

## The Use of Interactive Methods in the Educational Process of the Higher Education Institution

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### ABSTRACT

The modernization of higher education and the transition to the new Federal Education Standards require a higher quality training of the graduates. The training of highly qualified specialists must meet strict requirements: a high level of professional competence, the developed communication skills, the ability to predict the results of one's own activity, etc. Effective training is possible when the competency, practice-oriented approach, active and interactive teaching methods are used. Currently, a focus in teaching students is on the role of independent work, the organization of practice, physical training of the graduates, the fund of evaluation tools, inclusive education, quality training of the teaching staff, as well as the active and interactive teaching methods. The active and interactive methods allows sharing information, receiving feedback, solving together the arising problems, simulating the educational situations, evaluating one's own behavior and the actions of other participants, diving into the real atmosphere of business cooperation in solving problematic issues. Various methods exist of interaction between the teacher and students: cooperative learning methods, group discussions, debates, business simulation games, case situation analysis, project method, social-psychological training, moderation, computer simulations, and others. Thanks to interactive methods, the students form the professional competences, develop analytical thinking, mobilize the cognitive powers, an interest in new knowledge is awakened, and the creativity of personality is revealed. This article discusses the experience of using interactive methods with the students studying at the Institute of Psychology and Pedagogy of the Sakhalin State University.

### KEYWORDS

activity, interactive methods, education, students, pedagogues, psychologists.

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## 1. Introduction

### 1.1. Topicality of the problem

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The problem of activation of mental activity, the development of self-reliance and creativity of students was and remains one of the topical problems of science. The modern orientation of education on the formation of competencies as the readiness and ability of the person to activity and communication presupposes the creation of pedagogical and psychological conditions in which the student can manifest not only the intellectual and cognitive activity, but also the personal social position, his/her individuality, can express him/herself as a subject of study. Scholars and practitioners seek to create the conditions for overcoming the long emerging trend of students' indifference to knowledge, their unwillingness to learn, as well as for the developing of the cognitive and, by the end of training, the professional motives and interests, communicative abilities and skills. Quite often, the considered activation is reduced either to strengthening of control over the students work, or to the attempts to intensify the transfer and assimilation of the same information by means of technical training aids, computer information technologies, and reserve capabilities of mind.

Depending on the level of cognitive activity of students in the learning process, one can distinguish the passive, active and interactive learning (Kutbiddinova 2014).

In the passive learning, the student acts as an object of educational activity: he/she must learn and reproduce the material that is transferred to him/her by the teacher or another source of knowledge (Panina and Vavilova, 2008). This usually occurs during the lecture-monologue, reading literature, or demonstration. In this case, students, as a rule, do not cooperate with each other and do not perform any problematic, searching tasks.

In the active and interactive learning, the student to a greater extent becomes a subject of educational activity, enters into dialogue with the teacher and other participants of the pedagogical process, and actively participates in the cognitive activities, performing creative, searching and problematic tasks. The interaction of students with each other is realized in carrying out tasks in pairs and groups.

From our point of view, the professional competence is fully formed only in the practical activity due to the use of innovative methods and techniques of training. According to M.A. Valeeva, a significant distance from the real practice in vocational training causes formalism in gaining knowledge and the difficulties of their application in life (Valeeva, 2009).

### **1.2. Approaches to studying the problem**

The problem of activation of the cognitive activity has always remained a topical issue requiring a solution. The active forms of training were studied by both teachers and psychologists (A.A. Verbitsky, Yu.N. Emelyanov, K. Levin, L.A. Petrovskaya, P.I. Pidkasisty, N.V. Matyash, E.A. Reutova, and many others). In the scientific literature, various approaches can be identified to the determination of sources of the trainees' activity. For example, most theorists and practitioners look for the source of activity in the person him/herself, his/her motives and needs; the cognitive activity is defined by them as a "quality of personality which is acquired, established and developed in a specially organized cognition process, taking into account the individual and age characteristics of students" (Panina and Vavilova, 2008).

