

# Influence of an Interactive Learning Model the Professional Competence of University Students

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The present article is concerned with developing professional competence of university students on the basis of an interactive learning model. Following on from the works by V. Bolotov, J. Spiro, N. I. Volkov, D. Johnson, I. A. Zimnyaya, E.V. Korotayeva, A. Y. Uvarov, R. L. Khon, G.A. Zuckerman, G. P. Zvenigorodskaya, N. G. Grigoriyeva, M.V. Klarin and other scholars, the authors have determined the meaning, main provisions and characteristics of the interactive model of learning in higher educational institution, as well as systematized domestic and foreign experience in developing students professional competence based on interactive learning methods, technologies and forms.

**Key words:** *Interactive Learning Model, Professional Competence of University Students, Interactive Training Methods.*

## Introduction

### *Introduction to the Problem*

One of the immediate problems of modern education is the problem of formation of student professional competence. Theoretical and practical studies conducted in this direction confirm that the formation of professional competence of university students achieves good results if students are open to learn and are actively engaged in cooperation with other participants in the educational process, as well as when they get the opportunity to analyze their activities and realize their self-potential. In practice, all of these requirements are met if

interactive learning based on dialogue and cooperation and collaboration of all subjects of training is used.

### ***Importance of the Problem***

The formation of student professional competence suggests developing their personal qualities, cognitive abilities and creativeness, forming the experience of independent professional activity. According to the authors, it is interactive learning that can change the familiar, translating a model of learning into a dialogue one, based on mutual understanding and interaction, which will help create the conditions for high-quality professional training of students. However, the introduction of interactive education into higher education most often is spontaneous, the principles, technologies and methods applied to activate the educational and cognitive process of students do not make up a single, holistic pedagogical system. They are used separately and mainly serve to construct techniques pursuing private educational goals. Also, being one of the relatively modern areas of education, interactive learning is not yet adequately described in pedagogical theory and practice.

### ***Problem Study***

Interactive learning is one of the relevant areas of the modern educational process. The term “interactive” originates from the English words *Inter* – “mutual” and *act* – to take actions. A historical and pedagogical analysis of scholarly literature suggests that interactive student learning has become a subject of special consideration only relatively recently – the largest number of works dwelling upon this issue appeared at the turn of the 20th-21st centuries.

However, it should be noted that the problem of interaction of people who continuously receive and interpret information about each other is extensively studied in sociology and social psychology within the framework of symbolic interactionism (H. Blumer, G. Mead, T. Shibutani and others). The ideas of interactionism have a significant impact on developmental and educational psychology, which, in turn, is reflected in the modern practice of education.

V. Bolotov and J. Spiro, N. I. Volkov, D. Johnson, R. Johnson, I. A. Zimnyaya, E. V. Korotayeva, N. A. Moreva V.V. Rubtsov, A. Y. Uvarov, R. L. Khon, G.A. Zuckerman and other scholars referred to the issues related to the content, forms and methods of interactive learning. With regard to higher education, the following ideas seem promising to us: the theory of joint intellectual and practical activity of participants in the educational process (L. N. Kulikova), the theory of interactive methods and forms of training (G. P. Zvenigorodskaya, N. G. Grigoriyeva, M. V. Klarin), the theory of teacher- students interaction (A. I. Zhuk, N. N. Kashel) and others.

However, it should be noted that at present the problem of the formation of professional competence of university students on the basis of interactive learning has not been sufficiently studied. This circumstance has determined the choice of the topic of the paper.

### ***Hypothesis***

The use of interactive learning model in the higher education process will not only allow the students to master the subject content of the studied disciplines, but will also contribute to the formation of their professional competence in realizing the following set of pedagogical conditions:

1. Identifying and developing student personal qualities, such as empathy, reflection, perception and sociability.
2. Involving students in various types of creative and research activities that contribute to the self-realization of the individual. The implementation of this pedagogical condition is possible through: introducing students to the experience of creative activity, methods of developing creative thinking, as well as through attracting students to research activities.
3. Applying interactive learning methods, forms and technologies in the educational process.

### **Methods**

The authors based the study on the principles of consistency, activity, humanization, individualization, feedback, integration at the level of interdisciplinary connections, reflective activity and problematicity. The work is based on the following methods: theoretical – analysis, generalization, systematization, synthesis, modeling; and empirical – conversation, observation, quantitative and qualitative analysis of research results, testing.

