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## **Using interactive teaching methods in economic education: a problematic aspect**

**Relevance.** Modern labor market needs specialists of high professionalism, through the use of external and internal exposure potential.

One of the most important problems of training specialists in universities is to establish his professional experience, the skills of professional quality.

Remoteness of actual practice and professional training determine formalism of knowledge and complexity of their application. It raises the need to develop fundamentally new methods of teaching that allow to design the training as a consistent transformation into a professional learning activities. The method of teaching in modern conditions must be built in such way that future specialists, including economic profile can apply theoretical knowledge in practice, and understand the need to obtain practical skills in solving various professional tasks.

Implementation competentive approach in higher economic education as a key conceptual idea of teaching of future specialists suggests to increase attention to the process of creating professional competence, improve its efficiency and adaptability. Much attention to the formation of professional competence requires significant changes in didactic educational process accompanied universities, namely its enrichment of teaching methods that could provide the necessary complexity results of training of future economists nowadays.

In connection with the above, we consider that one of the main strategies of modern education should be a focus on independent of student's activity, the organization of self-learning educational surroundings, on experimental and practical learning, where students have a choice of action and opportunity to show initiative, to flexible training programs that allow you to work in a comfortable rhythm.

So today we should talk about the use of interactive methods of training, the implementation of which is of interest to the profession, promotes effective learning, forming patterns of conduct that provides high motivation, strength of knowledge, team spirit, freedom of self-expression, but most importantly – contributes to the future specialist such complex features as professional competence.

**The latest research.** A number of scholars actively develop this perspective, such as S. Kashlev, E. Polat, O. Sichkaruk, S. Sysoeva M. Skrypnyk and others.

However, interactive methods have not received enough and proper distribution in the higher economic education. The purpose of this article is the invention of effective ways of implementing of interactive teaching of future economists.

**The presentation of material.** The term „interactive” came to us from English and means „vzayemodiyuchyy”. There are different approaches to the interactive learning. By its nature, it means the ability to interact or be in the mode of the conversation, dialogue with anyone (a person) or something (eg., a computer). Therefore, online learning – is primarily dialog learning, in which the interaction of the teacher and the student and students with each other.

The goal of interactive learning is the development of personality and professionalism of future specialist, primarily – various forms of thinking of each student in the process of learning, and identify specific goals and objectives of education is considered as a holistic interaction of all members of the educational process in which they are the subjects of studies, communication and organization. Thus, the interaction between the teacher and the student is the subject-subject nature. The teacher should not give preference to information and control functions and organizational encouraging, cultivating democratic style of management, supports the students’ initiative and has instruction on their cooperation and shares responsibility for its results. New type of training contributes to rethinking of self-assessment of knowledge as the main indicator of education rights – they turn into a means of personal development of students. The role of the ability to extract and summarize information from different sources encreases.

The essence of interactive technologies lies in the fact that learning occurs through the interaction of students. It is a social activity in which the teacher and students are the subjects of studying. The teacher is the only head of mental activity of a student and he directs it, helps, using facts come to certain conclusions. Thanks to these methods, students learn all levels of cognition (knowledge, comprehension, application, analysis, synthesis, evaluation), develop critical thinking, reflection, ability to think, to solve problems and ultimately acquisition of competence.

The educational process is under constant active cooperation of all students.

The modern didactics of high school is rich in whole arsenal of interactive approaches, among which are the following:

- Work in small groups;
- Teaching games (role, business and educational games, simulation);
- Discussion of complex and controversial issues, problems („take the position (scale opinion)”, design technique, „One – two of us – all together”, „Change the position”, „Merry-go-round”, „The debate in the style of the TV show”, debates, symposium);
- Solve problems („Decision Tree”, „Brainstorm”, „Analysis of incidents”, „Negotiations and meditation”) and others.

Workshops conferences are also included in interactive methods in high school where communication are practiced where verbal, discussion skills are necessary for future professionals [Суворова 2001: 106].

Interactive teaching methods scientists classify according to various criteria. For example, a researcher M. Clarin laid activity in the principle classification. Scientist proposes methods of physical, social, cognitive activity.

