

Evaluation of the Application of Training in Higher Education Institutions as a Technology of Active Learning

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ABSTRACT

The article considers the form of pedagogical activity - learning. The analysis of principles of training in the course of preparation of future experts of higher educational institutions is carried out. Issues related to types of trainings are considered. The advantages of conducting a lesson in the form of training are determined. The efficiency of application of educational social and pedagogical technology is substantiated. The most successful types of trainings in the training of specialists are evaluated. The article defines the concept of training. The article considers in detail the features and technologies of active learning, defines the nature and principles of methods of this learning.

Keywords: Science Preparation, Higher Education Institution Training, Principle of Clarity, Discipline, Pedagogy, Special Disciplines.

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INTRODUCTION

In modern pedagogy rapidly acquire characteristic dynamic processes that cover all spheres of human life and society as a whole and are accompanied by significant changes in the practical activities of the individual. There is an answer to the challenge of time - change of communication, development of methods of preparation of people for new conditions of interpersonal interaction. The most promising of these methods is training. The main thing is a dynamic form of learning, during which there is an active acquisition of knowledge, skills and abilities, which corresponds to the conditions of modern life. Such classes (diagnostics, training, development) are increasingly attracting the attention of social educators, social workers, psychologists, managers and more.

The form of training as training attracts participants with an atmosphere of trust, confidentiality, playfulness, individual and group reflection, partnership of training participants, constant feedback. Known methods of teaching training (mini lectures, psychogymnastic exercises, role and business games, group discussions, brainstorming, etc.) characterizes it as a form of interactive learning. Application of training by the actual method of work, as the whole group is an active participant in the training; during the training they exchange knowledge and problems between the participants, as well as a joint search for optimal solutions. The locomotive of social learning in learning is the own experience of adolescents; experience of other participants; social beliefs; psychological feedback; obtaining comparative information on observations of others.

The purpose of the article is to assess the use of active forms of education in higher education institutions of Ukraine.

MAIN TEXT

There is no generally accepted concept of "learning" in the world, which would allow to expand the interpretation of this method and to denote by this term a combination of different forms, techniques, methods and tools used in socio-pedagogical and socio-psychological practice. In foreign literature, the concept of "learning" is used in two senses: narrow and broad. From our point of view, learning is interpreted as a specific - educational - form of group work. Continuing the definition of training - systematic and systematic efforts to modify or develop human knowledge, skills and attitudes through training in order to achieve effective performance of one or more activities. Researchers also add that training aims to give a person the opportunity to gain the knowledge and skills needed to perform a specific task or job. In a global sense, the concept of "training" applies to all forms and areas of group work (personal growth training, conflict resolution training, communicative training, etc.). Analytical analysis of scientific sources on the studied problem shows that the theoretical basis of learning - borrowed practically oriented theories of adult learning (gradual formation of mental actions, etc.). Thus, we note that the ambiguity of the theoretical foundations leads to a broad interpretation of the very concept of learning in modern socio-pedagogical practice.

Active learning technology has a number of features:

1

COLLECTIVE PROCESS

The flow is a reflection of society in miniature. This contributes to the ability of each participant to identify with others, to gain new experience. At the same time, the group most effectively provides feedback and support from others

2

HARD WORK OF PARTICIPANTS

During the classes, an interactive exchange of information between the trainer and the group, as well as between the participants themselves; everyone feels their own participation in the learning process and considers the acquired experience "their property"; participants have the opportunity to express their opinions freely, and the training is aimed not only at knowledge, but at instilling skills and developing a model of behavior

3

THE IDEA OF LEARNING

The task is to ask questions and find answers, gain experience, help participants in self-development. Traditional forms of learning are mainly aimed at transmitting information from the teacher to students, as well as the correct answer, the need to reproduce what is heard

4

APPLICATION OF THE "HERE AND NOW" PRINCIPLE

The technology involves building relationships in the "here and now" system, which is based on the reproduction (simulation, modeling) of problem situations typical of real life. During the lesson, students "worry" about a specific event, make sense of it, change the pattern of behavior and develop decision-making skills and more

