APPLICATION OF METHODS OF INTERACTIVE TRAINING IN THE EDUCATIONAL ENVIRONMENT OF HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

The process of intensification of creative activity can rightfully be considered as a means of engaging students into intense creative activity, presenting purpose-modeled training cases and tasks by performing which trainees can increase the level of their creativity. Educational environment aimed at intensification of students' creative activity and based on interactive educational forms, methods, means and techniques, encourage students to improve their knowledge and skills to work with sources of information, wisely arrange communication with participants of pedagogical process and form an ability to solve various problems.

Keywords: intensification of creative activity, interactive training, interactive educational methods, educational environment

INTRODUCTION

The educational environment aimed at intensification of creative activity of students based on use of interactive forms, methods, tools and methods of training promotes development in students of knowledge and abilities to work with information sources, to competently organize communication with participants of pedagogical process, to form abilities of solution of problems. Continuous, systematic interaction of the teacher and student promotes successful intensification of joint creative activity.

The analysis of training programs, manuals has allowed us to determine the potential for intensification of creative activity of students, which is available in them by the disciplines studied in a higher educational institution. It should be noted that the revealed potential in practice is not always realized completely. It is necessary to consider features of the available potential and, therefore, to satisfy some conditions: all

teaching and educational work has to be focused on object of activity – complete pedagogical process; activity of teachers has to be directed to intensification of creative activity of student; the practical orientation of process of teaching all disciplines, pedagogical practices, research work, taking into account opportunities of their interaction in teaching and educational process is necessary.

Creation of system idea of pedagogical process, that is those methodological positions on which there is a teacher connected with knowledge of the main regularities of pedagogical process. We agree with the opinion of N.D. Khmel that the knowledge of these regularities gives the chance, first, to receive optimum results of practical activities; secondly, allows to construct model of pedagogical process proceeding from which it is possible to analyze real pedagogical process, its positive and negative sides and at the same time to simulate development of positive experience [1, 2].

Proceeding from the provision on readiness of the teacher for realization of bilateral nature of complete pedagogical process, then readiness of student to active participation in it is always a product of activity of the teacher. In that case means of formation of readiness of student to interaction in pedagogical process (with the teacher, with each other) is their systematic inclusion in different types of educational and extracurricular activities, that is creation of such educational environment which stir up not just educational activity, but also develops the creative relation to mastering knowledge at students.

The individual and frontal educational and extracurricular activities of student which are traditionally presented in pedagogical process give the chance to work qualitatively only with part of students, and it means that the necessary volume of knowledge, ability and skills put in programs is acquired by less than half of students. It follows that in traditionally instrumented pedagogical process the possibility of intensification of creative activity only on part of students is really created, and only those who are already ready to work. In total the above provisions modern technologies of training can be considered as means of interaction and improvement of quality of education of participants of complete pedagogical process.

Practice shows that use of active and interactive methods of training allows the teacher to organize collective cogitative activity for the purpose of achievement of positive result in such a way that student becomes the researcher capable to approach performance of educational tasks creatively, at the same time to reflex actions.

In present conditions of development of education market in Kazakhstan and requirements of an era of information technologies, teaching has to combine developed by practice directive and modern, informational and interactive training models.

For experimental check of efficiency of a technique of introduction of model of intensification of creative activity of students in the educational environment of higher educational institutions we have developed the special course (Table 1) and methodical recommendations to the organization of the educational environment of interactive training.

Table 1 – Special course "Intensification of creative activity of students on the basis of interactive training" (1 credit)

Subject of the lesson	lecture	IWWT	Independent work
Introduction. Essence of the concepts "activity", "intensification", "creative activity", "educational environment" and their interaction	2	2	2
Psychology and pedagogical bases of creative activity student	2	2	2
Structural and substantial models of intensification of creative activity of students in the educational environment of higher education institutions	2	2	2
Reflective and reproductive and reflective and creative levels of thinking and their role in intensification of student's creative activity	2	2	2
The characteristic of the methods of intensification of student's creative activity (the project, CCA (collective creative activity), a method of a problem statement of material, a discussion method, an interview method, etc.)	3	3	3
The organizational forms of education directed to intensification of creative activity of subjects of pedagogical process	2	2	2
Development of the creative tasks for student's independent work	2	2	2
Total	15	15	15

The leading ideas of personal and activity approach to process of intensification of student's creative activity; integration in pedagogical process; uses of educational mechanisms of complete pedagogical process have been the basis for the special course developed by us.

