Interactive technologies in the personal and professional development of a future teacher

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Abstract

The article analyzes interactive technologies of teaching in higher education in the context of the personal and professional development of future teachers: cooperative learning, interactive technologies of collective and group learning (collective discussion of the problem, brainstorming, "open marathon," decision tree, "teaching-learning" methodology, etc.), technologies of discussion of debatable issues, business and role-playing games, trainings, master classes, project method, case method, coaching pedagogical KVK, etc. Their use ensures the effectiveness of the personal and professional development of the future teacher, as it contributes to the development of his creative potential, creates conditions for experimental research work, self-improvement, self-realization, self-affirmation, and self-educational activity, and the search for new ways and means of solving problems that arise in professional and pedagogical activity. Practice proves that interactive education stimulates cognitive activity and contributes to the formation of both subject competencies and general pedagogical ones: the development of critical thinking, the formation of self-confidence and a positive "I-concept," the development of independence and creativity, the development of communication skills, the formation of relevant life and professional competencies, the creation of an atmosphere of cooperation and effective interaction, and the improvement of success, which in turn ensures the successful formation of the future teacher as a professional and a person.

Keywords: interactive learning technologies, personal and professional formation of the future teacher, the learning process in higher education, functions of interactive learning technologies

Інтерактивні технології в особистісно-професійному становленні майбутнього вчителя

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Анотація

В статті аналізуються інтерактивні технології навчання у вищій школі в контексті особистісно-професійного становлення майбутніх учителів: кооперативне навчання, нтерактивні технології колективно-групового навчання (колективне обговорення проблеми, мозковий штурм, «відкритий марафон» дерево рішень, методика «навчаючи – учусь» тощо), технології обговорення дискусійних питань, ділові і рольові ігри, тренінги, майстер-класи, метод проектів, кейс-метод, коучінг педагогічний КВК та ін. Їх застосування забезпечує результативність особистісно-професійного становлення майбутнього педагога, оскільки сприяє розвитку його творчого потенціалу, створює умови для експериментальної, дослідницької роботи, самоудосконалення, самореалізації, самоствердження та самоосвітньої діяльності, пошуку нових шляхів і засобів розв'язання проблем, що виникають у професійно-педагогічній діяльності. Практика доводить, що інтерактивна освіта стимулює пізнавальну діяльність і сприяє формуванню як предметних компетентностей, так і загальнопедагогічних: розвиток критичного мислення; формування впевненості у власних силах та позитивної «Я-концепції»; розвиток самостійності та креативності; розвиток комунікативних здібностей; формування відповідних життєвих і професійних компетенцій; створення атмосфери співробітництва й ефективної взаємодії; покращення успішності, що в свою чергу забезпечує успішність становлення майбутнього вчителя як професіонала і особистості.

Ключові слова: інтерактивні технології навчання, особистісно-професійне становлення майбутнього вчителя, процес навчання у вищій школі, функції інтерактивних технологій навчання

Statement of the problem. Modern higher education in the conditions of transition to the European model of education requires a new type of teacher with developed creative thinking, capable of effectively implementing new pedagogical ideas, possessing modern methods and technologies of teaching, means of psychological and pedagogical diagnostics, and the ability to predict a high-quality final result.

Among the interactive technologies of teaching and educating students, which play a special role in the personal and professional development of a teacher, the following can be mentioned: cooperative learning, interactive technologies of collective and group learning (collective discussion of the problem, brainstorming, "open marathon" decision tree, "teaching-learning" methodology, etc.), technologies of discussion of debatable issues, business and role-playing games, trainings, master classes, project method, case method, coaching pedagogical KVK, etc.

The main function of interactive technologies is the development of the teacher's creative potential, the creation of conditions for experimental, research work of students, their self-improvement, self-realization, self-affirmation, and self-educational activity, and the search for new ways and means of solving problems of an intellectual, moral, spiritual, and physical nature. Active work in these areas creates favorable conditions for the formation of the future teacher as a person and a professional.

The Analysis of Sources and Recent Research. The concepts related to interactive technologies and methods were introduced into scientific circulation in 1975 by the German researcher Hans Fritz. In his

research, he considered the goal of the interactive process to be changing and improving the behavior models of its participants. Analyzing his own reactions and the reactions of his interlocutors to certain problems in the process of educational activity, the student creates his own model of behavior.

The technological approach to the organization of the educational process is highlighted in the works of A. Aleksyuk, V. Bespalko, M. Klarin, G. Selevko, S. Sysoeva, P. Yutsiavichene and others. The problem of interactive learning technologies in general education institutions was reflected in the works of O. Pometun, V. Sharko, V. Shuldyk and others.

