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## INTERACTIVE LEARNING: ADVANTAGES AND DISADVANTAGES

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*In the article the use of interactive technologies in the educational process of the university, allowing students to develop innovative thinking, away from stereotypes, develop imagination, communication skills and expertise, intellectual, emotional, motivational and other areas of personality. Implementing the principles of technological learning, interactive educational technology and provides interactive computer learning tools, and interactivity of educational process when the basic conceptual provisions defined training based on interactive communication.*

**Key words:** *interactive learning technology, teacher, students, innovative thinking, communication skills.*

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### **Formulation of the problem.**

Interactive learning technology is spreading rapidly among academics Ukraine. Increasingly description of interactive lessons teaching the pages of the press can be seen in the practice of the best teachers in training in-service training and more.

In the context of interactive learning knowledge acquired another form: they have some information about the world that students receive not as a finished system of knowledge, and in the process of their own cognitive activity; in the process of interaction with other students and the teacher student mas-

ters the system tested ways of regarding themselves, society and the world in general, different search engines learns knowledge in individual, group or collective work. Therefore, the knowledge acquired by students in this way is both a tool for self getting them.

**Analysis of recent research and publications** allows noted that the use of interactive methods in educational process attracts many scientists and teachers, in particular, S. Kashlyev online learning as an innovative pedagogical phenomenon [2, p.15] A. Pometun published «Encyclopedia of interactive learning» [4] M. Klarin saw online learning as a tool for development of a new experience

[5, p.13] and justifies own experience in implementing interactive teaching methods, T. Dutkiewicz defines psychological basis using interactive methods in the preparation of specialists higher education [1, p. 26] and others.

The article is to determine the nature and characteristics of the use, study the advantages and disadvantages of online learning in higher education.

### ***Research methods.***

The results showed that only 10% of students techniques used in traditional training are acceptable, the rest 90% are also able to learn, but not with a book in hand, but in a different way: a permanent dialogue, our actions, real actions and more. The results of this and other studies led to the conclusion that education should be built differently - that all students can learn. One of the options the educational process -use a teacher of technology of interactive learning.

Interactive training - as an organization teacher using a certain system of methods, techniques and methods of the educational process, based on: the subject-subject relationship of teacher and student, multilateral communication design student's knowledge, the use of self-assessment and feedback, constant activity student. For a more complete disclosure of the category «interactive learning technology,» comparable to traditional learning and online training on the following parameters: the goals, the position of student and teacher communication in the organization navchalnomu process methods.

### ***Results and discussion.***

Traditional training aims to: transfer students and achieve their greatest possible assimilation of knowledge.

Teacher broadcasts are meaningful and differentiated them information that identifies skills that, in his opinion, it is necessary to form a student. The task of the student - as much as possible and more accurately reproduce the knowledge and methods of work created by others. Received during this training student's knowledge is a certain amount of information on various subjects that exists in his mind in the form of clusters, which are not always meaningful and significant relationships.

The main aim of seminars in high school - a revitalization of students for independent acquisition of knowledge and skills, mastering the methods of analysis of phenomena and problems, the skills of self-education students, promoting deep absorption future professionals the most complex issues of curriculum, encouraging students to collective creative discussion of the material .

Thus, based seminars are interactive dialogic interaction, not reproductive playback lectures. Using methodological tools of interactive technologies to conduct workshops allows them to shape the discussion group study *vzayemonavchannya*. Seminars in many ways similar to the conversation. However, problems of theoretical and practical discussed more thoroughly and comprehensively. This collective search for a particular academic problems and ways of its effective resolution. Participants classes analyze the problem, identify causal relationships, ways to nominate the best solution, answer questions and discuss. The workshop is a creative combination of conversation and discussion at a higher methodical, scientific and theoretical level, providing adequate preparedness of students.

