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Peculiarities of „social pedagogy” teaching methodics in pedagogic higher educational institutions with using interactive teaching methods

1. Problem statement in general outline

On the modern stage of social development the urgent task of higher education institute is the general-multipurpose personality development. The work over high quality of students' competence, forming of their practical skills of independent work, education of creative personality, is the important constituent of this task.

The effective teaching of „Social pedagogy” is impossible without searching of new ways of students' educational and cognitive activity stimulation, as the goal is not only in their learning of programmatic material but also their independent urgent problem information search, forming of skills an audience communication, putting the received knowledge into operation.

The main task of modern higher education is teaching of competent, responsible highly skilled specialists with a broad mind, thorough scientific and professional knowledge, abilities and practical skills.

A leading role in forming of students' professional orientation belongs to their maintenance and methodic of studies. Today the students of all pedagogical specialties learn the subject of „Social pedagogy”, as the knowledge about realization of social and cultural adaptation law of a person, group, society for the purpose of harmonization, humanizing of their mutual relations on intra-, inter- and the superpersonal level, is inalienable part of professional competence of any teacher.

At the same time, the modern system of specialists' education makes a student face the dilemma. From one hand there extend. From the other hand there is the perceive ability of future specialist, to get, to analyze and check its practical importance. In order to teach a student to be oriented in scientific information field, to find these knowledge's practical confirmation, the traditional forms of educational activity organization must be improved by new methods, which will focus not only on educational disciplines, that on the ways of student's ideation and activity. That is why, in our opinion, one of the most effective students' opportunity to set the received knowledge operational is the process of interactive studies.

Modern scientists define the interactive studies as the special function of cognitive activity stimulation, which has a supposed certain goal: to create comfort conditions for the kind of study when every educational process participant feels his own progress and intellectual abilities. The difference of interactive studies is in educational process' carrying out on condition of active permanent co-operation of all the participants. Analyzing their own activities and their partners' ones, students change the behavior patterns, more consciously receive knowledge, abilities and skills. That is why there is sense to talk about interactive methods not only as the mean of studying improvement but also as one of the upbringing advance.

2. The latest researches and publications analysis

Modern basic theoretical and practical works in the field of interactive studies belong to O. Pometun and L. Pyrozhenko, which in the research paper „Modern lesson. Interactive technologies of studies” developed methodical recommendations in relation to the improvement of studies in secondary and higher school, on the basis of interactivities, V. Guzeev, that examined this pedagogical technique in the context of educational technologies (in research the „Interactive technique”). A. Gin worked at development of technology of „brainstorm”, and in works A. Fasolya interactive studies are thoroughly shown as personality-orientated ones.

The majority of researches is related to the different aspects of improvement studies efficiency by various techniques of interactive studies or their complexes (T. Dobrynina, O. Yevdokimov, T. Kalinichenko). For instance Dobrynina suggests inclusion of simulation (modeling) games according to the levels of intellectual potency in the system of common methods.

3. The main goal of this research paper

The main goal of this research paper is theoretical confirmation and practical checkout of interactive studies methods in teaching of „Social pedagogy”.

4. Content exposition

Interactive studies are such a kind of mutual education, where a student and a teacher are the equivalent subjects of pedagogical. Students are able to generate information independently, acknowledging and discussing the problems, to find the ways of their solving, observe and plan. They have to get opportunity of setting new received knowledge, abilities and skills in practice, creating feedbacks. They also must be engaged in the mental operations of higher level such as analysis, synthesis and estimation. Organization of interactive studies at high school needs the simulating of true to life and profession situations, use of simulating and role-playing games, collective problem solving on the basis of analysis of current circumstances and similar situations etc. It effectively stimulates

forming of skills and abilities, creation of atmosphere of resultant collaboration, co-operation, and lets the teacher become the influential educator of student collective. During interactive studies students learn to be democratic, to communicate tolerantly, to think critically, to accept and analyze the decision [Pometun 2005: 101].

Among the active and interactive forms of studies interactive lectures and group trainings are much more frequent in teaching of socially-liberal (including pedagogic) arts and in educating work with students get an important role.