### ***Main Body***

The object of the study described in this article is the vocational training of students of higher educational institutions. The subject of the study is the formation of professional competence of university students within the framework of the interactive learning model. Based on theoretical and methodological study of the problem and analysis of psychological and pedagogical literature, the authors of the article have specified the features of interactive learning in higher education:

- Dialogue assuming that all participants in the pedagogical process perceive themselves as equal partners, i.e. the subjects of interaction.

- Polylogue – the adoption of the fact that each side of the pedagogical process can have their own point of view on any problem under consideration, and they should be given the opportunity to express this point of view, consider and analyze it.
  - Freedom of choice, consisting in the fact that students and teachers are given the opportunity to regulate the degree of their pedagogical interaction, to choose its methods and forms that contribute to the development of their personal qualities.
  - Creation of a situation of success, consisting in the deliberate creation by the teacher at the training session of a complex of conditions aimed at providing the students a sense of accomplishment from the results achieved, which should be the key to their desire for self-improvement and self-development.
  - Positiveness in the mutual assessment by the participants of the pedagogical interaction, based on the ability of the teacher in assessing the activities of students to pay attention to the positive dynamics of their development, emphasize the practical significance of the results achieved, note the changes in the development of personal qualities.
  - Reflection, manifested in the fixation by the teacher and students of their knowledge and experience in a particular pedagogical situation; self-esteem by all participants in the pedagogical process of the results of their own activities; their needs and readiness to fix their own personal changes and determine the problems.
  - Organization of student mental activity, based on their independent performing intensive and diverse mental operations and organizing learning within problem-based training sessions, which should contribute to the development of cognitive activity of future teachers.
- Thus, the essence of interactive learning for a university student is as follows:

- the educational process should be organized on the basis of involving future teachers in the process of cognition and self-knowledge;
- each subject of the educational process must make an individual contribution to the common cause;
- the educational process should imply an exchange of knowledge and ideas;
- the educational process should be based on various forms of cooperation and collaboration.

Note that the use of interactive learning does not negate the importance of lecture forms of conducting classes, on the contrary, it allows students to better master education material, and develops their independence and critical thinking, and contributes to the development of creative abilities and communication skills, which ultimately contributes to the development of teachers-to-be. In this context, the very practical now becomes a source of student life and professional experience, forming a positive attitude towards their chosen profession, and, if relevant, correcting negative professional attitudes.



At the same time, the use of an interactive learning model requires the teacher to have not only professional qualities, but also personal qualities, such as: manifestation of tolerance and loyalty to the student audience and youth subculture; stress resistance; the ability to clearly formulate and argue their thoughts and views; the ability for personal growth; high level of communicative, in particular, discussion culture; creativity and the ability to improvise.

On a separate note, according to the authors, an important aspect of introducing interactive methods and technologies into the practice of a university teacher, weakening the effect of emotional burn-out, should be dwelt upon. The use of interactive methods and technologies will allow a university teacher to distribute and optimize the load, keep a positive emotional attitude, reduce stress, and not lose interest in professional activities. Thus, the use of an interactive learning model in the educational process of a higher educational institution:

1. allows students to be engaged in common work to solve educational problems, develop communication skills and personal reflection, that is, take an active subjective position in their own educational activities.
2. Contributes to the student group formation of a collective or community and the optimization of interpersonal relationships on the whole.
3. Enables the teacher to unconventionally approach the organization of the educational process and prevent (or overcome) personal deformations that inevitably arise in the process of one's professional activity.

## Summary

Summarizing the experience of using interactive learning in the process of training university students, the authors consider it of note to highlight the following: the effectiveness of using an interactive learning model in university was studied purposefully for 6 years – from 2014 to 2020. Over 200 students of 1 - 4 courses studying in these directions took part in the experiment. The obtained results confirm the positive effect of the interactive forms of educational work on the development of student professional competence. So, it is possible to note an improvement in the communicative abilities of students (efficiency coefficient - 1.56); their empathic qualities (the efficiency coefficient - 1.2) and also the student creative abilities (for example, the flexibility coefficient of thinking - 1.25; the fluency of thinking - 1.31; the originality of thinking - 1.19). The students participating in the experiment showed better results in assimilating professional knowledge and skills than the students in the control group during training and productive practice.

Thus, the introduction of an interactive learning model in the process of professional training of university students contributes to the development of their personal qualities, abilities, and the formation of professional competence in general, which confirms the authors' hypothesis.



### **Conflict of Interests**

The authors confirm that the data presented do not contain any conflict of interest.

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