The Purpose of the article is to reveal the role and place of interactive technologies in the personal and professional development of a future teacher during his or her studies at a higher education institution and in the development of professional and pedagogical competencies necessary for the effective organization of the educational process during future pedagogical activity.

The Results of the Research. The term "interactive" (translated from English "inter" – "mutual", "act" – to act) means to interact. Interactive technologies are considered to be those in the process of using which, on the one hand, active interaction occurs, ranging from the interaction of two or three people among themselves to the broad cooperation of many, communicative competencies are formed and emotional contacts are established; on the other hand, mental processes important for the individual develop (perception, memory, attention, imagination, etc.), thinking develops in the process of analysis, synthesis, abstraction and generalization, will and character are formed. That is, personal competencies are formed in the process of becoming a future teacher.

According to many researchers (I. Avdeeva, I. Klarin, N. Suvorov, O. Pometun, etc.), the essential characteristics of interactive technologies are: maximum involvement of participants in the organization of the educational process; joint activity in the mode of equal communication; subjective experience of success by each participant in pedagogical interaction; mandatory reflection; in-depth work of participants in the educational process with personal subjective experience.

Scientists and practitioners have proven that interactive education stimulates cognitive activity and contributes to the formation of both subject-specific and general pedagogical competencies: development of critical thinking; formation of self-confidence and a positive "self-concept"; development of independence and creativity; development of communication skills; formation of relevant life and professional competencies; creation of an atmosphere of cooperation and effective interaction; improvement of success (Kaplinskyi & Asauliuk 2014).

We will briefly describe some interactive technologies, the use of which, as practice proves, has a positive effect on the process of personal and professional development of higher education students.

Cooperative learning (German: kooperatives Lernen) is a method based on cooperation in groups, which effectively affects the success of learning. When using cooperative learning methods, favorable conditions are created for students to verbalize their thoughts and argue their own statements. Students learn to look at the problem from other positions and work with opinions that often contradict their own. Scientists identify five main criteria for successful cooperative learning: positive dependence (the success of each student depends on the conscientiousness of others, and therefore, in parallel, mutual responsibility is cultivated during teamwork); direct support (team members support each other directly, exchanging ideas, sources and materials, giving each other an assessment of the work done in order to obtain a successful joint result, explaining new material to each other and thus helping to eliminate gaps in knowledge); responsibility (each student participates in completing the task, contributes his own share to the work on the given problem, is responsible for the result of group activity, does his best work, trying to get to the heart of the issue and explain it to other students); social competence (students learn to trust and respect each other, to express their thoughts clearly and distinctly during communication, to resolve contradictions and conflicts; assessment and self-assessment (future teachers learn to evaluate their own contribution to the success of group work, as well as the reasons for the group's successes and failures, the group's joint work from the point of view of the methods used, and to identify the reasons for failures. This type of interactive technology includes work in pairs, rotational trios, "Carousel," "Aquarium," and work in small groups (Avtorski pedahohichni tekhnolohii v osvitno-vykhovnomu seredovyshchi vyshchoi shkoly, 2015).

Interactive technologies of collective and group learning (collective discussion of the problem, brainstorming, "open marathon" decision tree,

"teaching-learning" methodology, etc.) involve joint frontal work of all participants. Technologies of discussion of debatable problems, the essence of which is the public discussion of controversial issues using appropriate methods: debates, discussions, round tables, forums, symposiums, etc. Applying group forms of work, we were convinced that they contribute to the successful formation of a future teacher, forming his professional competencies. Working in groups or pairs, participants offer their own versions of performing problem tasks, become researchers, and together overcome difficulties on the way to the goal. It should be emphasized that the effectiveness of group work depends primarily on the extent to which each group member realizes the importance of mutual support and assistance, a purposeful desire to achieve group success with active individual participation, and everyone's awareness that without his personal success the group will not be able to achieve a successful result (Akimova et al., 2015).

An effective method of group work is training as a form of learning, which is characterized by a high degree of intensity (per unit of time, its participants usually acquire more knowledge, skills, and abilities than when studying according to a traditional program) and interactivity (all participants during the training demonstrate communicative, cognitive, and intellectual activity, participate in games and other exercises, ask questions of each other and the trainer, share their experience, express their own thoughts, versions, proposals, and assumptions) (Klochko et al., 2022).

Training methods are especially actively used in cases where the learning process is not aimed at the accumulation of scientific information but rather at the formation of life and professional skills and competencies based on effective communication, cooperation, openness, activity, and responsibility. The high efficiency of training is the result of the fact that with this approach, the position and knowledge of each participant is valued; you can share your own experience and hear its assessment by other participants in a comfortable atmosphere. During the training session, group discussion methods and game methods (situational role-playing, didactic, creative, organizational-active, simulation, and business) are most often used (Kaplinskyi & Asauliuk 2014).

