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TO THE ISSUE OF IMPROVING THE QUALITY OF EDUCATION IN HIGHER SCHOOL BY METHODS OF INTERACTIVE TECHNOLOGIES

The article deals with the problems of improving the learning process in higher education. The emphasis is put on the fact that changing the vector of the educational process from a knowledge-based approach to a practice-oriented approach to the results of the educational process has inevitably led to the formulation of the problem of technologies and teaching methods by which this practice-orientation will be achieved.

The main goal of this article is a practical review of the most common interactive teaching methods in domestic and foreign educational practice. Using a system of methodical advice, the authors tried to share their long-term observations and the results of their pedagogical experiments in order to determine the manners of professional conduct, attitude and technique that turns a teacher into a successful professional.

Teachers need to purposefully acquire active and interactive forms and technologies of the training: games, trainings, case studies, games design, creative techniques and many other techniques that develop the basic competence and meta-competence of the student, develop appropriate professional skills, create the preconditions for psychological readiness to implement mastered skills in actual practice.

Key words: learning process, interactive teaching technologies, practice-oriented approach, basic competence of the student, quality of education, modern pedagogical technologies.

Problem statement. Currently, almost all developed countries have realized the need to reform their education systems so that students could really become the central figures of the learning process so that the cognitive activity of the learner is the focus of educators, researchers, developers of educational programs. It is the process of learning that is important, not teaching, as it used to be (and still is) in a traditional training. Therefore, in the education there is a question "How to achieve a guaranteed result in the learning process?". The didactics answer this question using teaching technologies.

Changing the vector of the educational process from a knowledge-based approach into a practice-oriented approach to the results of the educational process has inevitably led to the formulation of the problem of technologies and teaching methods by which this practice-orientation will be achieved. Active and interactive forms and methods of training play the primary role in achieving these goals.

The student is to a greater extent a subject of educational activity in an active training than with a passive one and enters into a dialogue with the teacher, actively participates in the cognitive process, performing creative, searching and problem tasks.

Interactive teaching methods are the most appropriate for the learner – oriented approach, as they assume co-education (collective, cooperative learning), where both student and teacher are the subjects of the educational process. The teacher more often acts only as the organizer of the learning process, group leader, facilitator and the creator of conditions for the students ' initiatives. Interactive learning is based on the students' own experience as well as on their direct interaction with the mastering area of professional experience.

The training with the use of interactive educational technologies involves such a logic of the educational process which is distinctive from the usual one: the training goes not from the theory to practice but from the formation of the new experience to its theoretical understanding through application.

Objectives. The main goal of this article is a practical review of the most common interactive teaching methods in domestic and foreign educational practice. Using a system of methodical advice, the authors tried to share their long-term observations and the results of their pedagogical experiments in order to determine the manners of professional conduct, attitude and technique that turns a teacher into a successful professional.

Presentation of the basic material. These problems are of interest primarily for post-graduate students, students of master's educational programs and training programs of the management of educational institutions, managers of higher education. These students, adults and motivated people who already work and study in higher educational institutions, consciously build their future educational and management career, seek to gain not theoretical knowledge but real competence that are able to provide them with the opportunity to solve complex problems and demonstrate a high level of modern pedagogical technologies.

One of the major challenges of modern high school is the commitment to quality and excellence. Being one of the central figures in achieving this goal, the teacher has to achieve it through the improvement of collective and individual incentives, the mastery of a new style of conduct and certain professional and cultural values. His success, the ability to integrate excellence into his own consciousness and practice depends on the ability to master modern technologies in the learning process. Taking this into account, the main goal of higher education is the training of a qualified teacher of the appropriate level and profile who is competitive in the labor market, competent, fluent in the profession and skills, oriented in related areas, ready for permanent professional growth, social and professional mobility.

One of the ways to solve this problem is to upgrade higher education, to transfer of attention from the learning process to its result, to focus the content and organization of training on the competence approach and to search for effective mechanisms for its implementation [6].

Analyzing the essence of the traditional and widespread educational process in higher education institutions, it should be noted that it consists of the transmission of knowledge from the teacher to the students. The teacher is a key figure in it. He/she defines learning objectives, its content in accordance with the program and also chooses fairly traditional forms and methods of teaching: lectures, seminars, practical classes, controls the quality of the training. It is necessary for students to master the knowledge that is passed to them, that is, attending the classes, speaking at seminars, performing practical tasks, passing exams and tests. A passive position of the student often has a subordinate nature in relation to the position of the teacher. The training can not be considered effective with such a passive position of the student. The traditional one-sided

communication, the knowledge transmission can be justified only in case of insufficient information that could be found independently, or inability to receive it not from the teacher but in a different way.