The second group of researchers looks for the sources of activity in the natural environment of the human being and considers the factors that stimulate the

activity of students. These factors, in particular, include: the cognitive and professional interests; the creative character of the learning-cognitive activity; competitiveness; the game character of carrying out the learning sessions; the emotional impact of the above factors.

The third approach relates the sources of activity with the teacher's personality and the methods of his/her work. As the methods of activation of training, the researchers identify: the problem-based character of training, mutual training, research, personalization and self-study, the mechanism of self-control and self-regulation; creating the conditions "for new and higher forms of motivation; arming students with new and more effective means ... to realize their goals of active mastery of new activities, knowledge and skills"; intensification of the student mental work "by virtue of time management in the training session, intensification of the communication between the student and the teacher and the students between one another" (Smirnov, 1995).

A number of researchers (B.Ts. Badmayev, M. Novik, S.D. Smirnov, A.M. Smolkin and others) identify the active teaching methods, understanding them as "the methods that realize the direction of greater activity of the subject in the learning process". V.Ya. Lyaudis, B.Ts. Badmayev include to these methods the methods of programmed instruction, the methods of problem-based learning, and the interactive learning methods (Panina and Vavilova, 2008).

The fourth group of authors perceives the source of activity in the forms of relationship and interaction between the teacher and the students, believing that the problem of development of the students' activity and their needs in self-education can be successfully solved within the framework of interactive learning (V.B. Gargay, E.V. Korotaeva, M.V. Klarin, T.S. Panina and others) (Emelyanov, 1985).

### 1.3. Basic concepts

Active training method is a form of organization of interaction between students and teacher, in which the teacher and students interact with each other during class, the students being not passive listeners, but active participants in the training session (Karayani, 2003).

Interactive training is one of modern directions of the active socio-psychological training. The concept of "interaction" appeared first in sociology and social psychology. Consequently, the "interactive methods" can be translated as the "methods allowing students to interact with each other".

According to S.V. Khanin, interactive training is a "technology of collaboration of students and teachers, which consists in close cooperation of all participants in the discussion, exchange of views and ideas on the discussed problem and which fosters the acquiring of necessary skills (practical, communicative, social, analytical, and reflective ones)" (Khanin, 2013).

T.S. Panina considers interactive training as a "way of cognition, realized in the forms of joint activity of students" (Panina and Vavilova, 2008). This is the essence of interactive methods, which consists in the fact that learning occurs in the interaction of all the students and the teacher (Panfilova, 2009).

Characteristic features of interactive training are: the obligatory presence of feedback; greater autonomy and initiative of the students; cooperation of all participants of the pedagogical process; the problem-based and reflective character of learning.



#### 1.4. Advantages of the interactive methods of training

Here are the advantages of interactive methods: greater interaction of students with the teacher and classmates, the dominance of the activity of students in the learning process. The students actively participate in educational activity, simulate professional situations, perform creative and research tasks, engage in discussions with fellow students, learn to substantiate their point of view using arguments, discuss the strategies for effective behavior in conflict situations. The teacher's activity gives way to the activity of students, and the task of the teacher is to create conditions for the students' initiative.

It is worth noting that the interactive methods do not substitute lectures, but contribute to better mastering of the lecture material and, most importantly, form opinions, attitudes and behavior skills. As indicated by Eromasova A.A., students' participation in the practical sessions (round tables, messages in the form of press conferences, intellectual games, etc.), "along with the study of obligatory subjects, gives them the opportunity to engage in scientific work, which undoubtedly contributes to the development and support of their research potential" (Eromasova 2014).

Interactive methods are able to arouse the students' interest, they encourage the active participation of everyone in the educational process, appeal to the feelings of each participant, contribute to the efficient absorption of the material being studied, have a multifaceted impact on students, allow giving feedback, form life skills and promote the behavior change.

## 2. Methods

Here are some examples of the use of interactive teaching methods with the students enrolled in the training direction of "Psychological-pedagogical education", the profile of "Educational Psychology", on the basis of the Sakhalin State University.

### 2.1. Group discussion on the topic of "Loneliness"

Group discussion is a joint discussion of some controversial issue or problem in order to clarify the views and positions, as well as to change the mindset of participants, confront the opposing points of view, reduce the resistance to the perception of new information, and reduce self-centeredness (Matyash, 2010).