Examples of physical activity is a change in the workplace, writing and others. Participants are included in social activities when asking questions, answering them and others. Examples of cognitive activity: participants supplement the presented material, the performance as a source of professional experience, to search for solution [Кларин 2000: 15]. We must also determine that all three types of activity are interrelated.

In the classification of Mykola Skrypnyk such groups of interactions are selected as:

- Information based on the use of dialogic interaction study participants in order to expand the information fields;
- Cognitive, intended for updating, organizing and creative improvement of professional knowledge and skills;
- Motivation by which students determine personal attitudes to activity of participants interactivity and himself;
- Regulatory, whereby certain rules dialogic interaction between participants of the educational process are established and accepted [Скрипник 2005: 43].

We propose the distribution of interactive teaching methods and specific event: the large (training, business and role-playing, case studies, basket-method) and small forms (economic workout, team competitions, debates, round table talks, brainstorming, analysis of incidents etc.) and computer-oriented (business simulators and other team computer games of economic orientation, discussion videos, video case studies). This division will meet the requirements and constraints of the learning process and help teachers to use these methods on almost every lesson.

This conclusion is supported by practical research.

As part of a more thorough study (survey of teachers of economic disciplines of three universities: Odessa National Economic University, Odessa National Polytechnic University, Ismail State Humanitarian University and Ismail Maritime Institute – 300 respondents), we found that interactive teaching methods effectively use in their practice only 15% of teachers, but the majority of respondents (46%) noted that the implementation of such forms is not always possible, taking into account also those teachers who prefer traditional teaching through significant difficulties implementing innovation (36%) can be concluded that the introduction interactive teaching methods in the practice of higher economic education needs improvement (Statistics respondents is shown in table 1).

**Table 1**

**Quantitative analysis of respondents' answers to the question: „Do you use innovative forms and interactive teaching methods?“**

The answers	Abs. indicator	Rest. index
Yes, I use them almost every class	44	15%
Yes, but their implementation is not always possible	138	46%
In general, the possibility exists, but there are significant challenges because I prefer traditional methods, proven own practice	110	36%
I have no such opportunity	2	1%
Hard to answer	6	2%

The most significant problem in the implementation of the learning process of interactive learning, as evidenced by the analysis of interviews with teachers from the survey results is the lack of training time, which is directly allocated to the workshops. Much of the teachers indicated that the physically unable to conduct business and role play, analyze cases, but workshops are lack even the formation of basic analytical skills and calculation skills of students. According to curricula of many universities there are from 30 to 70 hours on practical training. Unfortunately, and in fact, in such circumstances, even modules (there are at most curricula 4–5) hardly provide 6 hours of role play or analysis case. Moreover, training schedules usually do not involve holding three pairs of row and dispersal classes for a few days does not help immersion students in the role and complete coverage of the situation.

Therefore, in our opinion, the so-called major forms of interactive sessions should be replaced with a more simplified, so that they do not take more than 2 academic hours, but did not lose pedagogical and didactic possibilities for the formation of professional competence.

**Conclusions.** The value of interactive methods is that they encourage professional competence of future economists. Interactive methods increase the efficiency of training, the interest of students for future careers, develop communicative skills and abilities, emotional contacts between students (ability to live in interactive environment, understanding what such dialogue is and why you need it) form analytical skills, a responsible attitude to their own actions (the ability to think critically, the ability to make reasonable inferences, the ability to solve problems and conflicts, make decisions and take responsibility for them); planning skills (the ability to predict and design future) skills of self-control and self-concept.

That's why interactive methods are effective learning tools.

**Prospects for future research** are firstly, the need to clarify the impact of the use of interactive teaching methods for professional self-developed of future professionals, and secondly, to develop computer-oriented interactive learning

tools for certain specialties, and thirdly, to create a methodical complexes subjects using interactive teaching methods.

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### Abstract

The article emphasizes the modern demands of training of competent specialists. It is proposed to solve this problem by using interactive teaching methods, such as the most appropriate for the ultimate aim of education. Classification of such methods is done. It's emphasized on the problems of their application, analyzed of the main aspects of their poor using in economic education. Suggestions for better implementation of interactive teaching methods in vocational education are done.

**Key words:** economic education, interactive methods of teaching, professional competence.