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**THE IMPACT OF INTERACTIVE MODEL FOR UNIVERSITY STUDENT TEACHING
ON THEIR PROFESSIONAL COMPETENCE DEVELOPMENT**

**EL IMPACTO DEL MODELO INTERACTIVO PARA LA ENSEÑANZA DE ESTUDIANTES
UNIVERSITARIOS EN SU DESARROLLO DE COMPETENCIAS PROFESIONALES**

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Abstract

This article is devoted to university student professional competence development based on the organization of an interactive learning model. Based on the works by V. Bolotov, J. Spiro, N. I. Volkov, D. Johnson, I. A. Zimnaya, E. V. Korotaeva, A. Yu. Uvarov, R. L. Khon, G. A. Tsukerman G. P. Zvenigorodskaya, N. G. Grigorieva, M. V. Klarina and other researchers, the authors clarified the meaning, the main points and the signs of the interactive model for university teaching, and systematized the domestic and foreign experience on student professional competence development based on interactive methods, technologies and education forms.

Keywords

Interactive teaching model – Professional competence – Interactive teaching methods

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Introduction to the problem

One of the urgent problems of modern education is the problem of student professional competence development. Theoretical and practical research conducted in this direction shows that the formation of student professional competence at a university achieves good results if students are open for learning and are actively involved in cooperation with other educational process participants, as well as if they are able to analyze their activities and implement their own potential. Almost all of these requirements are met if interactive learning is used, based on dialogue, cooperation and the cooperation of all training subjects.

Problem urgency

The development of student professional competence involves the development of their personal qualities, cognitive and creative abilities, the development of independent professional activity experience. According to the authors, interactive learning can change the familiar, translating model of learning to an interactive one based on mutual understanding and interaction, which will help create the conditions for high-quality professional training of students. However, the introduction of interactive learning in higher education often occurs spontaneously, and the principles, the technologies and the methods used to enhance the learning and the cognitive process of students do not constitute a single, holistic educational system. They are used in isolation from each other and are mainly used to build the techniques that pursue private learning objectives. Also, being one of the modern education trends, interactive learning is not sufficiently described in pedagogical theory and practice yet.

Problem study

Interactive learning is one of the current areas of the modern educational process. The term “interactive” comes from the English words “Inter” - “mutual” and “act” - to act. The historical and pedagogical analysis of scientific literature conducted by the authors suggests that interactive student learning was the subject of special consideration relatively recently - the largest number of works on this subject appeared at the turn of the 20th and 21st centuries.

However, it should be noted that the problem of people interaction who continuously receive and interpret information about each other is actively studied by sociology and social psychology within the framework of symbolic interactionism. The ideas of interactionism have a significant impact on age and pedagogical psychology, which, in its turn, is reflected in the modern education practice. The issues related to the interactive learning content, forms and methods were addressed by Bolotov and J. Spiro, N. I. Volkov, D. Johnson, R. Johnson, I. A. Zimnyaya, E. V. Korotaeva, N. A. Moreva, V. V. Rubtsov, A. Yu. Uvarov, R. L. Khon, G. A. Tsukerman and other researchers. With regard to higher education, the following ideas seem promising to us: the theory of joint intellectual and practical activities of educational process participants, the theory of interactive methods and forms in education, the theory of interaction between a teacher and students¹.

¹ A. I. Zhuk and N. N. Kashel, Active teaching methods in the system of advanced training for teachers: textbook (Moscú: Aversev, 2004); P. Singh; S. H. Teoh; T. H. Cheong; N. S. M. Rasid; L.

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OKSANA P. CHERNYKH

However, it should be noted that at present the problem of university student professional competence development on the basis of interactive learning has not been studied enough. This circumstance determined the choice of the article topic.

Hypothesis

The use of the interactive learning model in the educational process of the university will ensure the subject content of the studied discipline mastering by students, and will also contribute to the development of their professional competence during the implementation of the following complex pedagogical conditions:

1. Identification and development of such student personal qualities as empathy, reflection, perception and sociability.
2. The inclusion of students in various types of creative and research activities that promote the self-realization of an individual. The implementation of this pedagogical condition is possible through the familiarization of students with creative activity experience, the methods of creative thinking development, as well as through the attraction of students to research activities.
3. The application of interactive education methods, forms and technologies in the educational process.

Methods

The study was built by the authors on the principles of consistency, activity, humanization, individualization, feedback and integration at the level of interdisciplinary communication, reflexive activity and problematic nature. The work is based on the following methods: theoretical - analysis, synthesis, systematization, synthesis, modeling; and empirical - conversation, observation, quantitative and qualitative analysis of research results and testing.

Main part

The object of the research described in this article was the training of students at higher educational institutions. The subject of the research is the development of professional competence among university students within interactive learning model.

On the basis of the theoretical and methodological study of the problem and the analysis of psychological and pedagogical literature, the authors of the article clarified the features of interactive learning in higher education:

1. Dialogue, implying that all pedagogical process participants perceive themselves as equal partners, i.e. the subjects of interaction.