The purpose of the discussion is to discuss the concept of "loneliness" and identify its kinds; introduce to different approaches in psychology to the definition and essence of loneliness (psychodynamic, behavioral, existential-humanistic approaches).

The duration is 1.5 hours.

Questions to the audience:

1. Describe your ideas about loneliness. Are you familiar with this feeling?
2. In your opinion, what are the reasons of loneliness?
3. Is loneliness always the voluntary avoidance of contacts?
4. Do you agree with L. Pepló's definition that the state of loneliness "causes sufferings and perceived negatively"?
5. What is the difference between the concepts of "loneliness", "isolation", and "solitude"?

6. Is there a relationship between the loneliness experience and inadequate self-esteem of the person?

7. Is it normal to feel loneliness in one's youth and adolescent years?

8. What is the connection between intro- and extraversion and loneliness?

9. Is it possible to know another person "completely"?

10. What are the gender peculiarities of the loneliness experience?

11. The person with the need of self-actualization is in need of loneliness; it is impossible to cognize oneself without it. Do you agree with this opinion of A. H. Maslow?

12. In the opinion of D.I. Yang, loneliness and depression are closely connected. Do you agree with this statement?

In order to effectively conduct the group discussion, the teacher should prepare handouts and presentation material, which will reflect the basic statements, quotations and views of various scholars on the phenomenon of loneliness: psychoanalysts, representatives of the sociological, cognitive, existential, and humanistic schools.

The handouts may contain the rules of argument-dialogue and the wordings used in the debate, as well as the external and internal behavioral indications of the "lonely people" condition (Kutbiddinova, 2015).

### **2.2. Business game "International Psychology Congress"**

Business Game is a kind of game in which understanding and mastering of professional tasks related to the reality take place.

The purpose of a business game is the formation of professional motives and interests, simulation of the future professional activity, teaching students the collective mental work.

The duration is 2-2.5 hours.

Some time prior to the business game, the participants are divided into five teams, the representatives of various schools of psychology – the "Freudian," "Behavioral", "Cognitive", "Humanist", and "Gestalt" ones – who arrived at the International Congress of Psychology, devoted to the topic "A psychological concept of health and disease".

An expert group is also created consisting of three people (teachers or classmates), which will evaluate the representatives of the teams.

The tasks to be worked on are:

1. Prepare a report for the Congress and answers to the possible questions from the audience.

2. Draw up four questions for each opponent team. The questions may be different: aimed at revealing the attitude of the representatives to a certain fact, experiment, etc.; the questions concerning the understanding of a conception; the test questions; the "trap" questions with provocative information. It is necessary to get to know each direction of thought in psychology concerning the issue of mental health and illness.

During the game, the representatives of all teams create a motto of their approach, deliver a five-minute speech in which they have to summarize the main points of the proposed concept of mental health and illness, respond to questions,



convincingly and with arguments substantiating the correctness of their conception.

### 2.3. Cooperative method of training

Cooperative training is a form of mutual training of students (Yaremchuk, 2009). To "cooperate" in the framework of the educational process means to work together, pooling their efforts to solve a common problem. Each "cooperating" student fulfills his/her specific part of the work. Subsequently, the students have to share the gained knowledge. The essence of this method is: "Everyone reaches his/her educational goals only if other team members reach theirs" (Kutbiddinova, 2014).

There are five components of cooperative training which become tools in solving the tasks of this method:

1. Positive inter-relations. The participants work together in a team. The entire team has one and the same goal. All must reach the goal collectively, relying on one another.
2. Individual responsibility. Everyone must help others to reach the goal.
3. Mutual communication. Each member of the team must listen respectively to others.
4. Communication skills. It is important for each participant to cultivate the skills of listening to others, helping, finding out, verifying, understanding, and making inquiries. These skills help solving problems and resolving conflicts, strengthen communicability, trust and teach to manage.
5. Gradual working out the skills.

The purpose of the lesson is to expand the ideas of students concerning the types of clients, to generate their interest in psychological counseling, and to promote the development of communicative skills.