In the organization of training we sought for inclusion of students in such training environment where the student enters dialogue with classmates, with the teacher. He surely pronounces the studies material, argues, asks questions, answers, estimates. And surely uses scientific concepts and terms. Thus, the student penetrates into the studied material, works with the textbook, operates with cogitative operations of the analysis, synthesis, comparison, collation, etc. On our supervision, there are no "passive students" in such training environment, because all of them are active. Anyway, the interactive environment involves in cognitive activity of all participants of pedagogical process, at the same time intensification of their creative activity is observed.

When determining the place of the special course in teaching and educational process of a higher educational institution, we based on the following provisions:
- the special course is a backbone link in complete pedagogical process of a higher educational institution which is focused on intensification of creative activity of student;

- the special course is a peculiar continuation of courses of psychology and pedagogical disciplines as at its studying it is supposed to be based on students' knowledge of pedagogics, psychology, history of pedagogics, a technique of teaching subject matters, techniques of educational work, the special disciplines;

- the special course surely has to precede student teaching because the gained theoretical knowledge has to be fixed in practical activities of students.

Special course purpose: the organization of training and the doctrine of students in the interactive mode where forms, methods, receptions and conditions of collaboration of subjects of pedagogical process are characterized by intensification of creative activity of the personality.

Achievement of this purpose is connected with the solution of the following tasks:

- to acquaint students with the forms and conditions of interactive training promoting intensification of their creative activity;

- to define the maintenance of the methods and receptions of interactive training influencing intensification of creative activity of students;

- to open the conditions of creation of the educational environment of interactive training influencing intensification of creative activity of students;

- to give methodical instructions on development and performance of the educational tasks directed to intensification of creative activity of subjects of pedagogical process.

The volume of the special course is calculated for 1 credit (45 hours): lecture lessons – 15 hours, independent work of students under the leadership of the teacher (IWWT) – 15 hours, the independent work of students (IWS) – 15 hours.

Each lesson for which we prepared included one or more executive purposes. The different work was carried with teachers (the training seminars, meetings of methodical councils, round tables, individual conversations, etc.) which included questions of formation of the interactive environment for the purpose of joint creativity, interaction in the system "teacher - student", "student - student", "the student - group of students" was carried out. We trained teachers to create the kindest situation, conditions for comprehension of didactic material by students, the formation of students' motivation, directed to success of educational activity.

As it has been stated above, the maintenance of the special course has been developed in such a way that achievement of the purpose and the solution of tasks have been based on wide use of interactive methods and forms of the organization of educational lesson. At the same time students worked individually, in couples, in groups on studying of essence of key concepts, studied various levels of thinking, focused the attention on features of creative thinking, mastered the methods promoting intensification of cogitative activity, a reflection of independent work. So, for example, in the educational interactive environment intensification of creative activity of subjects can be observed as follows:

a) in the «student – student» system the teacher gives a task which is performed individually, and then is discussed in couple (a brainstorming method, educational texts, etc.). Discussion of the studied subject in couple work promotes a joint search of knowledge, a co-creation, a mutual testing, a mutual assessment, a mutual aid. Thus, students form in themselves qualities of the benevolent relation to each other, respect for foreign opinion, responsibility for quality of training;

b) in the «teacher – student» system: the teacher, acting as a facilitator that means the active assistant in the course of self-educational work, approaches each student, during interactive training and takes an interest in questions of advance of informative and creative process. The teacher, entering dialogue with the student or group of students, seeks not to give ready-made knowledge, and directs, coordinates, corrects, initiates their educational actions. Thus, the student (group of students) learns to find independently solutions of tasks, to accept and understand responsibility for final conclusions, the conclusions, to approach creatively the organization of activity and performance of educational tasks. The teacher's role in demonstration of an example of personal culture, creation of competent communication between participants of pedagogical process, tolerance, an accurate statement of thought, development of creative tasks, creations of the kind educational environment should be especially noticed;

d) in the system "student - group of students" formation of the educational environment where each participant feels the favorable psychological atmosphere which is characterized by the joint search activity directed to achievement of the purpose and the solution of educational tasks is very important. Students discuss, analyze, make joint decisions, estimate each other, and make conclusions about quality of the performed work and plan prospects. At the same time, the relations of one student to group work or the attitudes of group towards one specific student are defined by manifestation of activity, creativity, aspiration of everyone to make the feasible contribution to the common cause. That is, everyone has to feel maintenance responsibility and results of the performed task. The special attention is paid to formation of communicative qualities, creative abilities, and pedagogical cooperation.