Interactive lecture on discipline „Social pedagogy” is the complex of elements of traditional teaching organization forms (mini-lecture, thesis summarizing) and interactive technologies (determination of lecture goal and objectives together with students and the techniques like „**brainstorm**” for determination of certain moments, for example the matter of social worker profession, „**mosaic**” for working at plenty of educational material in short term, other group and frontal methods and techniques, including necessary feed-back establishment for the students’ realization of importance of solved problems and tasks).

The interactive training is more universal form of „Social pedagogy” teaching organization because it activates basic knowledge and forms practical abilities and skills of students in the process of mutual horizontal („student-student”) or vertical („student-teacher”) studying. This also activates the interest to the further cognitive activity of student, aimed at knowledge broadening and extending for the sake of subsequent permanent self-education that is specific to the tendencies of scientific knowledge renovation in the world.

According to the definition of Avdeeva and Melnikova, training is the multifunctional method of intentional changes of the psychological phenomena of man, group or organization in order to harmonize professional and personal existence of a human [Bolsun 2001: 119].

The use of training activities’ variety is necessarily related to the solution of the followings tasks: knowledge accepting, forming abilities and skills; development of psychological options which determine the communicational behavior and perspective capabilities of a person, correction and development of personal relations system, support of independence of person’s activities.

The process of training can be realized according to six closely associated basic components:

1. **Goal.** The training purpose includes: increasing of problem coping level; positive motivation forming; training and development of adaptive behavior skills.
2. **Participants.** Training methods confirming to maintenance of training depend on a special group goal.
3. **Maintenance.** The maintenance of training also depends on a special group goal.
4. **Methods.** In this context method of studies is the way of training goal realization limited by the scopes terms through the work of educational activity subjects (participants and teacher-trainer).

5. **Scopes terms.** During organization and holding of training different details are important, because they can influence the efficiency of studies, for example: condition of the class training takes place in, availability of all necessary equipment for the training holding, time when the training begins, its duration and etc.
6. **Teacher-trainer.** On the skills of teacher-trainer, his qualification the success of training and subsequent activity of its participants depends.

During the training it is necessary to support the contact of trainer and a group constantly. So starting with the initial stage not educational material becomes the center of process, but training participant who gets the subject knowledge taking part in the interactive exercises. A trainer must show his interest to personality of participant, his motives, hobbies, tastes, expectations and fears in relation to the training.

If we talk about the goal of training, participants are to define it themselves within in the term of the planned studies organization form.

Another example of interactive technique is activation of basic knowledge which is represented not by simple frontal questioning, but by the techniques which improve participants' critical thought and simulate scientific activity.

During the training it is also necessary to eliminate such „forcing” phrases as „you must”, „you have to” constantly. Instead, too usual for a student commands must be recoded into the „motivating” ones like „let us”, „let us step to the next stage”, „let me introduce” and others like that. It does not change the basic maintenance of information message, but the transition from stage to stage gets quite another, positive emotional shade.

Process of pedagogical subject studies, so as „Social pedagogy”, is predetermined by the purpose of receiving certain scope of knowledge, forming of abilities of using pedagogical technologies for the solution of practical professional tasks and facilities of the pedagogical methods and techniques appliance. The indexes of varied methods of studies efficiency are represented by the level of students' educational activity independence, development of their creative abilities, skills of concept-category apparatus operating and setting their knowledge operational.

Conclusions

As a result of the interactive lecture and training the level of students' theoretical and practical competence considerably rises in comparing to the initial results. The results of electronic questionnaire and theoretical questioning of experimental group members confirm it.

Consequently interactive studies, although it has a list of disadvantages like short period of time for the educational material being learnt, needs to be included to the methods of „Social pedagogy” teaching as the kind that either activates cognitive interest of students, stimulating to the self-education and self-

training or improves theoretical knowledge, develops practical abilities and perfects skills, keeping the atmosphere of co-operation, mutual help, and effective collaboration.

Literature

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Abstract

In this research paper it is exploring the need of providing interactive teaching methods into methodological complex of teaching activities of „Social pedagogy” subject for students getting „master” degree in specialty „Pedagogy of higher education” on the pedagogic faculty of National University of Life and Environmental Sciences. The problem of high dynamics of professional scientific knowledge amount growing is mentioned. Also there is an attempt to find the way of the problem solving by encouraging the using of modern, interactive teaching methods.

Key words: Institutions of higher education (I–IV accreditation level), educational discipline „Social pedagogy”, teaching methods, interactive teaching methods, trainings.