The duration is 40-60 minutes.

The plan of the teaching session: participants receive figures of different colors, one per person. The total number of participants is 20 people, there are four figures (circle, triangle, square, and star) and four colors (red, blue, green, and yellow). The group is divided into 4 subgroups according to the shape of the figure. Each subgroup gets its own portion of the material; students read it till they fully understand the studied issue. The resulting material is analyzed by the micro-group. Then, participants are united with other participants according to the color of figures and recite their material, attentively listening and memorizing the others.

At a signal from the moderator, the participants are united into groups according to the shape of figures. For some time (2 to 10 minutes) the groups reproduce the complete text of other groups in writing.

After that, each group reads its version of the resulting text, and the moderator evaluates the correctness of reproducing of each fragment and the structure of the text, the adequacy of transference of the meaning of the text and declares the winning team.

Each subgroup receives a text for memorizing:

1. Crying client: a client at the consulting session who is not able to contain, control the overflowing deep feelings caused by the strong internal stress,

grievance, nervous weakness, catharsis, and so on, and expressing them by tears, situational weeping, sobbing. In the process of counseling of crying clients, the counselor-psychologist should not personalize these tears and comfort the crying client. It is necessary to pause, be silent, allow the client to independently cope with him/herself. Also, one must not insist on discussing the topic that caused the tears; it can be discussed later (Sapogova, 2010).

2. Hostile client: a person who has brought from outside into the counseling situation hostility and aggression, which reasons are rooted in his/her own previous life circumstances that caused tensions and internal dissatisfaction. The consultant should remember that it is forbidden to respond to the anger and aggression of the client by the reciprocal hostility, ridicule, or hidden "instigation". One should not engage with the client in disputes and squabbles. The consultant can openly, using neutral expressions, tell the client that the behavior of the latter is perceived as hostile and unacceptable. It is necessary to help the client to understand the causes of hostility and to openly verbalize it, to respond to it (Sapogova, 2010).

3. Unmotivated client is a person who has been brought or directed to the consultation by other persons or organizations, or is guided by the objectives, external to the consultation and solving his/her real problems. In cases of unmotivated visits, the consultant may refuse to work with the client; however, since hidden problems are usually still there, it make sense, not forcing the client to cooperate, to try to encourage him/her to start at least talking about the problem. Here a story may be in place about the essence of psychological counseling and the potential of psychological assistance or some simple diagnostic procedures that can interest the client (Sapogova, 2010).

4. The client making excessive demands on counseling is a person seeking more attention, care, expression of sympathy, friendship, etc. on the part of the practicing psychologist. Such client manipulates the consulting psychologist, makes use of the consultant's experience of indispensability and a special importance in his/her life, and provokes countertransference reactions. The main element of strategy in dealing with importunate clients is the use of confrontation, but even more helpful are the consultant's getting rid of the illusions of his/her significance and indispensability in the client's life, and the analysis of countertransference reactions, self-esteem and ambitions (Sapogova, 2010).

#### **2.4. Case-method "Consulting appointment"**

A case is "a description of an event having really occurred in the professional activity of a specialist. This event induces students to work out, during the discussion, the ways of resolving the situation on the basis of its analysis" (Lezhnina, 2008). This "is not just a truthful account of the events, but a single information complex allowing understanding the situation and making a decision" (Smolyaninova, 2001).

A case situation: a mother and her son (8 years old) came to the school psychologist for consultation.

The consulting psychologist gives the child a task to draw on the theme of "School of animals". Meanwhile, the psychologist is talking with the mother, analyzing the request, putting forward and testing hypotheses, constructing a consultative diagnosis.





The request of the mother reads as follows: "I am concerned about the situation that is now emerging in school. My son is in the second grade; the teacher complains that he fights a lot, manifests aggression toward all classmates. Just the other day he beat up a boy, who fell and broke his head. Surely, all parents were summoned to the school, and there was a scandal. A primary school teacher said that my son has fought not for the first time. I myself realize that this problem needs to be solved somehow, but the son does not listen to me and continues to behave aggressively. The parents' committee and teachers sent us to a psychologist. We have come ... will you, please, help us?"

