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**ПЕДАГОГІКА**

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**TRADITIONAL AND INTERACTIVE METHODS OF EDUCATION IN  
PROFESSIONAL PREPARATION OF THE FUTURE PRIMARY SCHOOL  
TEACHER: COMPARATIVE ANALYSIS**

*Summary.* The report reveals the relevance of the problem; the essence of traditional methods and interactive learning methods in the future primary school teacher's training for the subjects "teacher" and "student" is characterized; ways to solve the problem are identified.

*Key words:* future primary school teacher, interactive learning technologies, traditional learning methods, professional preparation of the future primary school teacher.

*Анотація.* У доповіді розкрито актуальність проблеми; схарактеризовано сутність традиційних методів та методів інтерактивного навчання у професійній підготовці майбутнього вчителя початкової школи для суб'єктів «викладач» та «студент»; визначено шляхи вирішення проблеми.

*Ключові слова:* майбутній учитель початкової школи, технології інтерактивного навчання, традиційні методи навчання, професійна підготовка майбутнього вчителя початкової школи.

Humanization of the educational process, the target orientations change, the transition to the position of a personally oriented concept, giving the primary

school teacher the right to autonomy in pedagogical creativity require the training of a new type specialist. The school must have a teacher ready to complete a comprehensive pedagogical process in accordance with educational programs, who has the degree in junior schoolchildren preparation, the requirements of the state educational standard of primary general education, the effective communicative pedagogical environment creation as a condition for a child's successful development.

However, the status study of the future primary teacher's training problem showed that the change in the training of such a specialist, built largely on the principles of functional approach using the methods of: organization and implementation of educational and cognitive activity; stimulation and motivation of educational activity (requirement, teaching significance explanation, use of games, discussions, emotional situations, etc.); monitoring, analyzing and evaluating the the teachers' training results.

We believe that the use of interactive learning technology at classes at a higher educational institution is advisable and effective, since interactive learning is intended to create comfortable learning environment in which each student experiences success, intellectual ability. Interactive learning methods are "an intensified pedagogical interaction, the mutual participants influence in the pedagogical process through the prism of their own personality, personal life experience..., the process of intensive, interpersonal communication ..." [2, p. 48].

Theoretical and practical foundations of interactive learning methods are defined in works by I. Dychkivska, O. Dubaseniuk, O. Yelnikova, S. Kashelova, O. Komar, I. Nikishyna, V. Nikolina, I. Osadchenko, O. Pekhota, O. Pometun, L. Pyrozhenko, G. Pyatakova, V. Rudenko, G. Selevko, G. Syrotenko, M. Skrypnyk, etc. Among the most popular interactive learning methods, researchers define: work in pairs; "2-4 all together"; "Roundabout"; work in small groups, "Microphone", "Unfinished sentence", "Brainstorming", "Teaching while learning", situation analysis, "Tree of Solutions", various types of discussions, debates; role playing, etc.

For the fuller disclosure of the “interactive learning methods” category O. Pometun compares traditional and interactive teaching methods for the following parameters: goals; teacher and student’s position; communication organization in the educational process [1, p. 7]. We have analyzed the comparison done by the researcher [1, p. 7–12] by analogous parameters, placing data in the form of a table.

*Table*

**The essence comparison of traditional methods and interactive learning methods in the future primary school teacher’s professional training for the subjects “teacher” and “student”**

<b>The essence of traditional learning methods</b>	<b>The essence of interactive learning methods</b>
<b>Educational aims</b>	
<p><i>The aim</i> is to transfer students to the chosen way and to make them absorb as much knowledge as possible, that is, translation of an already meaningful and differentiated information by pedagogue, skills identification that students need to form.</p> <p><i>The students’ objectives</i> are to recreate the knowledge and methods of activity created by others.</p> <p><i>The result</i> is the students knowledge in the form of a certain amount of information from various educational subjects that exists in their minds as a set of themes that do not always have semantic relations.</p> <p><i>Feedback</i> is the process of</p>	<p><i>The aim</i> is in the chosen way, the teacher will create such learning conditions in which the student himself will acquire and construct knowledge and own competence in various areas of the future life.</p> <p><i>The students’ objectives</i> are to receive information not in the form of a ready-made system from a teacher, but in the process of own activity; while interacting with other students and a teacher, to master the tried and tested methods activity system concerning oneself, society; to master various knowledge mechanisms searching in individual and collective activities.</p> <p><i>The result</i> is the knowledge received</p>

<p>educational material reproduction by students to the teacher.</p> <p><i>Contradictions:</i> between the subject content and its knowledge by students; between the depth of students' educational material comprehension and possibilities of using knowledge in extra-curricular situations.</p> <p>The achievement of cognitive (knowing) goals in their six-step hierarchy (according to B. Bloom) – only the first three levels: knowledge, application, understanding (translation, interpretation, extrapolation).</p>	<p>by students, which is also a tool for self-extracting them.</p> <p>Cognitive goals achievement in their six-step hierarchy (according to B. Bloom) – all six levels: knowledge, application, understanding (translation, interpretation, extrapolation), synthesis, analysis, evaluation, as well as social competence realization (ability to conduct a discussion, work in the group, resolve conflicts, listen to others, etc.).</p>
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**The student and the teacher positions in the educational process**

<p><i>Peculiarities of the teacher's position:</i> a clear content planning of only his own activities, in the process of which the teacher is the central actor who manages the students, shows, tells, asks, requires calm in the audience, restricts the students movements.</p> <p><i>The student's position in the classroom</i> is a passive listener, who is sometimes given an opportunity to demonstrate his knowledge.</p>	<p><i>The student's position in the classroom</i> is an active participant in the educational process, which allows him participating in discussions, talking about various problems, simulating the situation, mastering 70% - 90% of the information.</p> <p><i>The interaction between the teacher and the students</i> is based on parity, which allows the teacher to accept the students' views and active position, recognition of their right to judgments and independence.</p>
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**Communication organization in the educational process**

<p><i>The basis of the communicative</i></p>	<p><i>The basis of the communicative</i></p>
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<p><i>process</i> is the teacher's monologue, in the process of which, using the system of rewards and punishments, makes students accept information as necessary and compulsory.</p> <p><i>Method of communication</i> is one-way communication on the teacher's initiative in accordance with the pre-prepared class plan, which allows to convey a large amount of material for a short period of time, having feedback in the form of students' short answers.</p>	<p><i>process</i> is the organization of a teaching by an instructor, in which he is a consultant, a facilitator who never focuses the learning process on himself; therefore, the main links in the learning process between students, their cooperation, and the learning outcomes are achieved through participants' mutual efforts in the learning process (students take on mutual responsibility for learning outcomes).</p> <p><i>The method of communication</i> is multifaceted communication, in which the teacher does not dominate the students, but becomes a participant in learning activities. Communication links arise not only between the teacher and the students, but also among all students (students have an opportunity to share their thoughts, impressions and feelings, tell about their own conclusions and listen to the thoughts of not only the teacher, but also the groupmates).</p>
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So, as it can be seen from the table, interactivity in its essence is multilateral communication, in which communicational bounds arise not only between the teacher and the students, but also among all students. Due to this the future primary school teacher gets the opportunity to acquire communicative competence: to share his thoughts, impressions and feelings, to tell about his own conclusions and listen to the thoughts of not only the teacher but also the groupmates; to participate in

discussions, talking about various problems, immitating situations, including language; to conduct a discussion; to work in a group, resolve conflicts, listen to others, etc.

However, it should be noted that the use of these methods should be pedagogically sound: the priority of a particular teaching method type should be determined by the specific professional training objectives.

## **LITERATURE**

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