5

INDOOR CLIMATE

The friendly atmosphere of the training, convenient location of places in a circle, semicircle or small groups contributes to the positive mood of the participants, allows communicative, emotional, intellectual communication between group members and avoids monotony throughout the lesson

6

SYMBIOSIS OF METHODS

Forms of training allow you to more effectively choose the technique of presenting information in accordance with the individual characteristics of the perception of participants

mastering complex types of activities that combine educational and playing activities, which takes place under the conditions of modeling various game situations [1-5, 19, 20]. In summary, learning is a form of socio-pedagogical activity aimed at gaining life skills by enriching both knowledge and life-practical and emotional-personal experience through the use of interactive learning tools. Thus, the combination of such different styles of presentation of the material will be able to ensure its effective perception on the intellectual (brainstorming, problem solving), emotional (games, role-playing games, discussion), physical (mobile, physical exercises) levels. The most successful types of trainings in the training of specialists are evaluated:

individual development trainings.

dialogue trainings.

psychological training.

pedagogical trainings.

Each of them has different goals and objectives, the specifics of the conduct and can be used at various stages of the process in higher education. Consider the types of training in more detail:

Individual development trainings are aimed at harmonizing the personality, overcoming the internal obstacles that impede effective self-determination, using internal resources, developing spontaneity and unleashing the creative potential of future specialists. During the classes, performing various tasks and psychotechnologies, participants are aware of and overcome their psychological problems that impede the solution of their life and professional tasks. The goal of personal growth trainings is to accept oneself, to understand oneself and others, to build harmonious relationships with others, to balance one's mind, and to introduce new forms of self-realization. These components are the key to personal growth. Individual development trainings are used at the beginning of training. They help students better adapt to the learning environment, learn about themselves and identify personally significant values that allow them to accept the profession of a social educator as "their own".

The complex of such classes forms the professional motivation of students, the culture of professional thinking, self-confidence, acceptance of oneself and others, positive self-attitude, and the ability to empathize. Such training sessions generally contribute to the formation of socio-psychological competence of future social educators and is the main of their further professional development.

Dialogue trainings (communication competency training) is a form of training aimed at developing speaking skills and effective behavior in various communication situations. Holding such trainings in higher education is the basis for the formation of communicative competence of future specialists. They are aimed at acquiring abilities and skills to establish contact with the interlocutor, perceive and understand the emotional state, receive and transmit non-verbal information, correctly build a conversation, listen to and understand the interlocutor; the development of the ability to adequately and fully perceive and evaluate yourself and other people, as well as the relationships that have developed between people; mastering the technique of correction and removal of internal barriers that interfere with effective pedagogical communication; mastery of constructive ways out of conflict pedagogical situations and their prevention. Communicativeness training is the basic basis for the

So, the famous authors A.P. Valitskaya, T.G. Novikova, G.E. Zborovsky, N.R. Yusufbekova define training as a group of methods for developing abilities for active learning and

formation of professional skills of a social educator and can be used at all stages of training.

During the study of these courses there is a phased and systematic formation of skills and effective communicative behavior of social educators. Psychological training is an active socio-psychological training, which is based on the mechanisms of group work. A feature of socio-psychological training is a way of active learning through the acquisition of life experience, which occurs in specially created safe areas thanks to the modeling of life situations. With the help of psychological training, students develop such qualities as openness in the expression of their own feelings, the destruction of role stereotypes, a sense of responsibility, awareness of the motives of professional activity. Pedagogical training is a form of active learning aimed at the participants to acquire certain knowledge, technologies, skills and information. The purpose of this type of training is to check or form the attitudes of participants to certain problems and ideas, to model behavior in a group with the goal of changing, updating and improving the process of the general development of a person.

In addition, training technologies provide an increase in the level of students' socialization, which is manifested in the ability to transmit social information, satisfaction with interpersonal relationships, developed leadership qualities and creative abilities. It is the development of such qualities that is the basis for the further formation of the social competence of future specialists [5-13]. The use of training technologies as innovative forms of training requires a special approach to the choice of methods for conducting such classes. The most successful are the methods of business games, role-playing games, brainstorming, and others. The use of such training methods contributes to the development of students' skills to recognize a problematic professional situation, to analyze this situation and their behavior in it, to produce the professional behavior skills that are optimal in this professional situation and solve it effectively.