The task is the following:

1. Analyze the case situation, formulate the consulting psychologist's questions to the client.
2. Formulate consultative hypotheses and a psychological diagnosis.
3. Select the necessary psychological diagnostics.
4. Develop recommendations for the client, parents, and teachers.

#### **2.5. Round table "Socio-psychological work with the drug-addicted clients: the experience of different countries of the world"**

Round table is a form of discussion, the purpose of which is a deep examination of a topical problem by way of free group discussion. The considered topics of round tables have usually a multi-aspect character: the political, economic, legal, moral aspects, etc. The questions to the invited experts are sent in advance to prepare for presentation and responses.

In order that the "round table" meeting takes place actively and with interest, it is expedient to get involved the maximum number of students in the preparation of the training session, to invite their initiative, and to make them feel free to communicate. Most often, the tasks are distributed among the students to prepare a presentation on one of the issues of the "round table".

The purpose of the round table is to reveal a wide range of opinions on the problem selected for discussion from different standpoints; to introduce students to different strategies and approaches in the field of psycho-social prevention and correctional work with drug addicts in the developed countries of the world.

The way of conducting the round table is as follows: 15-20 participants, the discussion methods of "Microphone", "Circle-wise". Students are divided into 2-3 subgroups; they prepare a report, develop a presentation on the issue of prevention and psycho-social work with drug-addicted clients in different countries: England, USA, Germany, Brazil, France, Poland, Japan, China, Russia, and others.

Questions to the audience:

1. What is the difference of approaches to the prevention and psycho-social work with drug addicts in various countries of the world?
2. Identify the similar features in the prevention and psycho-social work with drug addicts in different countries.
3. List the main principles of work with drug addicts.
4. How the rehabilitation is organized of drug addicted clients in Russia?
5. What personal characteristics should the social workers and psychologists have who work with drug addicted clients?



## 2.6. "Research activity of students"

The first-year students, the former school graduates, who have an experience of scientific work and participation in contests, conferences, in the work of scientific study groups, get involved in various research projects since the first months of training. The preparation for participation in such events is organized through individual work with the students, elective courses, optional courses, pedagogical practice, course and graduation qualification projects, contests of student research work, the work of the scientific study groups. Such research activity contributes to the in-depth study of self and interpersonal interaction of students. This training includes several components: the psychological component requires a formation of cognitive mental processes, emotional-volitional and motivational-personal qualities. The technological component is the socio-cultural competence: communicative skills acquired in the educational and professional activities, methods and techniques of working in the information field. The organizational-research component involves the mastery of methods and techniques of communication, planning the scientific research, choice of the methods of psychological diagnostic and its carrying out, self-control and self-evaluation, etc.

Formation of the psychological component is realized by the organization of independent work during the lessons on general psychology, using a variety of methods and technologies, for example, the self-study of mental processes and individual psychological characteristics, various types of familiarization with literary texts, such as the tales of the peoples of the world. Such tasks are a stimulus for the creative work of students, the cognition of self and others. Mini-conferences are conducted for the first-year students to identify students with the research experience, which they acquired at school. Thus, students get convinced of the prospects of their profession and are making greater efforts in their self-education. Providing the communicative component is realized through a system of communicative tasks for the development of communication skills.

The organizational-research component presupposes training the skills and abilities to work with dictionaries and reference literature, the selection of journal-newspaper material, work with the tasks, the fulfillment of which requires a delayed control (development of projects, course works, presentations at conferences, etc.).

For the preparation of students, the lessons are important engaging them into active work, as well as the assignments, developing flexible thinking and quick-wittedness, awakening intellectual activity. For the conducting of seminars, the following types are used: presentations in the form of a press conference (questions and answers), round tables, intellectual games to test knowledge, discussions, quizzes, Club of the Cheerful and Sharp-witted, and others. These types of work are expanding the range of possibilities of each student, are directed toward the realization of their interests in the selection of the research work topics. Students are encouraged to turn a "boring" scientific problem into an interesting exercise, to pass a difficult path of self-transformation into a free and creative personality. The knowledge-understanding and the knowledge-discovery are valued much higher than the knowledge-remembering. Participation of students in experimental research in their studying the obligatory disciplines gives them an opportunity to do scientific work, which undoubtedly contributes to the developing and supporting their research potential (Eromasova, 2012).