Motivation. In creation of the interactive educational environment the great value is got by the next moments of educational lesson: interest in the studied subject; image of the teacher; motivation; providing with the information and technical means allocated for intensification of creative activity; development of the educational tasks including creativity elements, independent search of knowledge; the invigorating warm-ups; use of a training material of positive character; humanistic orientation of educational lesson; inclusion of elements of game activity.

The current check is a continuous process that has to be executed during all educational course, since the moment when the lesson subject has been presented for the first time. The teacher conducts the students to understanding of material by means of the current check. Results allow the teacher to design lesson so that to eliminate any confusion, gaps in knowledge and abilities during educational process.

The current check strongly varies on the level of the specificity and formality. It is sometimes convenient to carry out the current inspection in small groups; some lessons demand written tests, and others — oral check. For example, it is possible to begin lesson with informal discussion of the previous question, that is with what was remembered by students. Use of the current check helps to be sure that students are not pushed to studying of new subjects and purposes before they have not achieved success in system of abilities, which are necessary for further assimilation of new knowledge.

Participation of students in educational process. An important element of the interactive educational environment is communication of students among themselves and with the teacher that is a basis of development of theoretical thinking with such components as promotion of ideas, planning, the analysis, communication, a substantial reflection. In the course of educational activity, creation of the interactive environment

promotes the solution of problems of the developing training, emergence of conditions for development of the valuable, personal and semantic sphere of student. Problems of educational character are solved at the same time. For example, the kind atmosphere of the educational environment of interactive training influences on formation of such qualities of the personality as concentration, culture of communication, tolerance, argumentativeness and substantiality of the speech.

Participation of students in educational process where interactive forms and methods of training are widely used promotes development of qualities of self-organization in them, self-updating that is very important from the point of view of socialization. Mobility, fast adaptation to the new environment, creation of relationship with people of different categories – that is the incomplete list of solvable tasks in interactive training.

It is very important to plan activity of students carefully in the organization of interactive training. Students have to know that the teacher not only watches their actions, but can give a quick help in time, simulate necessary procedures, such as, to provide students with didactic materials, information sources. Students should explain what results are expected when performing tasks. On lessons the teacher is obliged to tell students results of their work, to comment on the course and quality of the performed operations, to let know that work in audience is one of priorities of educational process. Nevertheless, independent work of students is a part of the educational activity, which is continuation of process of knowledge and creativity.

The completion serves for synthesis and a generalization of all elements of educational lesson. Completion of lesson should be considered as one of the most important aspects of educational activity of students. The interactive educational environment has to promote strengthening of the key moments of lesson, focusing attention of students to interrelations of the passable material with new, defining prospects of further development of the studied subject. Students do it independently or the teacher with active participation of students finishes lesson.

Methods with which lesson comes to the end are also important as well as the content of end. We recommend the following: final offers also have to make audience active. It is possible to ask them to specify the main points of lesson, to give a task to draw a parallel between the content of the previous and today's lesson. Sometimes it is possible not to finish lesson, in this case, it is necessary to give students a research task. Some lessons may contain three and more separate ends. End has to correspond to the lesson, it is necessary to remember: educational process is not continuous; it always has to be improved and modernized.

Assessment. This procedure is an important element of any educational process, but in the interactive educational environment it has the features which are defined by such concepts as: self-assessment, mutual assessment and collective assessment. Students learn to reflex the activity, to respectively estimate themselves and fellow students, criteria elaborate, study objectivity, achievement of true knowledge. So, process of an assessment and mutual assessment will be organized by the teacher who accustoms students to analyze in details the educational actions, to approach creatively the solution of tasks, to show examples of estimation. The evaluation criteria promoting deep judgment of maintenance of the studied subject, the careful analysis, ability to synthesize details of the studied material, to draw conclusions, to make decisions are offered. In such environment students' knowledge and abilities to estimate the solved problem from various points of view, cutting elements of bias, inadequacy of a self-