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THE CONCEPTS: INTERACTIVE LEARNING FOR ADULT LEARNERS

The interactive learning is one of the modern directions of the active social-psychological study, which responds to the psychological features and the pedagogical regularities of the adult learning in a most degree. During the active learning adult enters into a dialog with a teacher, participates actively in a cognitive process, executing the creative, search, problem tasks in a pair and a group. There are different *sources of activity* of the adult human (Zmeev S.I., 2007). They are referenced to: her/his motives and needs; a natural environment, which surrounds the human; the personality of the teacher and the facilities of human work, the forms of interrelations and cooperations between the teacher and her/his learner. The factors, which stimulate activity of the participants of the learning process, are the cognitive and professional interest; the creative character of the learning-cognitive activities; the competitiveness; the gaming character of class holding; and an emotional influence of the given factors. Practically all researchers, who focus on the interactive learning issues, mark, that *the learning interactivity could not be attained without the open and benevolent relations* between the participants of the learning process, the teacher skills to use the special social-psychological, didactical and personal facilities for this purpose.

It should be underlined, today there are different definitions of the interactivity as in its methodological content as in the context of informative technological providing of the interactivity (for example, identification of the interactivity for the distance learning). A concept "interaction" originated firstly in sociology and social psychology. The theory of symbolic interactionism (a founder, the American philosopher George Herbert Mead) has such main principle as consideration of development and activities of personality, human creation of her/his "I" in the situations of communication and cooperation with other people. In psychology the interaction is ability to cooperate or be in the conversation mode, a

dialog with something (for example, with a computer, a learning educational tool etc.) or with somebody (a human), and a social interaction. The social interaction is a process, in which individuals influence on other individuals through their behaviour, causing the proper reactions in the process of group communication. *Psychologists underline, that majority of the effective changes in settings, motivation and behaviour of people are easier carried out in a group.* The last decade the interactive inquiries and programs appeared on television and radio, which are directed on organization of the "live" communication, free ideas exchange with viewers and listeners.

In scientific pedagogical papers the concepts "interactivity", "interactive learning", "interactive learning methods and techniques", "interactive technologies" describe *the learning process as communication, cooperation, integration of collaboration of equal in rights participants*, and that is why their application perspectivity at high school is obvious.

The concept "interactive learning" is used also in the research of the using problems of the modern information technologies in learning, the distance form of education, use of internet resources with a learning purpose, and also the electronic textbooks, reference books etc (Gryshchenko V.I., Kudryavtseva S.P., Kolos V.V., Verenych O.V., 2004). The modern computer telecommunications enable to the participants to enter into the "live" (interactive) dialog (written or oral) with a real partner, and also to do possible an active exchange of messages between a user and the informative system in real-time. The computer learning programs through the interactive facilities and devices provide the continuous *dialogic cooperation* between the user and a computer; enable the users to manage the learning process, to regulate a speed of material learning, and to return on the initial phases.

The concept "interactive learning" specifies such a process of learning, when joint activities in the process of cognition are used, and the

knowledge is obtained conjointly through dialogue, polylogue of the learners among themselves and the teacher.

The interactive adult learning realizes subject to their interests and requests, life and professional experience, in the forms of partner's cooperation of all actors of the educational process. *The interactive adult learning* is pointed at providing of *the common learning process*; getting knowledge, skills, abilities; gaining the necessary competencies *in joint activities in a simulated reality* that provides a high level of motivation to study, in which the participants for themselves find a field to use the acquired experience.

Thus, during the interactive learning all participants of the learning process cooperate among them, exchange information, jointly solve the problems, simulate the situations, evaluate the colleagues' actions and their own behaviour, and merge in the real atmosphere of business collaboration to solve a number of problems according to their interests, needs and requests. Meanwhile, there is constant change of the learning activities' forms: a game, a discussion, a work in small groups, mini lectures etc.

The main principles of the interactive learning are the following: the principle of dialogic interaction, the principle of cooperation, the principle of active role-playing and training organization of education. There is no doubt; the interactive learning is the most efficient one for achieving by a person the level of a specialist in a certain field, capable of innovations.

By the interactive learning the central place in activities of the teacher is taken *a not separate adult person as individual but a group of collaborative adult learners*, who stimulate and activate each other. The intellectual learners' activity is stimulated in the learning competitions and in a collective true search. There is a psychological phenomena, which acts as infection (not imitation but infection), and any idea, which has come from a neighbour, can involuntarily cause an own one that could be analogous or similar to the worded idea before, and vice versa − a complete contrary one. The most complete these effects are presented *in the game and training's learning technologies*.

