

European Journal of Research and Reflection in Educational Sciences

Volume 4 Number 2, 2016
ISSN 2056-5852

information
Research knowledge
education inquiry school study articles collect reading
books discovery internet

Progressive Academic Publishing, UK
www.idpublications.org

European Journal of Research and Reflection in Educational Sciences

Volume 4 Number 2, 2016

ISSN 2056-5852

Articles in this issue

- Otieno, O. H., Kute, A. B. & Yambo, O. J. M. 1
Effects of financial budgeting in the management of public secondary schools in Uriri sub-county, Migori county, Kenya
- Kipng'etich, K. E. J. & Osman, A. 8
An assessment of the qualification of teachers of physical education and sports in public secondary schools in Bomet county, Kenya
- Maquiling, A. P. 18
Ethics - based leadership styles and administrative performance of academic heads
- Turayev, B. Z. 29
Formation of professional competence of future professionals in computer science and information technology
- Turdiyev, S. R. 36
The role of practical classes and methods to implement them when promoting mathematical problems in a technical university
- Kamolov, I. B. 41
Major components and topics of disciplines according to the composition of jewelry as a pedagogical objective of the creative development of college art students
- Lutfullayevna, Y. U. 47
About the efficiency of student centered learning information security based on interdisciplinary integration
- Jabber, Y. Z. & Jaber, N. Z. 52
A description for math problem-solving practicum for .5-7th grade math teachers and its effect on their teaching and on their students' learning
- Osundare, A. G. & Omirin, M. S. 65
Determining the differences in the difficulty and discriminating indices of chemistry completion and matching test formats
- Tajibayev, S. S. 71
Use of innovative technologies in registration and processing of indicators of special efficiency of athletes
- Khidoyatova, D. A. 76
Interactive training method on development of training process

Progressive Academic Publishing, UK
www.idpublications.org

INTERACTIVE TRAINING METHOD ON DEVELOPMENT OF TRAINING PROCESS

Khidoyatova D. A.

Senior teacher of Institute of retraining and advanced training of public education in Tashkent
independent scientific researcher Tashkent State Pedagogical University
UZBEKISTAN

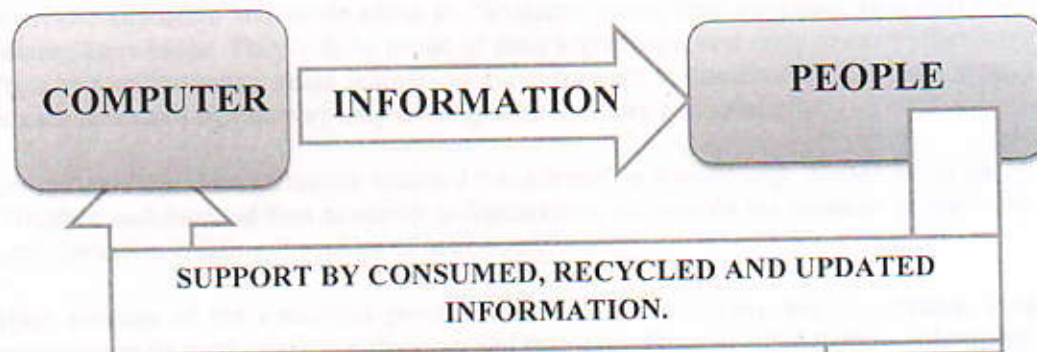
ABSTRACT

This article demonstrates interactive training model, its development history, and other training models on learning process, and theoretical view of interactive method.

Glossary: interactive learning, extractive-, active (inside), introactiv and interactive education model.

“Interactive learning” concept is one of the most used phrases on modern pedagogic processes. It was first entered to lexicon of pedagogy on 90th. Researchers are studying appearance and development of this phrase on several evolution periods.

Researchers on scientific literatures link the widespread of “interactive learning” concept application on pedagogical processes with the extension and development of World Wide Web since the middle of 1990s.¹ Information-communication technologies development, especially, computers result in the widely use of this devices in educational application and information resources of different degrees, mainly, rapid introduction of internet systems to education phase show serious impact. On the contrary, we have to emphasize that Internet is the source of information for education both necessary and pernicious. The main connection may be described by following image (Figure 1).



In 1975 German researcher Hans Fritz acquainted the phrase of “interactive pedagogy”, he accustomed this subject as aimed procedure of pedagogical process as inter effect and inter active for participants.²

¹ Капранова, Е. А. Интерактивное обучение: концептуальные подходы/Е.А. Капранова// Вестник Полоцкого государственного университета. - 2012. - № 7)

² Иванова, О.В. Проектирование интерактивной визуальной системы обучения инженерной и компьютерной графике / О.В. Иванова // Актуальные вопросы современной педагогической науки: материалы III Междунар. заочной научно-практ. конф., 20 ноября 2010 г. / - Чебоксары, 2010. - С. 136-142.