Project-based learning (research, creative, informational, adventure, game, practically oriented) is the solution to current problems taken from real life, close and important for students. Projects provide an opportunity to closely combine theory with practice, as they focus on creating a specific creative product; stimulate interest in current problems; and form a whole range of competencies: development of project thinking, motives, and behavior of partnership and cooperation; creative approach to planning work on a project; ability to analyze; ability to show initiative and make decisions; ability to create a final product; ability to evaluate the creative products of others and perform self-assessment; and formation of independence, creativity, and other personal qualities (Kaplinskyi, 2019).

Stages of work on the project: from problem formulation to hypothesis testing and practical application of the results. The requirements for its application in practice are the formulation of an important problem that requires research, the value of the predicted project results, the phased nature of the project implementation, the organization of independent work aimed at implementing the project, the use of research methods, and the materialization of project results (Kaplinskyi & Lazarenko 2017).

The case method, the essence of which is to use specific cases (situations and stories, the texts of which are called "cases") for joint analysis, discussion, or development of solutions from a certain section of a discipline or a separate topic, is based on the concepts of the development of mental abilities and pedagogical thinking.

Work on a case involves the analysis of a specific situation, which involves independent work on finding, modeling, and designing the optimal solution; "brainstorming" within a small group; and public speech with the presentation and defense of the proposed solution. The functions of the case method are to acquire skills in using theoretical material to analyze practical problems; develop skills in formulating questions; form skills in making decisions independently in conditions of uncertainty; develop skills in concise, high-quality, and clear expression; and defend one's own position (Hurevych & Kaplinskyi 2017).

The case method, with appropriate communicative support, realizes the potential for the formation of personal competencies: the formation of social activity; the formation of creativity; the development of the ability to compete; the formation of a willingness to take responsibility for the results of one's own activities; the formation of self-confidence; the development of strong-willed qualities,

purposefulness; the formation of skills for working in a group; and the formation of a communicative culture.

The leading place among interactive teaching methods is occupied by a discussion – a discussion of a problem that involves conflicting views and creates optimal conditions for the development of critical thinking, analytical and communicative skills, the formation of the ability to reason, and the development of the ability to defend one's own opinion and to be critical of one's own and other people's judgments. One of its varieties is a debate (a discussion built on the basis of pre-planned speeches by participants representing two rival teams; after the speeches, the teams answer questions and listen to refutations of their arguments) (Kaplinskyi & Lazarenko 2017).

A special role belongs to the discussion when it comes to the process of education. The subject of educational discussions can be situations of moral choice, problems of a moral and ethical nature from life, works of art, films, close to the life experience of students. The discussion involves compliance with certain requirements for its organization (Kaplinskyi, 2018).

1. Choosing an interesting problem that would meet the interests of students and be vitally important for them. The discussion character should be embedded in the formulation of the topic itself: "To be like the majority or to remain yourself?" "What does it mean to be modern?" "A true friend is…" "What does it mean to be educated?".

2. An intriguing beginning to the discussion, which would ensure interest in discussing the problem and give impetus to controversial judgments. For this purpose, it would be advisable to prepare one or two initiators of the discussion in advance (secretly from others); to prepare a "saboteur" who would deliberately express the opposite opinion; the presenter or teacher himself was specifically offered a controversial version; and to confront contradictory positions.

3. A logical system of questions and their clear formulation was thought out in advance.

For example, for the discussion "A true friend is…" we proposed a logical system of questions from the textbook "Pedagogy" by V. M. Galuzyak, M. I. Smetansky, and V. I. Shakhov (Haluziak, 2006):

– Is it possible to be friends with a person who is less developed, less interesting than you? After all, friendship should enrich?

– Why did O. Balzac say, "Selfishness is poison for friendship"?

– In your opinion, can people with similar characters be friends? And with opposite ones? Which friendship is stronger?

– How do you understand the words "selfless friendship"? And can there be "selfish friendship?"

– What, in your opinion, is the main criterion for assessing a true friend?

4. Providing students with the opportunity to freely express their thoughts, avoiding an instructive tone and imposing their own views on the part of the teacher.

5. The teacher's ability to lead to the truth through leading questions and analogies, tactfully listening to different opinions of students, and delicately rejecting erroneous judgments. In this aspect, it is important to be guided by the principles:

• I respect any beliefs and, above all, those that contradict my own (S. Dali).

• I never agree with your beliefs, but I will defend your right to express them to the last breath (Voltaire).

• The one who contradicts me arouses not anger in me, but attention. I respect the one who contradicts me and thereby teaches me (Montaigne).