The advantages of the interactive learning are determined by the following:

1. The interactive learning allows intensifying the process of understanding, digestion and creative applying of knowledge in solving practical assignments. The efficiency is achieved due to more active involvement of adult learners not only into the process of obtaining knowledge, but also into direct using of the integrated complex of attainments.

2. The interactive learning increases motivation and adult learners' engagement in solving training tasks. The interactive education forms the capacity of extraordinate thinking.

3. The interactive learning gives the experience of establishing contacts, interdependent axiological and conceptual relations with the world (culture, nature), people and a person himself − the experience of dialogic cognitive activity, socio-moral communicative relationships and self-cognition.

4. The interactive learning not only provides the gain of knowledge, skills, habits, work methods and communication ability, but also serves as a necessary condition for acquiring and improving professional competence (competence is a readiness to act).

5. Whereas the interactive learning allows the possibility of communicating with the teacher and other learners, cooperating in cognitive and creative activities, the monitoring of knowledge, skills and habits becomes permanent, more flexible and human.

6. One of the aims of the interactive learning is to change not only the experience and attitudes of the learners, but also the social realm, for mostly the interactive learning methods are imitation of the interactive activities found in social and state practice of democratic society.

The didactic peculiarity of the interactive adult learning is that the usual logic of teaching situations is often violated in the process of its implementation: not from theory digestion to practice, but from new experience forming to its theoretical comprehension through using.

The forms and methods of the interactive learning include heuristic conversation, presentations, discussions, brain-storming, round-table method, business game method, discussed competitions of practical works, role-

playing, instructive trainings, collective solving of creative tasks, case method, group and individual practical exercises, modelling of a certain activity or situation, drafting of business plans and different programs, discussing video records including self actions records, etc.

Foreign researchers refer the above mentioned methods to the "active forms of a seminar", noting, that each of these forms has the specific functions, its own method of preparation, organization and implementation (Situational Analysis, or Anatomy of a case-method 2002). To describe the technological steps there is used a concept "methodology" that means a battery of methods, modes of practical realization of something. The concept "Methods of the Interactive Education" is frequently met in the foreign references.

We will let our view on this issue. The learning technology includes the learning content and a battery of forms, methods, modes, procedures, and ways that aloud to achieve a planned result of the learning process. Thus, in this context the teaching forms and methods, patterns and devices are the structural units that provide effective functioning of an academic content and constitute the teaching techniques according to the goals and the planned (desired) results of the learning process, their achieving is *technologically warranted*. The leading role in any teaching techniques' designing is played by the teacher, who according to a certain purpose, academic content, learners' requests and abilities, chooses teaching forms, methods and patterns, defines their sequence, time and stages of involvement into the learning process in such a way as to achieve the planned guaranteed result.

It is necessary to underline, that the quality of technology realization depends on the teacher's didactical and pedagogical skills level.

The interactive technologies in adults education are specified as such ones which ensure adults involvement into the learning process due to selection and use the whole of active teaching forms and methods that allow definite achievement of the planned result, establishment of reaction, option right, bidirectionality of communication, appropriate consideration of learners' life and work experience. Thus, the interactive technologies in adult education are designed by the teacher from the whole of those active teaching forms, methods and patterns that ensure effective content functioning in the best way. *The technological adult learning tools should be exceptionally interactive, as the "interactivity" decreases the study period of adult human, and as a rule, it is limited.*

Thereby, the interactive learning technologies have a great educational developmental potential and provide maximal activities of adult learners in the learning process, the optimal learning period and its effectiveness.

The form of the distance learning becomes increasingly popular for adult learning. Publications' analysis on the interactivity of the modern information technologies shows, that this concept is an issue, especially among the distance learning teachers. *The interactivity* is interpreted as *an usual access* of somebody (a learner), who is learning now, to a page of a text through the web interface and getting some learning material from there; *a dynamic interaction* between the learner and a training system; *a characteristic of responses modality* that is a function, which depends on the answers of those learners, their answers' content and the quality of feedback support (Gryshchenko V.I., Kudryavtseva S.P., Kolos V.V., Verenych O.V. 2004). The system of the distance learning includes the concept "*social interactivity*" that means an individual attempt to change or improve the quality of learning interaction through the interpretation of human language, the creation of feeling of comfort and the development of the practice of the class management (Carlson R.D. & Repmen J.). There is a thought, that the interactivity can be used only when a distance program stimulates interpersonal interaction in the following characteristics: a no-delay answer; an inconsistent access to information; an adaptation; a feedback; a right of choice; the two-directed communication. *The dynamic nature of the interactivity* is emphasized the by Merrill D., Li Z., Jones M.K. (1990): there is a requirement for the mutual adaptation of one to another, for example, the adaption of the learner and the learning technology.