The existing organization of the educational process in higher education seems quite logical, thoughtful and holistic and has satisfied (or almost satisfied) the needs of the society with the specialists who have been trained. However, the numerous interviews of the authors with students and teachers of Kyiv National Taras Shevchenko University, Vinnytsya National Pirogov Memorial Medical University have demonstared the discontent of both teachers and students with learning outcomes. The main complaint of teachers is that students do not study whereas students insist on inadequate content and methods of "learning their queries and needs."

So, today we are talking about the need for changes of the forms and methods of teaching. An alternative to the traditional one can be the organization of the learning process where the efforts of the parties involved in it are aimed at ensuring the student's learning process. The activity of the teacher in this case is guided not by his own actions but by the actions and the activity of the trainee. The position of the teacher is becoming fundamentally different – he does not transmit knowledge but creates learning conditions for the student to be able to work using his own experience in various ways, which allows him to operate with various forms of knowledge. Undoubtedly, such a change of emphasis requires a change in the position not only of the teacher but also of the position of the student: the position of the information receiver is transformed into the position of the creator of one's own knowledge. It is possible to think and construct knowledge itself because both experience and knowledge are acquired in the course of real processes that produce thoughts and actions. Therefore, a specially organized process of multilateral communication in learning involves not only the teacher but also the activity of each subject of the educational process. Such communication involves not just allowing students to say something, which is as well important, but also their knowledge and experience into the learning process. Traditionally, in most universities, when students try to bring their own knowledge or experience into the discussion of the material the teachers often leave it at the level of information and do not allow to change the structure of the subject of the discussion, disrupting the habitual communication model "teacher's opinion-student's supplement". The principles of multilateral communication are often violated because the students' knowledge only takes part in it as much as they complement the teaching process. Therefore, the following issues can be considered characteristic features of teaching, organized as a multilateral communication,:

1. Students master specific knowledge and skills better if they are allowed to approach the object of knowledge through their own experience, independent intellectual activity, discussion of the results with other participants in the learning process.

2. Students learn better if the teacher actively supports the way of their learning. This works better when there is a field between them (students) and the subject of study that includes verbal and non-verbal actions.

3. Students learn better if the teacher, firstly, structures the subject for easy mastering, and, secondly, accepts and includes in the discussion the students' opinions which do not coincide with his own.

Consequently, the organization of interactive training most fully meets the specified requirements and characteristics, allows to switch from one-sided to multilateral communication, the interactive learning is the interaction of people involved in the educational process: the interaction between the teacher and students and between the students themselves. It is the inclusion of interactive teaching methods in the educational process of higher education that allows you to remove most of the problematic moments in the training of a modern specialist, contributes to the full achievement of the main goal of higher education.

Together with professional competence, the formation of the student's intellectual autonomy with the presence of a developed social competence should be considered to be this goal.

The intellectual autonomy of the student is the ability of the student to "build" his own knowledge on the basis of previous experience and those communications that occurred in the process of building this knowledge. The process of obtaining professional knowledge and the formation of a certain intellectual autonomy is going on more or less successfully in a modern institution of higher education (but there is a tendency of deterioration due to a deepening discrepancy between modern requirements to a specialist and a real ability to operate with existing knowledge among university graduates). As for the development of social communication it should be mentioned that in the existing system of higher education it is envisaged that the social skills of students are formed on their own. It is recognized that an expert should not only be intellectually autonomous and be able to think independently, but he also needs to live among people and cooperate productively with them, though it is not moved further the recognition of this fact. Therefore, the task of higher education is to ensure that students develop social skills in organizing the educational process.

In the literature it is difficult to find an article, a monograph or a textbook on the problems of teaching in higher education where it is not mentioned about interactive teaching methods and that they need to be widely introduced into the educational process. But it is difficult to find a consistent analysis of the methods of organizing interactive learning, the discovery of the mechanisms of the influence of such methods on the individual cognitive process, the identification of factors that ensure the effectiveness of interactive teaching methods in the university and promote the development of communicative and other social skills. Therefore, it is necessary to give guidelines and recommendations to the teacher on the effective organization of each of the interactive teaching methods in order to improve the teacher's planning process.