K. Kor & N. A. M. Nasir, "The Use of Problem-Solving Heuristics Approach in Enhancing STEM Students Development of Mathematical Thinking", *International Electronic Journal of Mathematics Education*, Vol: 13 num 3 (2018): 289-303 y S. Fathi & A. Dastoori, "Investigating the Impact of Women's Social Base on their Political Participation: a Case Study on Women in Tehran District 2 (Shahrara)", *UCT Journal of Social Sciences and Humanities Research* Vol: 11 num 6 (2014): 76-96.

2. Polylog - the adoption of the fact that each side of the pedagogical process can have its own point of view on any problem under consideration, and it should be given the opportunity to express, consider and analyze this point of view.

3. Freedom of choice, consisting in the fact that both students and teachers are given the opportunity to regulate the degree of their pedagogical interaction, to choose its methods and forms that contribute to the development of their personal qualities.

4. The creation of success situation, consisting in the purposeful creation of a set of conditions by a teacher during a training session, aimed at achieved result satisfaction by students, which should be the guarantee of their desire for self-improvement and self-development.

5. Evaluation positiveness by pedagogical interaction participants in respect of each other, based on a teacher's ability to emphasize the practical significance of the achieved results, to note the changes in the development of personal qualities during the evaluation of student activities to draw attention to the positive dynamics of their development.

6. Reflection, manifested in knowledge and experience record by a teacher and students in a particular pedagogical situation; self-assessment of their own activity results by all participants of the pedagogical process; their needs and readiness to record their own personal changes and determine their causes.

7. The organization of student mental activity, based on the independent performance of intensive and diverse mental operations and the organization of problem-based training in a classroom, which should contribute to the development of cognitive activity among future teachers.

Thus, the essence of student interactive education is the following one:

- the educational process should be organized on the basis of future teacher involvement in the process of cognition and self-knowledge;
- each subject of the educational process should make his individual contribution to the common cause;
- the learning process should be an exchange of knowledge and ideas;
- the educational process should be based on various forms of cooperation.

You should also pay attention to the fact that online learning involves the educational process development based on multilateral communication. This allows you to increase the communication between students and a teacher, and among students, to increase the activity of future teachers and expand their experience of communicative interaction. As an example, the most common forms of interactive learning are the following ones: general discussion; mutual learning and control; problem-based learning; work in small groups and couples with replaceable or permanent composition; project training.

It should be noted that the use of interactive learning does not negate the importance of lecture forms of classes, on the contrary, it allows students to assimilate educational material better, and develops their independence and critical thinking, and contributes to the development of creative abilities and communication skills, which ultimately contributes to the development of professional orientation among future teachers.

In practical classes, the use of interactive methods, techniques and technologies (such as debate, brainstorming, case method, carousel, aquarium, and Brownian motion, etc.) changes a teacher's role — from a central one to regulatory and advisory. Practical classes become the source of life and professional experience for students, they form a positive attitude towards the chosen profession, and correct negative professional attitudes if there are any.

At that, the use of interactive learning model requires that a teacher develops professional qualities and also personal ones, such as: tolerance and loyalty to student audience and youth subculture; stress resistance; the ability to articulate and argue thoughts and views; the ability to personal growth; high level of communicative, in particular, debatable culture; creativity and ability to improvise. Separately, in the opinion of the authors it is necessary to dwell on such an important aspect of interactive method and technology introduction into a university teacher practice, as the weakening of emotional burnout effect. Indeed, the activity of a teacher, based, in fact, on continuous communication, often leads to the appearance of emotional fatigue symptoms, which negatively affects the performance of his professional duties and gradually leads to the deterioration of physical and mental well-being. The use of interactive methods and technologies will allow a higher school teacher to distribute and optimize workloads, maintain a positive emotional state, reduce stress levels without losing interest in professional activities.

Thus, the use of an interactive learning model in the educational process of a higher educational institution:

1. Allows students to engage in general work on learning task solution, to develop communication skills and personal reflection, that is, to take an active, subjective position in their own learning activities.
2. Contributes the formation of group community and the optimization of interpersonal relationships among student group.
3. It provides a teacher an opportunity to approach the organization of the educational process non-routinely and to prevent (or overcome) personal deformations that inevitably arise in the process of his professional activity.

Conclusions

Summarizing the experience of interactive learning use in the process of university student professional preparation, the authors consider it possible to note the following: the effectiveness of interactive learning model use at university was studied purposefully for 6 years - from 2012 to 2018. More than 200 students (courses 1-4) took part in the experiment and were enrolled in the following areas: "Physical Education", "Philology", "History", "Chemistry" and "Pedagogy". The obtained results confirmed the positive effect of educational work interactive form introduction on the development of student professional competence. Thus, an improvement of student communicative abilities can be noted (the efficiency coefficient was 1.31); their empathic qualities (the efficiency ratio was 1.18) as well as student creative abilities (for example, in terms of thinking flexibility the efficiency ratio was 1.20; in terms of thinking fluency, -1.31; in terms of thinking originality - 1.17). The students who participated in the experiment showed the improvement concerning the acquisition of professional knowledge and skills, were more successful than the students of the control group during the training and work experience.

The obtained theoretical and practical material was not only discussed by the authors at scientific conferences, but was also introduced into the advanced training courses for the teachers of middle and senior level.

Thus, the introduction of the interactive model of training in the process of professional preparation of university students contributes to the development of their personal qualities, abilities, and the formation of professional competence in general - which confirms the hypothesis put forward by the authors.

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