussion of the problem.
2. Briefing. Briefing - (English briefing from English brief - short, short) - a short press conference dedicated to one issue. Main difference: none presentation part. That is, almost immediately there are answers to questions from journalists.
3. Webinar. A webinar (from the words "web" and "seminar") is a "virtual" workshop, organized by means of Internet technologies. The main feature is inherent in the webinar workshop - interactivity. You give a talk, listeners ask questions, and you answer them. The easiest way to organize a webinar is to use services of companies specializing in the provision of these services.
4. Video conference. Videoconference is an area of information technologies that simultaneously provide two-way transmission, processing, transformation and presentation of interactive information at a distance in real time mode using hardware and software computing technology. Video conferencing is also called a session video conferencing. Video conferencing (abbreviated name of video conferencing) is telecommunication technology of interactive interaction of two or more remote subscribers, in which it is possible between them to exchange audio and video information in real time, taking into account the transfer of controller's data.
5. Video lecture. Abridged lecture filmed, supplemented with diagrams, tables, photographs and video clips illustrating the material presented in the lecture. A series of such lectures is well suited for both distance and distance learning, as well as and to repeat the learned about the material.
6. Virtual consultation. Self-study student learning interactive educational materials allow him to receive the bulk of educational information, and completing written assignments - to develop skills in practical use course concepts when researching your own experience.
7. Virtual tutorial. Used to consolidate and correct independently acquired knowledge and skills, development of skills in group activities and exchange of experience with others participants. Tutorials are conducted using active teaching methods (group discussions, business games, case solving, trainings and brainstorming sessions).

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