Today's practice is marked not only by high technologies but also by the complexity of the requirements for the specialists who provide it. Modern requirements for the specialist give rise to new approaches to its preparation. It is possible to distinguish the following tendencies which are typical for the majority of pedagogical technologies in the world:

– special attention to the formation of practical professional and general skills while the theoretical part of the training is still relevant;

– a significant increase of the proportion of self-study (independent) academic work in the total amount of time allotted for training in a university;

– the transition to technology the focus of which is not only the formation of a specialist (no one refuses this), but also the personality of the learner. No wonder that among the requirements for a modern specialist his personal qualities occupy one of the leading places. And by personal qualities in this case we mean the specific qualities of a specialist in relation to work.

A special feature of modern changes is the understanding of professionalism, which is inextricably linked not only with purely professional knowledge and skills but also with the overall high level of mental development. The indicator of the general mental development of an individual is the intellectual value which is manifested as structuredness, categorizing, generality, flexibility, efficiency of knowledge necessary for making effective decisions; as intellectual initiative in the unity of cognitive and motivational components that determine the willingness of a specialist for independent intellectual activity; as self-organization and self-regulation [1, p. 26].

The transition to personality-oriented technologies is understood as a transition to such education where the learner' personality is the focus of the teachers', the psychologists' attention, where learning activities, not teaching ones, become the leading in the tandem "he who teaches is the one who learns" in order to turn the usual formula of education "teacher-textbook-student" to a "student-textbook-teacher ". In the conditions of such training, the one who teaches begins to play a new role and perform a new function in the educational process. While in the traditional system of teaching the teacher along with the textbook were the main and most competent sources of knowledge and the teacher was also a subject that controlled knowledge, in a new position he acts more as an organizer of independent active cognitive activity of the trainee, as competent consultant and assistant. His professional skills should be aimed not just at controlling knowledge and skills but also at diagnosing the activities of students with the aim of the in time assistance to solve the difficulties in the perception and use of knowledge in a qualified manner. In addition, the process of organizing the knowledge obtaining is becoming an important factor, therefore, new methods of teaching are emerging and are being transformed.

From the above one can single out the following objective and subjective factors for the successful implementation of pedagogical co-creation of the teacher and students in the pedagogical process.

First of all, this is the optimal use of the dialogical forms of students' education; the introduction of elements of creative training in higher education; the problem of the educational process on the basis of creative teaching and professional tasks; the preferential application of pedagogical means of indirect management, oriented to the optimal self-realization of the individual; the application of the group form of training; the creation of a psychological atmosphere of mutual respect and equality among the participants in the educational process; the formation of an appropriate motivation for co-creation among the partners in communication; the transformation of the teacher's psychological position: turning him from the information carrier to a consultant and the organizer of the learning process; the change of the students' orientation from "apprenticeship" to "partnership" [2, p. 87].

A decisive condition for the successful implementation of the joint work of the teacher and student is the organization of higher education on the basis of the dialogue. In the 21st century the dialogic culture becomes a new worldview of human and, accordingly, the basis for the achievement of a democratic model for the development of modern society. Education, aimed at creating conditions for the full development of the individual potential, is able to respond to the "challenges" of modern society, if it is probably based on a dialogic culture [3]. The key in the understanding of the psychological basis of interactive methods is the concept of interaction which is better known as interpersonal or social interaction in

Russian and Ukrainian psychological literature. Social interaction is considered to be an integral part of communication and joint activities which form an inseparable unity. People do not just communicate in the process of performing social functions, they always communicate in some activity, "about" it [1, p. 27].

Interactive communication provides an opportunity to attract people to actively seek solutions in a difficult situation, to solve problems where one person's efforts and knowledge may not be enough.

There are two common mistakes regarding "dialogical relations" without which a joint search for truth is practically impossible:

1) students think that they know something, i.e. have some truths; the truth is not born and is not in the head of an individual, it is born between people who are seeking the truth together;

2) people claim to have a ready-made truth; there is no ready-made truth, it is what is revealed through the relations among people [3].

Thus, the implementation of interactive teaching methods in the educational process allows to solve urgent needs in the training of a new type of specialist who is adequate to the requirements of modern society, a specialist who is able to seek a solution in cooperation with colleagues using an active exchange of knowledge. Interactive methods can be divided into groups, where 1) one of the parties of communication is a teacher and 2) communication occurs between students [listeners] [3].