Many of the teachers faced with the inability to link the content of their discipline students with the knowledge of other disciplines. Then there is doubt about the depth of understanding of students educational material, its absorption and the possibility of knowledge outside the classroom situation. These concerns are difficult to dispel because the feedback from student to teacher is also a process of reproduction of educational material.

Thus, the purpose of online learning - the teacher is to create learning environments in which students will open itself, and will acquire *konstruyuvaty* own knowledge and expertise in various fields of life. This is the fundamental difference between the goals of interactive learning objectives of both the conventional education system.

Obviously, the methods and techniques used in traditional training, can achieve only the first three levels of learning objectives. Consider, for example tasks are at the end of any paragraph of the textbook. Typically, they perform quite easy retrieval of text. Tasks that require students understanding and application of knowledge (second and third level of objectives) are usually labeled as difficult and not always used by teachers.

Methods of interactive learning and achieve the goals of the first three levels, and more effective than traditional training, including:

- Verbal decoding (10% of what we read, 20% of what we hear (perception of words);

- Visual decoding (30% of what we see (consideration illustrations) and 50% of what we see and hear (review scientific films, exhibits, and observation of the process);

- Perception and participation (70% of what they say (participation in discussions, conversations, etc.);

- The activity (90% of what they say and do (play, simulation activities, participate in the actual process).

By the method prevailing, interactive learning technologies are characterized as developmental, *samorozvyvalni*, dialogical, communication, gaming, creative. A. and L. Pometun Pyrozhenko proposed a classification of interactive learning technologies based on forms (models) study in which they exercised by. Depending on the purpose of employment and forms of educational activity of students they joined interactive learning technologies in four groups: 1. Interactive technologies cooperative learning. 2. Interactive technologies collective group learning. 3. Interactive situational simulation technology. 4. Interactive technology working controversial issues [5, p. 33].

Thus, the more active is the participation of students in the disciplines of knowledge, the more information *nymy* absorbed. Therefore, teachers who work in the traditional paradigm *chas* to use so-called active learning methods: heuristic conversation, problematic tasks, reports, essays, etc.) for better assimilation of information by students. Under these conditions implied by the *tradytsiy* *noho* optimization studies.

This technology provides one more unit objectives, the implementation of which contributes to the development of student social competence (ability to debate, to work in groups, resolve conflicts, to listen to others, etc.).

Organizing the educational process, teacher of traditional methods *nasampe* *red* worried about the con-

tent of their own, even in disciplines working plans and clearly spelled out in detail only the activities of the teacher (and plans, and at the class teacher is the central protagonist, who manages student, shows, talks asks etc.). Under such conditions it is easy to determine the position of students in the classroom - a passive listener, which sometimes are given the opportunity to demonstrate their knowledge. The strategy sees the first interactive learning student as an active participant in the educational process.

Changing the position of students and teachers as a result of the introduction of interactive learning leads to changes in the content of participants in the educational process. The interaction between student and teacher is based on parity. Equal relationships allow the adoption teacher opinions and active position of students, recognition of their right to independence of judgment, rejection of the belief that the only correct opinion belongs to the teacher.

At the core of the communication process in the system of traditional teaching is the monologue teacher. The teacher goes on existing knowledge to students and *vykorystovuyuchy* system of incentives, forcing him to accept the information as necessary and mandatory. The interaction between the participants of the educational process, as we have noted, the course is built on the initiative of the teacher according to previously prepared plan lessons.

This method of communication allows the teacher for a short period of time to transfer a large amount of material, with feedback in the form of short answers students. It is proved that the duration of each student speaking for

four sessions - three minutes. Only so much time given to him to play educational material prepared for hours at home or in the library.

Online training allows for another form of communication in class, which can be detected as a model multilateral communication, including: changing the position of teacher: he dominates the students, and is a member of academic activities. Communication links occur not only between teachers and students, but also among all students in the group, including:

- The above knowledge should not be unconditional. For the successful flow of the educational process necessary to create a situation of «open clash own doubts and contradictions of doubts and contradictions others.» It is important that these differences arose in the dialogue between teacher and students and between the students themselves according to their interests, ideas, beliefs and positions.

