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CLASSIFICATION OF ACTIVE AND INTERACTIVE TEACHING METHODS

Today, there is expression often used – active and interactive teaching methods and techniques. Let's try to figure out what it is, which methods are considered active and which are interactive. There are different interpretations of the terms «teaching method» and «learning method» in the specialized literature. In fact, this is a way of interaction between a teacher and students, with the help of which the transfer of knowledge, skills and abilities takes place.

The difference is that the reception is a short-term method that involves working with one specific group. And the method is a long process, consisting of several stages and including many tricks. Thus, the method of training is only an integral part of a particular method [6].

Methods are classified according to various criteria:

- by the nature of the educational activity: reproductive, problematic, research, search, explanatory, illustrative, heuristic, etc .;
- by the degree of activity of the teacher and students: active and passive;
- by the source of the training material: verbal, visual, practical;
- by the method of organizing educational and cognitive activities: methods for obtaining new knowledge, methods of verification and evaluation.

Active teaching methods are based on the interaction scheme

«teacher = student». From the name it is clear that these are methods that involve the equal participation of teachers and students in the educational process. That is, children act as equal participants and creators of the lesson [7].

The idea of active teaching methods in pedagogy is not new. The founders of the method are considered to be such distinguished

teachers as Y. Komensky, I. Pestalozzi, A. Disterweg, G. Hegel,

J. Russo, D. Dewey. Although the idea that successful learning is built, first of all, on self-knowledge, is still encountered by ancient philosophers.

The most general classification divides active methods into two large groups: individual and group. More detailed includes such groups: discussion, gaming, training, rating [3].

The most common methods of active learning [2]:

– *Presentations* – the easiest and most affordable method for use in the classroom. This is a slide show prepared by the students themselves on the topic.

– *Case technologies* – have been used in pedagogy since the last century. It is based on the analysis of simulated or real situations and finding a solution. Moreover, there are two approaches to creating cases. The American school offers a search for the only correct solution to the problem. The European school, on the contrary, welcomes the versatility of decisions and their justification.

– *Problematic lecture* – in contrast to the traditional one, the transfer of knowledge during a problem lecture does not take place in a passive form. That is, the teacher does not present ready-made statements, but only raises questions and denotes a problem. The rules are deduced by the students themselves. This method is quite complicated and requires students to have a certain experience of logical reasoning.

– *Didactic games* – unlike business games, didactic games are strictly regulated and do not imply the development of a logical chain to solve the problem. Game methods can be attributed to interactive teaching methods. It all depends on the choice of the game. So, popular travel games, performances, quizzes, KVN are tricks from the arsenal of interactive methods, as they involve the interaction of students with each other.

– *Basket method* – based on a simulation of the situation. For example, a student should act as a guide and conduct a tour of the historical museum. At the same time, his task is to collect and convey information about each exhibit.

Interactive teaching methods contribute to the independent search for information and the implementation of educational needs through practical activities, and are focused on the

dominance of students' cognitive activity in the process of forming professional competencies. Their use involves modeling life situations, solving professional problems according to the analysis of the circumstances and situations.

Interactive methods are based on the interaction schemes «teacher = student» and «student = student». That is, now not only the teacher attracts children to the learning process, but the students themselves, interacting with each other, affect the motivation of each student. The teacher only serves as an assistant. Its task is to create conditions for children's initiative. In accordance with the aspects of the systemic, synergetic, personal, activity, competency-based approaches and based on the analysis of existing scientific and pedagogical works on the research problem (N. Dvulichanskaia, E. Zeer, I. Zimniaia, M. Iliazova, E. Kahakina, M. Krupina, O. Kurlyhina, A. Markova, L. Mitina, Yu.H. Tatura, Yu. Frolov, A. Khutorski, T. Chekalina, V. Shadrikova and others) identified the following components of the professional competence of university students: value, organizational and motivational, knowledgeable, operational-active, individual psychological, social, evaluative-reflective, corrective.

Based on the formation of the components of professional competence, all interactive teaching methods are systematized as follows [1; 4; 5]:

- organizational and motivational (discussion, role-playing game, dialogue, etc.);
- cognitive (demonstration of experiments, presentation, interactive game, analysis of specific situations, organizational and mental game, heuristic conversation, «round table», etc.);
- operational-activity («brainstorming», case method, project method, lecture, seminar, practical and laboratory classes of a problematic nature, lecture-visualization, conference, organizational-activity game, business game, modeling of professional situations, etc.);
- socio-psychological (method of cooperation, psychological training, warm-up, collective solution of creative tasks, etc.);
- assessment and reflexive (competition of practical works with

their discussion, group discussion, exercises, tests, laboratory workshops, etc.);

– corrective (work in small groups, etc.).

Thus, the proposed classification of interactive methods contributes to the formation of professional competencies of university students. And the best way for teaching and learning English for future specialists in agriculture is mixing both, active and interactive methods.

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