The first group includes lectures with included conversations, discussions, problem lectures, seminar-discussions, question-answer seminars, discussions with provocative questions, consultations (especially with distance learning), work through the site-course.

To the second – conversations, discussions, round tables discussions, brainstorming, group solving of specific situations, business, role and didactic games, business simulations, projects and panel exercises. They can be used as separate methods and all together (for example, in a business game).

It is very important to pay attention to the fact that interactive teaching methods will not be effective unless the objective laws of their use are taken into account. This is, in particular:

1) motivation of educational activity. If the student does not want to learn, does not want to work hard, if he is not interested in the subject matter or if mental work does not bring satisfaction, interactive techniques can cause only irritation by the need to actively do something, prepare, think. Thus, to ensure the effectiveness of the use of interactive methods in the learning process it is necessary to ensure the deepening of the motivation for learning, its development, a reorientation to active cognition;

2) the gradual introduction of interactive methods in the learning process.

This methodology should be possessed not only by the teacher, the student should also be able to communicate, discuss, work in a team. This skill does not come by itself, it is formed gradually, in the process of learning. The consistent introduction of interactive methods (from simple to complex and expanded) from the first year of study to the last one will allow to use of the whole range of methods;

3) interactive methods are not designed to master basic theoretical knowledge. Such knowledge is acquired by students individually in lectures, in the process of working with textbooks, relevant sources of information. They serve as a base for didactic communication. In the absence of students' basic knowledge (even in a part of students), interactive methods lose their meaning, because when

solving problems or situations and in business games the participants use not professional knowledge but household ones that were formed before or outside the classroom. At first glance, the task or problem can be solved on an intuitive level, but students can not analyze the course of solving a problem, the impact of a decision on a positive solution and, therefore, can not turn a decision into knowledge about achieving a solution. This does not allow the use of achievements to solve new problems (since the link "the essence of the problem – the solution path" has not been established), does not promote the ability to compare problems to see hidden similarities or differences, and also forms or reinforces students' confidence in the fact that the intuition is the main issue that will solve problems without profound professional knowledge. Therefore, interactive methods should be used in combination with other methods of knowledge formation, with active independent work of students to acquire knowledge;

4) the skills can not be produced simultaneously, so the occasional introduction of the interactivity into the learning process will not give the desired effect. In order to form the ability to analyze problems, find and highlight their essence, build an algorithm of the solution, work collectively, make decisions and execute them, it is not enough to organize brainstorming or to offer a business game once or twice. The use of interactive methods should constitute a certain system, technology, have an adequate implementation logic, an algorithm for increasing complexity. It is necessary to plan the use of interactive methods in advance during teaching a certain academic discipline. In addition, it is important to coordinate such planning with teachers of other disciplines so that the increase in complexity goes simultaneously. Such coordination of the teaching methodology will allow to organize large-scale complex interdisciplinary business games at the end of the training where students can use various professional knowledge and skills;

5) the principle of the relevance of knowledge and their connection with modern socio-economic life of the country and the world must be surely observed. It is impossible to achieve activity and interest of students offering them obsolete situations, cut off the life, imaginary data, conditional circumstances, the tasks whose solutions are described in textbooks;

6) the effective implementation of interactive teaching methods directly depends on the degree of teachers' proficiency, on the depth of their professional knowledge, on the desire to move away from traditional methods and on the focus on the final result – the training of a qualified specialist (and not just the formation of knowledge of their subject);

7) the existence of the partnership between: teachers and students, the lack of authoritarian imposition of one's own opinion, the position on the part of the teacher.

So, modern high school, as scientific studies show, has to solve a double task: to form professional knowledge and skills and to train the students to perform their professional functions. These problems can be solved through the development of social competence in them, which is understood as the ability to communicate and cooperate, to plan, to make choices, to make decisions, to take responsibility for the consequences, to regulate conflicts and to increase one's competence [4].

The analysis gives us grounds to say confidently that interactive methods play a leading role in the implementation of the task of the student-centered learning in higher education and in solving problems of quality teaching. They do not cancel and do not substitute the classical methods of training, but naturally and essentially complement them. In our opinion, such innovation of the educational process where old (approved) and new, (created with the requirement of time) teaching methods are naturally combined, allows to organize the current process of training of specialists in higher education effectively.