The general opinion of all authors, who define the concept of the interactivity for the distance learning systems, is that the

interactivity is one of the most important characteristics that should be considered during the designing and creating of the distance courses (Gryshchenko V.I., Kudryavtseva S.P., Kolos V.V., Verenych O.V., 2004).

Thus, *the interactivity in the distance learning systems* is a specially organized pedagogical interaction between the learners and the teaching resources, or among the learners. Such pedagogical interaction in the computer developmental environment allows working with the learning materials and gives an opportunity to communicate with all participants of the learning process through the use of the modern information technologies. It *enables to reduce feelings of isolation and anonymity* that arise in the process of the distance learning, which lead often to dissatisfaction, low-quality of tasks' fulfilment in the distance learning and even rejection of the distance learning form.

A type classification of the interactivity for the distance learning system is very wide (Gryshchenko V.I., Kudryavtseva S.P., Kolos V.V., Verenych O.V., 2004). The classification, which is based on the definition of a sender and a recipient of a message during the process of the learning interaction, consists of four main types of the interactivity: learner – learner; learner – teacher; learner – the teaching (learning) material; learner – the multimedia presentations' control modes. There are another types (which are added to the classification) of the interactivity: "learner – learning" – interaction between the learners and a content and the traditional teaching methods (a survey and a feedback) (Carlson R.D. & Repmen J.). The most attractive five levels of the interactivity according to the learning tools use (the specific telecommunication tools) are: an e-mail or asynchronous communication; a remote access; a brainstorming in real-time; text collaboration in real-time; multimedia in real-time and/or hypermedia-cooperation (Bonk C.J. & Reynolds T.H., 1997). In our opinion, the important *classification of the interactivity* for the learners of the adult learning, which is *"based on activities"* that consists of such elements: critical thinking, creative thinking, information search, information sharing, and general problem-solving?

We want to underline the role of the teacher for interactivity's realization in the distance adults learning system, and the need to expand the teacher's main functions: a teacher-assistant, a teacher- classmate, a teacher-support, and a teacher-organizer.

Since the interactivity in the distance learning system is usually considered from two points of view – *the technical one*, which is defined by selection of the interactivity tools between learner and teacher; learner and classmates; learner and learning resources and *the pedagogical point of view* that identifies the knowledge assessment method, as well as the opportunities for a pedagogical impact of the distance learning (Gryshchenko V.I., Kudryavtseva S.P., Kolos V.V., Verenych O.V., 2004). Then the *development of the interactive distance adult learning tools* should provide two aspects: an interaction with the learning resources and interpersonal interaction.

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ІНТЕРАКТИВНЕ НАВЧАННЯ В ОСВІТІ ДОРОСЛИХ: ДО РОЗВИТКУ ПРОБЛЕМИ

У статті розглянуто інтерактивні технології в освіті дорослих; проаналізовано поняття «інтерактивне навчання», «інтерактивні технології»; розглянуто поняття «інтерактивності» у дистанційній освіті дорослих; проаналізовано ефективні критерії та етапи розвитку інтерактивних технологій в освіті дорослих.

Ключові слова: інтерактивне навчання, інтерактивні технології, навчання дорослих.

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ИНТЕРАКТИВНОЕ ОБУЧЕНИЕ В ОБРАЗОВАНИИ ВЗРОСЛЫХ: К РАЗВИТИЮ ПРОБЛЕМЫ

В статье расмотрено интерактивные технологии в образовании взрослых; проанализировано понятие «интерактивное обучение», «интерактивные технологии»; расмотрено понятие «интерактивности» в дистанционном обучении взрослых; проанализировано эффективные критерии и этапы развития интерактивных технологий в образовании взрослых.

Ключевые слова: интерактивное обучение, интерактивные технологии, обучение взрослых.

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THE CONCEPTS: INTERACTIVE LEARNING FOR ADULT LEARNERS

The paper deals with the interactive technologies in adults education: the definitions of "interactive learning", "interactive technology" for adult learners, the interactivity for the adult distance learning systems, efficiency criteria and stages of the adults interactive technologies development.

Key words: interactive learning, interactive technology, adult learning.