### 2.7. "Didactic play"

Within the framework of the joint educational activities in the study of general psychology, the first-year students develop scenarios of plays, as well as creative tasks that allow them more efficiently assimilating the training material. The joint activity of students in didactic theater is built on the confidence of the person concerning self-efficiency and success of the activity being carried out. The presence of the belief of the students in their success and competence allows successfully controlling the educational situation and reducing the situational and personal anxiety. In organizing the training-learning activity, it must be remembered that the successfulness of this activity of the first-year students is lower than at school. Therefore we believe that the use of didactic plays, the solution of creative tasks contributes to building up their confidence in learning. In the "Psychology of Happiness" work, a huge positive effect of humor is shown that allows experiencing together strong positive emotions that strengthen social ties and ease tensions in the group, which is so important in the adaptation period (Argyle, 2003).

Creativity of students reduces fatigue, induces a state of intellectual exaltation, and so on. Maximally simulating the real professional activity, the didactic theater, created in each student group, provides successful adaptation of the first-year students to the higher education system, provides the best opportunities for the formation of professional qualities necessary for the successful solution of creative tasks.

Mastering of a discipline in the didactic theater, introducing of students to the creation of "author's" plays in the framework of independent work turn the study of the psychology course into a "school" of formation of the conviction that the psychological knowledge is in demand, as well as the feeling of their own successfulness in solving creative problems. The success, experienced by one student, forms the collective efficiency of the entire student group. A large upbringing potential of joint creative activities leads to successful solving the problems of moral and spiritual upbringing of youth during the psychology lessons.

Here is an example of a didactic play "The Laboratory of Konrad Lorenz".

The characters of the play: Konrad Lorenz, First assistant, Second assistant.

The action takes place in the Laboratory.

Enter the professor and his assistants.

Professor. Follow me, follow me, my friends! Great deeds await us!

First Assistant (with agitation). What happened, Professor? You still have not told us anything.

Professor sits down at the table, begins to excitedly look through the literature. The assistants stand motionless and wait.

Professor. Yes, it is definitely a discovery!

Assistants (together). Yes?!

Professor. Yes, yes and again yes! Do you remember the goslings that hatched last week at our lab? So, last night I noticed that they began to respond to me as if I were their mother duck!

Second assistant. But why to you, Professor?

Professor. The question is, of course, interesting ... By the way, this very question I have asked myself many times since yesterday evening. And only in the morning it dawned on me: I was the first person they saw after having been born. I fed them, I came to see them every morning, and they took my behavior as a sample of behavior of their mother duck.

Second assistant. It looks as if in the goslings' memory the features have been automatically fixed of the behavior of the first moving external object they saw, that is, you, Professor!

Professor. That's it!

First Assistant. Your power of observation, dear Professor, has led to the discovery of yet another form of behavior. As I see it, it occupies an intermediate position between the congenital and acquired forms of animal behavior.

Professor. Yes! (Becoming thoughtful.) Hmm ... I wonder how should we call this form of behavior? (Address the assistants.) Friends, give me, please, a dictionary!

First assistant gives him a dictionary.

Professor. Well, let us see ... And here is the word "imprint", meaning "to engrave on", "to leave a mark". Let me call the form of behavior discovered by me ...

First Assistant. Imprint!

Second assistant. Imprintus!

Professor. No! No! (Address the assistants.) Write down: "imprinting". Perhaps I immediately theoretically clarify this concept. Imprinting is an intermediate stage of development of the animal, which is characterized by a deep attachment to the moving object, which was seen first by the juvenile just after birth.

Second assistant. Professor, what do you think, is there any time limits of imprinting?

Professor. The question is certainly interesting ... I assume that the beginning of the imprinting formation can be associated with the ability of the animal to learn new things.

First Assistant. And the end of the formation of this form of behavior?