In the beginning of 1980 pedagogics begin to apply acquiring knowledge by dialog method in groups on practice. Officially learning types divided only to traditional and active education category.³

By the end of 1980th several authors, especially, Guzeev V. V., Klarin M. V., Polat Y. S., Slastenin V. A demonstrate that learning includes not only passive and active methods, but it contains interactive model also.⁴

In 60-70 years it began to stand in presence using information and communication technology on interactive education sphere, initiation of Distance Education Technology. According to UNESCO Institute Researchers Team members Kinelev V, Commerce Pit, Kasich B, idea of acquiring knowledge through computer was dawning with the appearance of these devices. First programs that work as electron teacher created in 1970. These programs were like interactive dialog between specialist and newcomer, specialist has to correct the mistakes of newcomer.

At the beginning of 1980s, it was begun to compile more complicated program system with the help of computer on education.⁵ Interactive learning method is the process which causes inter-activeness between teacher and students during giving and gaining knowledge. The significance of that kind of a process requires organizing, developing, observing theoretical and practical issues of this procedure. From ancient times great thinkers, masters in practice with their apprentices, nowadays pedagogic scientists in their researches, and active pedagogic take serious consideration.

If we search for attitude of this learning method in Central Asia, we can find:

Avicenna in the book "Canon of Medicine" said that upbringing child begins from his/her birth and continuous in special manner. He also emphasized how to teach, what to teach and teaching methods in school of children. He thought that teaching in groups is more effective rather than in private education and wrote about it: "Students during their education time feel thirsty on gaining knowledge. They will be proud of their knowledge, and envy to each other's erudite. Pride and self-attention cause learners to move forward in competition. Learners always talk to each other and by this way they develop their memory and speech".

On 15th century Mirzo Ulugbek founded "Academy" in Samarkand. Walter wrote about this, "Ulugbek had founded first academy in Samarkand, he ordered the measure of the earth, and participated on creating the tables of astronomy".

Main mission of the education process at Ulugbek's Academy was to develop students' qualification on mathematics, astronomy and medicine. He concluded that, in order to become professional, person's communication, relationship and friendship with people play main role. Ulugbek also emphasized that perfection in person is attained by education, discipline, and interest in learning different subjects. The reason why students don't care about their study is,

³ Можар, Е. Н. Стимулирование учебно-познавательной активности старшеклассников средствами интерактивного обучения: дисс. канд. пед. наук: 13.00.02.- Минск, 2006. - 218 с)

⁴ Новые педагогические и информационные технологии в системе образования: Учебн. пос. / Е. С. Полат, М. Ю. Бухаркина, М. В. Моисеева, А. К. Петров /Под ред. Е. С. Полат. — М.: Издательский центр "Академия", 1999. — 224 с.

⁵ Кирилев, В. Использование информационных и коммуникативных технологий в среднем образовании. Информационный меморандум / В. Кирилев, Пит Коммерс, Б. Коцик. - Москва.: Институт ЮНЕСКО по информационным технологиям в образовании, 2005. - 240 с. -13 с.)

first of all, meanness in educators, these educators may injure interest of students on accomplishing their subjects. He thought, educator at first must educate himself/herself, to gain new knowledge and skills regularly.⁶

It's obvious from above that activity in education, which means inter-activeness among educator and learners, their partnership, their agreement to each other is the key point. For those days it was nearly demonstration of nowadays interactive methods. Interactive learning concept gives meaning of "inter activeness", "inter-effect" in Uzbek language. By this definition, inter activeness, inter-effect based pedagogic process opportunities are demonstrated in the works of Avicenna, Mirzo Ulugbek, Abdulla Avloni.

In modern pedagogic processes, following learning models are applied, except interactive learning model:

Extractive (active outside) learning – in practice, teacher-leader based study model, learners acquire necessary theoretical knowledge by teacher's lectures and transferred information and information resources.

There is no partnership among each other in this learning process, students almost show no interest and motive to the class. On the contrary, there are some advantages; teacher has possibility to give huge volume of information and materials in limited amount of time.

In pedagogy extractive learning model is applied for many years and is counted as traditional. Active (inside) learning – in this model student make his/her works independently, searches creatively and acquires necessary knowledge. Even, when this learning model has good opportunities for learner, there is no partnership between student and educator.

Partnership among educator and learners is important, because, effectiveness of education is progressed by monitoring how right organized students' independent learning, controlling, giving hints, when it is necessary supporting with pedagogical and methodical advices.