- The fact that teachers traditionally considered errors in the thinking process of students is perceived as a process to promote knowledge as a problem at this stage of training. This contributes to the appearance of the student's desire to learn and together with the teacher to deal with problems that arise.

- Statement teacher ready information is not excluded from the educational process, but its place and role change. Monologue teacher applies if: to set up students for learning new material and if students can not solve the problem due to lack of information. In this case, the teacher only teaches the basic provisions of a particular topic, organizing their discussion.

In the process of multilateral communication students have the opportunity to share their thoughts, experienc-

es and feelings within a topic to talk about their opinions and listen to ideas not only a teacher but also fellow students.

The teacher organizes learning process consultant who never «locks» on a learning process. Major in learning are links between students, their interaction and cooperation. The learning outcomes are achieved by mutual efforts of participants in the learning process, students assume mutual responsibility for learning outcomes.

Make sure the benefits and effectiveness of online learning is possible only if its immediate implementation in educational activities.

In the minds of teachers gradually formed the view that interactive teaching methods create the necessary conditions for the formation of life and educational competence of students and for the development and education of the individual active citizens with that of values. In this regard, it is important to determine the nature of the concepts and methods of the group, their differences from others.

The essence of online learning is that the learning process is only through constant and active cooperation of all students. This *spivnavchannya*, *vzayemonavchannya* (collective, group, learning together) where student and teacher are equal, equally important subjects of study, understand what they are doing, talk about what they know and are able to carry.

### ***Conclusions and prospects.***

Thus, the use of interactive technologies in the educational process of higher educational institutions the ability to: increase the efficiency of employment, interest in students for

future careers; develop communication skills, build emotional contact between students; to form analytical skills, responsible attitude to their own actions (the ability to think critically, the ability to make informed conclusions, the ability to solve problems and conflicts, make decisions and take responsibility for them); planning skills (ability to design and predict the future); skills of self-control and self-esteem. The prospects of our further studies are necessary to clarify the impact of the use of interactive teaching methods in vocational consciousness of future specialists.

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**Кустовська О., Свидинюк А.**  
**ИНТЕРАКТИВНЕ НАВЧАННЯ: ПЕРЕВАГИ І НЕДОЛІКИ**

У статті обґрунтовано використання інтерактивних технологій у навчальному процесі вищого навчального закладу, що дає змогу розвивати нестандартне мислення студентів, відійти від стереотипів, розвиває уяву, комунікативні вміння й навички, інтелектуальну, емоційну, мотиваційну та інші сфери особистості. Реалізуючи технологічні принципи навчання, інтерактивна педагогічна технологія передбачає і інтерактивність комп'ютерних засобів навчання, і інтерактивність організації педагогічного процесу, коли базовим концептуальним положенням визначено навчання на основі інтерактивного спілкування.

**Ключові слова:** інтерактивне навчання, технології, викладач, студенти, нестандартне мислення, комунікативні вміння.

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**Кустовская О., Свиденюк А.**  
**ИНТЕРАКТИВНОЕ ОБУЧЕНИЕ: ПРЕИМУЩЕСТВА И НЕДОСТАТКИ**

В статье обосновано использование интерактивных технологий в учебном процессе вуза, что позволяет развивать нестандартное мышление студентов, отойти от стереотипов, развивает воображение, коммуникативные умения и навыки, интеллектуальную, эмоциональную, мотивационную и другие сферы личности. Реализуя технологические принципы обучения, интерактивная педагогическая технология предполагает и интерактивность компьютерных средств обучения, и интерактивность организации педагогического процесса, когда базовым концептуальным положением определено обучение на основе интерактивного общения.

**Ключевые слова:** интерактивное обучение, технологии, преподаватель, студенты, нестандартное мышление, коммуникативные умения.