Original Contribution

THE INTERACTIVE METHODS IN THE EDUCATION OF STUDENTS FROM PEDAGOGICAL SPECIALITIES

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ABSTRACT

This material tries to examine the theoretical and practical aspects of the role of the interactive methods for increasing the reflex in the education of students from pedagogical specialities. On the basis of the methods of organisation of the communication, changing activities, stimulation of thinking and play interactive methods are given different variants for the educational process facilitation. The present study gives us the reason to draw the conclusion about the positive influence of the interaction between the lecturer and the students and among the students themselves too.

Key words: interaction, interactive methods, reflex, students, pedagogical specialities

In the last decade the category of **interaction** was firmly established in the pedagogical vocabulary. Terms like interactive pedagogy, interactive didactics, interactive education, interactive strategies etc. were introduced to offer understanding of realised accent on the qualitative definition of the pedagogical process as interaction between the persons.

The term interactive originates from *interaction*, translated from English as **interaction.**

In pedagogy interactive strategies were introduced from sociology and social psychology where interactionism is defined as a tendency which studies behaviour in joint determination of personal and situational factors [3]. From a psychological point of view L. Desev (2003) defines interaction as interaction and interrelation between people in the process of communication, [2] in which the processes of teaching and studying acquire a dynamic and open character.

Though in the last decade the idea of interaction realisation in the course of the pedagogical process attained new contextual and technological interpretations, it is not new for the pedagogical science in this country. N. Chakarov (1980) outlined that "the revealing of the pedagogical interaction as **deep essence**

(italics mine.) of the entire variety of instructive, training and educational activities and its versatile interpretation along with the wide application of the standpoints and cognitive prospects of a number of sciences is an expression of basic trends in contemporary scientific thinking" [1].

The subject of the present study is the application of interactive methods in the education of students from pedagogical specialities. It suggests interaction examination not only as a basis of affective and cognitive processes in education, but also as a precondition for adoption of strategies for building the pedagogical process on interpersonal interaction.

The implementation of this tendency into students' education was carried out by stimulating and activating of the following parameters of the pedagogical process which expand traditional education.

Increase of personality significance in students' activities

Personality is examined as one of the most important personal characteristics, "by means of which personality is built and self-determined in its life", Kashlev (2004), [4]. In the process of education this suggests a choice and a clear expression of each student, personal commitment with opinion, responsibility when performing specific tasks within the entire team project.

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Revealing one's own thoughts and experience, increase of reflexivity

All interactive strategies require a positive and stimulating environment where the student can reveal his thoughts and express his ideas. In the education of the pedagogical specialities interactive strategies stimulate the building of reflexive pedagogical knowledge – being trained by means of interactive methods, the student not only masters knowledge, but also reflexes his own path to knowledge.

Learning in conditions of inner activity and student's individual expression

The approach to learning through applying interactive strategies is a constructive one. Student's active mental participation is the starting point at which knowledge is accumulated as a result of transforming and enriching past experience, relating new information to already existing strategies for personality actions and what is most important – creating conditions under which the student can plan and apply his pedagogical intentions. When learning by applying "Interactive methods of education at primary school" the parameters of this inner "building" are various as they comprise theoretical components as well as practical realisation of the solutions offered through training and game.

Creating positive motivation and a feeling of success

Interactive strategies suggest adherence to "psychological-pedagogical principles centred on the student". R. Slavin (2004) determines cognitive and metacognitive factors, which create "the successful student": "Student's creative work, higher rate thinking and natural curiosity contribute to his motivation to learn. Inner motivation is stimulated by tasks of optimum novelty and difficulty which are relevant to his personal interests and provide an opportunity for personal choice and control." [5].

The application of interactive strategies and methods in the conducted study is necessarily linked to creating a certain **situation**, which requires and suggests realisation of interaction. The situation is at the root of the desired interaction, it provokes thinking, the processes of exchange of information and opinions expand as well as the processes of taking pedagogical decisions. A central position in this significant processional element of each interactive

strategy takes **the situationalising of goals, tasks and educational contents** of the given subject. In this process theoretical educational contents is comprised in a relatively whole context, (and this is the most difficult) very often with a concrete and real practical basis, to give students the opportunity to find out the projection of the examined pedagogical phenomena in teacher's concrete activities and create competency as regards the problem being examined.

The introduction of specific pedagogical goals and educational contents in a concrete situation is a complicated problem. With view to particular requirements in the syllabus the situations are built not only in compliance with the theoretical knowledge to be studied but also with view to the required skills and relations, which give a more dynamic and efficient result of the study.

For that reason in the study conducted, regarding syllabus situation, analyses of the following requirements were carried out :

- The situations have to be relevant to the theoretical model of syllabus study. The educational action grounded in the situation (its examination, analysis and solution) should correspond to the theoretical level of the studied subject.
- Situation contents should be examined not only as a context promoting process stimulation. The analysis and solution should be based on the transfer of previous knowledge and lead to new pedagogical knowledge.
- Situation solution should be of significant and attractive meaning to the student and develop his motivation system and competency.

Another key notion about interactive strategies is the notion **group (team)**. The interaction within a group of three to five students is considered optimum for achieving the goals and performing the educational tasks. As we know, studying is influenced by social interactions, interpersonal relations and communication with others. The ability for working in a team is a complex social skill which, by itself, is already a competency for interpersonal interaction to which some students are more susceptible while others are much less susceptible. In the study conducted the significance of interactions between the students themselves was mostly outlined as saturated with the strongest motivating and activating functions. Mutual activities with desired partners are preferred but the students tend to neglect their subjective judgements

about the members of the group and work purposefully on common goals and tasks.

Within the study about 30 interactive methods were applied from the following groups : (S. Kashlev, 2004) **Methods of Communication Organisation:** "Weather Forecast", Name Aliteration", "Give a Flower", "A Compliment", "If I were a Natural Phenomenon", "If I were a Flower". **Methods for Changing Activities:** "Metaplan", "Workshop of the Future", "Aquarium", "An Interview", "The Round Table". **Methods for Stimulating Mental Activities":** "Complete the Phrase", "Associations", "Alphavit", "A Minute's Talk", "Brain Attack", "The Four Angles".

Methods for Developing of Pedagogical Reflex": "A Reflex Circle", "A Reflex Target", "A Key Word", "Our Newspaper". **Interactive games:** "A Hotel", "Biocoenosis", "Ikebana", "If I were a Manager" etc.

The study shows that the students appreciate highly the role of the interactive methods for reflexing of pedagogical knowledge and increasing their motivation for participation in the process of education.

Interactive methods in students' education are one of the contemporary pedagogic decisions for modernisation and higher education quality.

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