Professor. And the end, I think, may be related to the appearance of fear of this new and unknown. However, the hypotheses I made require serious scientific checking. But now, my friends, we have to register the today's discovery in the journal of observations!

The assistants make entries in the journal of observations.

Professor. What time is it now?

Everybody simultaneously looks at the clock.

Professor. Oh, I completely forgot. The meeting that I convened in connection with scientific discovery is to begin any moment in my office.

All hastily leave the lab.

During the preparation of didactic plays, we have the opportunity to realize interdisciplinary connections. Given a high subject-oriented motivation of the students studying at the department of psychology, the teacher rewards young men and women for the creation of didactic plays and staging them.



Turning to the scenarios of the plays, serving as illustrative material to the theoretical statements of lectures, contributes to better memorization and comprehension of psychological knowledge by students, transforms the study of psychology from monotonous lectures into classes of creative cognition. These classes create favorable conditions for the students' entering into the creative aspect of the professional activity.

### 3. Results

In the higher education institutions of the Russian Federation, the active and interactive technologies are actively used. In particular, in the Federal State budgetary educational institution of higher professional education "Sakhalin State University", the interactive training methods are widely used:

- discussion methods (brainstorming, round table, panel discussions, debates, etc.);
- game methods (business, role-playing, imitation games, etc.);
- analysis of the specific situations (case-methods);
- cooperative methods of training (STAD, "Jigsaw", training in the teams of achievements, and others);
- design methods (practice-oriented, research project, etc.);
- socio-psychological trainings (training of specific skills, communication, personal growth trainings, professional trainings, etc.).

For example, at the beginning of the school year, the adaptational socio-psychological trainings are carried out with the students of all directions of training. The classes carried out with the students show their effectiveness in the further educational-upbringing work. Thus, first-year students adapt more quickly and easily to the educational environment of the higher education institution, the relationships of trust between fellow students are formed in the student group, there is observed a positive emotional background and the desire to work in this environment, we can confidently talk about the formation of a favorable psychological atmosphere.

At the department of psychology, in the framework of professional disciplines ("Psychological workshop", "Psychotherapy", "The methods of active social-psychological training", "Psychological counseling", and others) the group methods of work, based on training methods, are used with the students. In the training groups, such particular methods are used as group discussion, role-playing game, case-method, etc. The development of training programs is carried out along various methodological directions: the psychodynamic, behavioral-oriented, cognitive and humanistic directions, the Gestalt approach in group work, and others.

During the immersion into a training environment, students gain invaluable life experience. They work with their own deep feelings and intrapersonal conflicts, get objective feedback, solve interpersonal problems, learn communication skills, etc. The deep training work enables to remove the psychological barriers, establish a favorable psychological climate in the group and encourage independent, cognitive and creative activity of students. During the work, the students become more open, flexible, creative, i.e., they pass the stages of false relationships and roles, described by F.S. Perls, work on

themselves, achieving authenticity in thought and behavior, becoming personally mature and congruent.

Besides the training methods, other interactive technologies are used such as group discussion and case method. Group discussion is a flexible universal method, since it can be easily adapted to any objectives, to the age, individual-psychological and other peculiarities of the participants of the group. A properly conducted group discussion fosters the formation of tolerance and "flexibility in the understanding of the" problem. During it, the experience of discussion and solution of problems is accumulated. The effects of group discussion contribute to weakening of the intellectual barriers, allow the creative abilities to be actively manifested, expand opportunities for application of the knowledge and skills learned in traditional training.

While studying the disciplines "Pedagogical psychology", "Psychological counseling" and others, the students look into a variety of professional situations. Investigating and analyzing the critical, complex specific situations (e.g., unprofessional behavior of a counseling psychologist during a counseling session or unqualified behavior of a teacher in class), they identify the main problem, its causes, consequences and methods of correcting the behavior of the participants in the situation. As noted by T.S. Panina, the purpose of the case-method is immersion of the entire group into a particular situation, the formation of a "knowledge multiplying effect", insights, inspiration and sharing of discoveries (Panina and Vavilova, 2008). The case method includes developing training, individual and collective training, and project activities. It enables to activate students, stimulate their successfulness in activities, to emphasize their achievements, etc.