The effectiveness of the implementation of training technologies in the process of training social educators depends on the influence of various factors, both objective (organizational) and subjective (psychological, motivational, etc.). Organizational conditions significantly affect the success of the lesson, namely: a clear lesson planning, preliminarily thought out the methods and techniques that will be used, the convenience of the audience, the availability of materials in the lesson and the like. The success of the training session is also determined by other factors, which can be represented as follows:

Motivation of the training should be presented in such a way as to achieve the independence of the participants in the search for new ideas, taking into account their motivation. That is, the student will be an active participant in the training when he sees for himself a personal need for knowledge [20-22].

Experience. The training program should be based on the existing knowledge of participants, using their past experience and connection with real situations [1-7, 14-18]. The purpose of the training sessions is not to provide more information about the problem, but to create such an atmosphere that the participants determine their own goals, expectations regarding the content of the lesson, critically perceive the information, focus on independent decisions and real tasks. Set for success. Planning the elements of training should contribute to achieving

success, personal growth, the ability to realize the goals and see the long-term prospect of achievements. An important condition for the effectiveness of training sessions is an adequate assessment of the achievements and successes of participants, the absence of comparisons by one of the others, and emotional support.

The role of the coach. The roles of the teacher during traditional training and the coach are completely different. The coach is the carrier of "verified information" for students, and his task is to observe the group, create effective conditions for activity and ask questions that encourage students to further reflection. He does not impose on the group the only way to solve the problem but focuses on gaining experience and finding various ways out of problem situations. Practice. Each person needs new knowledge and skills in order to bring them to life and effectively fulfill various social roles. Therefore, the methods of training work provide for the possibility of practicing what to discuss or lose in the classroom.

In addition, during the training exercises, each participant can play different roles: actively participate, be an observer or an expert. The experience gained by the student in the simulated situation during the lesson will help you choose the right style of behavior in real life.

Favorable learning environment. The effectiveness of interpersonal interaction during the training sessions is provided not by the formality of the environment, the friendly atmosphere of the lesson, and the creation of a sense of security for each participant. Thus, the very concept of "training" comes from the English "to train" and translates as "train, train." In reference sources, the term "training" is interpreted as "a form of interactive learning, the purpose of which is to develop the competence of professional behavior in communication." The encyclopedia of social pedagogy states that the concept of "training" is often identified with the terms "active social learning", "intensive communication group" and is interpreted by scientists in different ways - as "a group of methods aimed at developing the ability to learn and master any complex type of activity", "means of influence aimed at the development of knowledge, social attitudes, skills and experience in the field of interpersonal communication, as well as a means of developing competence in communication, a means of psychological impact".

In the socio-pedagogical plane, training can be understood as a planned socio-pedagogical process designed to provide or restore the individual's knowledge and skills, test or shape people's attitudes to certain problems and ideas, model group behavior in order to change, update and improve the overall process personal development. It should be noted that important advantages of training social and pedagogical technology are its ability to optimize the process of socialization of a person, to provide an increase in the level of socialization of students, which is manifested in the ability to transmit social information, satisfaction with interpersonal relationships, personal and professional self-determination, in social activity, and leadership development qualities and creativity.

Due to the flexibility of its structure, training social and pedagogical technology is effective in working with any age category of students. In working with students, the training format of interaction provides effective assimilation of information and practical development of knowledge, an inextricable connection with life, creating

comfortable conditions for successful interaction with teachers.

So, we can summarize that socio-pedagogical training provides a prosocial impact on the individual and promotes positive socialization.

So, training technology is one of the most effective and promising in the process of professional training of future social educators. Their combination with traditional forms of training allows for the formation of professional competence of future specialists.

CONCLUSION

Today, in the life of a teacher, professional training and professional self-improvement are necessary processes for the professional development of a specialist. The level of such teacher training involves the acquisition of professional knowledge, skills and practical experience. The aporphosis of professional training is a combination of special knowledge, skills, abilities, qualities, practical experience and norms of behavior that enable successful professional activity.

In the training of future professionals, learning technologies are one of the most effective and promising.

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