Interactive methods allow to fruitfully implement the educational and developmental functions of the pedagogical process. They contribute to the active formation of students' knowledge through independent work and collective discussion, develop and improve intellectual skills, productive and creative thinking and also allow to form professional social qualities of future specialists actively. For the teacher this training organization is an effective way of receiving a feedback, which contributes to the ability to effectively adjust the process of mastering knowledge and skills and to organize counselling for students.

The complexity of the implementation of interactive teaching methods requires from the teacher to thoroughly understand the methods of their organization that is not only the general issues but each individual method and their integrated use. The teacher should not only be able to adapt these methods to his subject, his discipline, and also to be able to work for the overall result – the training of a modern professional who can realize himself in difficult socio-economic realities.

Conclusions. Thus, modern trends in the development of higher vocational education determine a fundamental change in the approaches to the organization of the educational process in higher education. The introduction of a system of multilevel education, the creation of a unified educational space, the implementation of a competence approach, necessitate a new approach to the organization of the training. High school teacher needs to perform not only the function of a translator (transmitter) of scientific knowledge, but to be able to choose the best strategy of teaching, to use modern educational technologies aimed at creating a creative atmosphere of the educational process. Changing of the vector of the educational process from a knowledge-based approach to a practice-oriented one to the results of the educational process has inevitably led to the formulation of the problem of technologies and teaching methods by which this practice-orientation will be achieved.

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ДО ПИТАННЯ ПІДВИЩЕННЯ ЯКОСТІ НАВЧАННЯ
У ВИЩІЙ ШКОЛІ ЗАСОБАМИ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ

Розглядаються проблеми вдосконалення процесу навчання у вищій школі. Акцентується на зміні вектора освітнього процесу з підходу, заснованого на знаннях, на практико-орієнтований підхід до результатів освітнього процесу, неминуче призвело до постановки проблеми технологій і методів навчання, якими ця практико-орієнтованість досягатиметься.

Основна мета – практичний огляд найпоширеніших у вітчизняній і зарубіжній освітній практиці інтерактивних методів навчання. Автори через систему методичних рад спробували поділитися своїми багаторічними спостереженнями, результатами власних педагогічних експериментів, для визначення тієї манери професійної поведінки, відносини і техніки роботи, яка перетворює викладача в успішного.

Викладачам необхідно цілеспрямовано оволодівати активними й інтерактивними формами та технологіями проведення занять: іграми, тренінгами, кейсами, ігровим проектуванням, креативними техніками й багатьма іншими прийомами, які розвивають базові компетентності та метакомпетентності студента, формують необхідні для професії вміння й навички, створюють передумови для психологічної готовності впроваджувати в реальну практику освоєння вміння та навички.

Ключові слова: процес навчання, інтерактивні технології навчання, практико-орієнтований похід, базові компетентності студента, якість освіти, сучасні педагогічні технології.

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К ВОПРОСУ ПОВЫШЕНИЯ КАЧЕСТВА ОБУЧЕНИЯ
В ВЫСШЕЙ ШКОЛЕ СРЕДСТВАМИ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ

Рассматриваются проблемы совершенствования процесса обучения в высшей школе. Акцент сделан на том, что изменение вектора образовательного процесса с подхода, основанного на знаниях, на практико-ориентированный подход к результатам образовательного процесса, неизбежно привело к постановке проблемы технологий и методов обучения, которыми эта практико-ориентированность будет достигаться.

Основной целью статьи является практический обзор наиболее распространенных в отечественной и зарубежной образовательной практике интерактивных методов обучения. Авторы через систему методических советов попытались поделиться своими многолетними наблюдениями, результатами собственных педагогических экспериментов, для определения той манеры профессионального поведения, отношения и техники работы, которая превращает преподавателя в успешного.

Преподавателям необходимо целенаправленно овладеть активными и интерактивными формами и технологиями проведения занятий: играми, тренингами, кейсами, игровым проектированием, креативными техниками и многими другими приемами, которые развивают базовые компетентности и метакомпетентности студента, формируют необходимые для профессии умения и навыки, создают предпосылки для психологической готовности внедрять в реальную практику освоенные умения и навыки.

Ключевые слова: процесс обучения, интерактивные технологии обучения, практико-ориентированный поход, базовые компетентности студента, качество образования, современные педагогические технологии.

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