Intro-active (active outside) contains learner's approach like as "My idea", "I can teach to someone else". In this model learning process is organized by students, they teach to each other their thoughts, conclusions. The role of educator here may be as organizer, manager, expert or monitor. Even some times he/she plays the role of "learner".

Interactive (active with each other), in this model there are partnership, agreement, union among educator and students, also within students. This partnership cause enrichment of learning materials, theoretical and practical knowledge, positive solution to problematic situations, also psychological proximity and union among the participants of the learning process. Action in partnership, inter-effect, and co-creative union of educator and learners is the base for all successful achievements in learning process.

"Interactive" from English means having an effect on each other, acting together. Mutual, union action in process noticed organized partnership between educator-learner, learner-learner for gaining educational goals. With the help of interactive method based practices learners

⁶ О.Хасанбоева, Ж.Хасанбоев, Х.Ҳомидов. Педагогика тарихи. – Т.: Фафур Гулом номидаги нашриёт-матбаа ижодий уйи, 2004. 312 б.

conduct their thoughts and conclusions to each other and acquire experience and ideas of others, and in some degree to educator, and then group becomes as one, associated, joint team.

From the information above, educational process which supports partnership among teacher and students, and students to students is concluded as interactive learning method. In interactive learning communication among teacher and students, the latter is usually demonstrated by solving some kind of problems, giving proposals on decision making and debating on conclusion of final decision. The general definition of models can be seen in schemes shown in Figure 2:



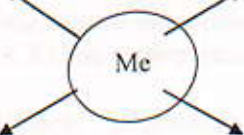
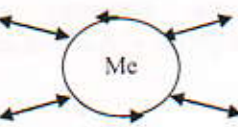
Learning models	Scheme	Essence of learning process
Extractive (from outside)		Someone teaches me (with something)
Active (from inside)		Supported learner's action, independence, but participation of educator is not noticed
Intro-active (to outside)		Student teacher learner (I can teach someone)
Interactive (from outside and to outside, interchangeably)		Acquiring knowledge in partnership

Figure 2; Schemes of learning methods and their main essence.

We think, nowadays introducing interactive method to extractive, active and intro-active learning processes supports their effectiveness, and cause necessary circumstances of inter partnership based learning in modern education. *Interactive type organized learning effectiveness is very high.* V.M. Monarchov apprehended four fundamentals of this type of education, they are: **first**, comfortable condition (for educator and learner), **second**, partnership (teacher-learner, learner-learner), **third**, scanning full details (based on organizing of planned education process), and **fourth** determined project (based on this learning process).

In addition to these fundamentals, there are causes increasing effectiveness of the process:

- Chance to learners for demonstrating their opportunities,
- Determining motivation and development,
- Encouraging on time,
- organizing reconnection.

Interactive learning – is the special model of learning process. It firstly aims to determined goals. This target through supporting comfortable condition causes the learner to feel his/her

success, intellectual potential. It is mainly oriented to increase effectiveness of pedagogical process, debate among students and find solutions to problems.

In other words, interactive learning – is first of all, education organized through inter active communication. Learners with educator organize active communication, lead to acquiring knowledge by generating ideas, and its correspondence, counteract, and contradict.

REFERENCES

1. Капранова, Е. А. Интерактивное обучение: концептуальные подходы/Е.А. Капранова// Вестник Полоцкого государственного университета. - 2012. - № 7)
2. Иванова, О.В. Проектирование интерактивной визуальной системы обучения инженерной и компьютерной графике // Актуальные вопросы современной педагогической науки: материалы III Междунар. заочной научно-практ. конф., 20 ноября 2010 г. / - Чебоксары, 2010. – С. 136-142.
3. Можар, Е. Н. Стимулирование учебно-познавательной активности старшеклассников средствами интерактивного обучения: дисс. канд. пед. наук: 13.00.02.- Минск, 2006. - 218 с)
4. Новые педагогические и информационные технологии в системе образования: Учебн. пос. / Е. С. Полат, М. Ю. Бухаркина, М. В. Моисеева, А. К. Петров /Под ред. Е. С. Полат. — М.: Издательский центр "Академия", 1999. — 224 с.
5. Кинилев, В. Использование информационных и коммуникативных технологий в среднем образовании. Информационный меморандум / В. Кинилев, Пит Коммерс, Б. Коцик. - Москва.: Институт ЮНЕСКО по информационным технологиям в образовании, 2005. - 240 с. -13 с.)
6. О.Хасанбоева, Ж.Хасанбоев, Ҳ.Ҳомидов. Педагогика тарихи. – Т.: Фафур Гулом номидаги нашриёт-матбаа ижодий уйи, 2004. 312 б.
7. Хидоятова Д.А.Малака ошириш жараёнида интерфаол методлардан фойдаланиш. Монография. – Тошкент: «Абу матбуот-консалт», 2014- 196 б.