6. Avoiding demagogy. Using techniques of emotional stimulation. The point is that during the discussion, not only the tip of the chatty tongue should be involved, but also the intellect, emotions, feelings, and will.

In the personal and professional development of a future teacher, interactive game methods (business, role-playing, didactic, simulation-modeling games) play an important role (Haluziak, 2006).

A business game is a form of imitation of life or professional situations close to real ones, reproduction of the subject and social content of the participant's life, and modeling of systems, conditions, and connections characteristic of it as a whole. This occurs through dialogical forms of interaction using symbolic means. The purpose of this method is to master practical skills, develop an individual style of communication and behavior, and form the ability to show initiative and independence in solving a pressing problem. During a business game, a life or professional situation close to real activity is built.

Role-playing, the essence of which is the participants acting out given problem situations, allows them to try on themselves and get used to future roles, search for effective forms of interaction, communicate, overcome communication obstacles, and demonstrate the positive aspects of correct and disadvantages of stereotypical behavior. The game

state and personal experiences of game impressions provide the formation of valuable experience that comes in handy in similar or analogous situations that arise in professional activities (Kaplinskyi, 2018).

Often, the basis of a role-playing game is a game plot, in the development of which each student performs one or another role in order to develop communication skills, self-confidence, overcome excessive shyness, prevent bad habits (smoking, alcohol, drugs, etc.). Here is an example that students like.

When using the role-playing method, the class teacher acts out a situation: several teenagers offer their peer to drink alcohol with them. He refuses, for which they call him a weakling, a mama's boy, a yellow-mouthed person. The students offer different options for refusal. One of them turns to you: "And how would you behave in this situation?" Imagine yourself in the place of this teenager and model the options for refusing alcohol. We offer options, among which students, after offering their own versions, choose the optimal one (Shportun et al., 2020).

1) Guys, I would be happy to do it, but practice proves that men who do not drink achieve in life more than those who drink. I am learning to say "No!" because it is harmful to me. I will communicate with you better sober. 2) I want to be a person worthy of respect! And great people should have great willpower. 3) When I am sober, I do not drink. 4). Guys, I would rather be a yellow-mouthed than a blue-nosed. 5) I will simply say "No!" and in the future I will avoid such companies where I am not understood, where you waste time, engage in empty chatter and do not enrich yourself. I am not used to exchanging myself for trifles.

Using the brainstorming method (collective search for unconventional ways to solve problems) helps to overcome psychological inertia and produce the maximum number of new ideas in the shortest possible time. An interesting feature of this method is that during brainstorming, any criticism of the expressed versions (verbal, gestural, mimic) is prohibited; any idea is supported, even humorous or absurd. All expressed ideas are recorded by a group of experts for further analysis (Kaplinskyi & Damzin 2023).

Coaching helps to promote awareness and maximum disclosure of the previously unrealized potential and resource of a person, which may remain unnoticed, as an interactive process of supporting a person, the main task of which is to ensure self-confidence and improve the quality of life, without giving ready-made advice and recommendations, but by helping to find their own solutions to current problems (the coach does not have the answers; he has questions that help participants find the answer).

Psychologists identify several main areas of implementation of this method as the art of creating conditions that facilitate a person's movement towards the desired results: 1) the coach creates a specific atmosphere of mutual trust and initiative readiness to accept the challenge of overcoming oneself and success in achieving one's goal by focusing attention on one's capabilities;

2) contributes to the achievement of set goals by structuring goal-setting algorithms, planning and motivation using appropriate methods and technologies, making optimal decisions;

3) reveals the creative potential of the teacher, which contributes to the birth of ideas, innovative opportunities.

On the one hand, coaching is based on well-known methods of psychological science (observation, survey, conversation, testing, modeling, etc.), and on the other, it has its own standardized and tested procedures, models and technologies of self-actualization in order to obtain the most effective result possible.

Researchers identify four basic stages of coaching: 1) setting a goal, 2) checking the reality of achieving it, 3) building paths to achieving it, 4) actually achieving it (this stage is also called the stage of will) (Shportun et al., 2020).

Conclusions. Thus, the use of interactive technologies and teaching methods ensures the effectiveness of the personal and professional development of the future teacher, as it contributes to the development of his creative potential, creates conditions for experimental research work, self-improvement, self-realization, self-affirmation, and self-educational activity, and the search for new ways and means of solving problems that arise in professional and pedagogical activity.

Practice proves that interactive education stimulates cognitive activity and contributes to the formation of both subject competencies and general pedagogical ones: the development of critical thinking, the formation of self-confidence and a positive "self-concept," the development of independence and creativity, the development of communication skills, the formation of relevant life and professional competencies, the creation of an atmosphere of cooperation and effective interaction, and improving academic performance, which in turn ensures the

successful development of the future teacher as a professional and a person.

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