It is worth noting that the students respond with interest to the interactive methods, they willingly provide feedback, saying that the interactive methods "help to realize themselves during the lessons", "provide an opportunity to express one's own point of view", "hear other participants, draw the student group together", "develop communication skills", etc.

Thus, the interactive teaching methods allow influencing not only the cognitive sphere, but also the emotional-sensual and motivational spheres of the person. By virtue of these methods, the students' interest in the study of professional disciplines is awakened, the learning motivation is increased, the communication skills and the ability to work in a team are formed.

#### **4. Discussion**

Formation of the competences stated in the Federal State Educational Standards requires a certain number of classes held in the active and interactive forms such as game methods, discussion methods, project method, computer simulations, trainings, cooperative learning methods, and so on. The proportion of such classes is defined by the goals and objectives of the basic professional educational program, the specifics of the student body, the content of a particular professional discipline. In the training of Bachelors, the percentage of interactive forms must be between 10 and 30%; Master Degree students, from 30 to 50% of the classes in accordance with the Federal State Higher Educational Standards in the areas of training.

Introducing these methods into the process of professional training of specialists involves increasing requirements for the faculty of the higher



education institution (Kolesnikova, 2012). While in the traditional training the student is an object of pedagogical influence, then, using interactive methods of training, the student is in a dialogue with all the participants of pedagogical process, which is typical for the subject-subject interaction. He is actively involved in educational activity, simulates life situations, carries out creative and searching tasks, projects, enters into discussions with fellow students. The interactive methods contribute to the formation of students' active life position, cognitive needs, and motives of professional orientation in learning.

For the most efficient activity of a psychologist, the personal studying of one's own problems and difficulties is needed. As noted by M.P. Gusakova, "to work as a consultant means, first of all, working on one's own self. A serious consulting psychotherapist begins with the work on him/herself, self-knowledge and solving his/her own problems" (Gusakova, 2010). The use of the methods of active socio-psychological training contributes to self-development and emotional stability of the student's personality, development of tolerance and sensitivity to the mindset and behavior of other people. The future psychologist becomes authentic, personally mature and open to one's own experience (Lyutova-Roberts, 2007).

It should be remembered that the interactive forms and methods of teaching cannot be universal, and they need to be complemented by the traditional, classical methods; however, their effectiveness is undeniable. As S.V. Bogdanova and V.S. Bratchikova point out in their article, "the traditional and innovative teaching methods should be applied in a variety of combinations, but the correct determination of these combinations in each concrete case is always essential. There can be no universal strategy for all cases, so it is necessary to know the features and potential of each method and take into account the factors influencing the choice of the training method: the individual peculiarities of teachers and students, the concrete training objectives, the specifics of the content, the level of assimilation of the educational material, the time spent on training and its result" (Bogdanova and Bratchikova, 2011).

## 5. Conclusion

The reforms carried out in education determine a particular importance of the issues of active and interactive training of schoolchildren and higher education students. The Federal State Educational Standards of the third generation necessitate the transition from the informative forms and methods of training to the active ones, reorientation from the knowledge to the activity approach, finding opportunities of connecting theoretical knowledge with the practical needs of trainees.

Interactive methods are directed toward increasing interaction of students not only with the teacher, but also with each other and toward the dominance of the student activity in the learning process (Reutova, 2012). The game methods of social-psychological training help to reduce mental tension, relieve psychological barriers, strengthen the motivation in the activities, develop the communicative and organizational qualities of the person, etc. While using the active group methods, the teacher can diagnose the personality traits of the students: the level of self-confidence, self-esteem, anxiety, motivation, etc.

In our opinion, the interactive training is the most effective in the preparation of future psychologists.



The profession of psychologist belongs to the interpersonal sphere, so some special requirements are applied to the personality of the specialist: a high level of empathy and tolerance, sociability, organization, stress resistance, an adequate level of self-esteem and ambitions, constant desire for personal growth and intellectual self-development, etc.

As possible prospects of working on the considered subject, we see the creation of a base for the development of new topics for group discussions, case methods, business games for the students of the psychological-pedagogical department.

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