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IMPLEMENTATION ACTIVE LEARNING METHODS INTO THE EDUCATIONAL PROCESS

The results of scientific sources analysis prove that the formation of learning motivation of identity is relevant psychological (Vyhotskyi L., Halperin P., Davydov V., Rubinstein S. and others) and pedagogic problem (Komenskyi Y., Pestalotssy I., Ushynskyi A., Makarenko A., Sukhomlynskyi V., Danylov M., Kostiuk S., Verbytskyi A., Lozova V., Schukina H. and others), and it is an important social call of the day.

In the frames of competitive approach there is set that education today is not to be limited by knowledge reproduction, it requires common efforts and active interaction of both participants. Such approach is provided with the change of lecturer's attitude, with the organization of an appropriate environment, with the use of innovative technologies and methods which stimulate learning activity, creativity, self-sufficiency, responsibility for own decisions as well as productive and flexible students' way of thinking. Among modern technologies, which have similar capacity, the majority of scientists distinguishes active and interactive methods of learning (Doronyna, 2011).

Nowadays there are distinguished a number of active methods of learning which have already proven their efficiency, among them there are quest technologies.The main idea of this method is the help in the development of learning activity under the conditions when all the psychological processes of students such as attention, emotional and desirable sphere are ready for active processing of learning material (Sokol, 2013).

In professional references "quest" is distinguished as intellectual team game where it is needed to solve the tasks and as specially organized type of researching activity (Kaivola T., Salomaki T., Taina J., 2012). In can combine active and interactive methods such as: trainings, quizzes, debates, discussions, work in microgroups, business games and can have the form of educational real quest or web-quest.

There have been developed practical lessons with the use of quest methods and project technologies in the frames of carried out experimental research on the introduction of active and interactive methods of learning into the educational process of Higher Education Establishments having the aim to distinguish the quality of influence they have on the formation of learning motivation in students by the lecturers of the departments. Such technologies have been implementing during the practical lessons in the frames of psychological and pedagogical disciplines.

The specificity of proposed quests has been in the tasks of every definite location which have to be passed by the students throughout the way. They have to be focused on the creation of definite competitive of future expert, besides, the process of their solving has helped to actualize the given during the lectures or proposed for self-learning material. Thus, in the process of students' quest "Mechanism of small group development" passing, they have been proposed to look through specially chosen video-fragments and to distinguish those which have been demonstrating namely the mechanisms of small groups' development. During the team discussions the students have had the possibility to express their arguments to prove their own point of view and to demonstrate the way of influence which is had by those mechanisms on the team development. In the process of analyzing the problems of group decisions the students have been proposed to participate in the topical quest. It has been based on the well-known psychological game "Accident" that has given the possibility to estimate the effectiveness of the team decisions. Students' participation in the mentioned game has posed them the possibility to distinguish disadvantages and advantages of team decisions analyzing own practical experience and has helped to develop the skills of persuasion and active listening. Collective discussion on the issue has assisted the process of systematization of received knowledge. Let's point out that the quest technology has been used to estimate the level of students' learning achievements during the module control. So, the lecturers of the department have developed educational quest "Criminal Groups", which has had 5 locations where at every one the group has been receiving a special envelope with the tasks to be solved within 5 minutes. If the tasks have been solved correctly the students have received the hint of where to search for another location. The locations have been placed in the whole body of the university (library, department and the studying rooms), at every location students should find an envelope and solve the tasks. As a team project students have been proposed to "develop the system of psycho-prevention of deviant behaviour among the students". In the process of preparing to the introduction of this project the students have been divided into the subgroups each of them has chosen definite type of deviant behaviour (stealing, alcoholic and drug abuse, discipline violation) and ought to develop their own programmes of prevention basing on the results of theoretical and empiric researches.

For the purpose of comparing the results of learning between teaching with the help of traditional methods and with the help of active methods there have been carried out the survey in two studying groups. In the first group which was experimental, there were used methods of projects and quest technologies, and in the second one, which was the controlled group, there were used traditional methods of teaching.

The results of the carried survey have posed the possibility to figure out that the students acquired the following skills at the end of the experiment: to search and to work with the required information individually; to adapt in the information area (to find, to compare and to analyze the information); to find the ways of solving the professional tasks; to improve the relations in different social groups; to develop critical thinking and eager to creativity and self-development; to solve out effectively the conflict situations, etc.

An important acquisition in the process of project preparation as well as its result or quest and case study solving is understanding of practical value of theoretical knowledge and is a formed desire as well as ability to learn individually. This approach spreads far beyond the frames of learning area and is focused on the professional

problems solving in definite sphere of education process, also it develops an interest and profile cognitive motivation. Practical orientation of these technologies helps the students to realize their need in theoretical knowledge and the way they can use it. It is important to point out that information presentation and search in the form of game has a number of advantages such as: activation of the process of material learning with the help of visual means (real subjects, schemes, models, pictures, video-fragments and photos), development of stable interest to the subject which helps to activate learning activity, to realize creative components of individual development and, as well, it takes off extra psychological tension.

It is also needed to highlight that the development of active methods of learning helps to improve the skills not only of the student's individuality but also the lecturer's individuality, mastership and creative potential. A lecturer, using the methods of project and quest in their pedagogical activity, finds logical balance between academic and practical knowledge, abilities and skills.

The results, which have been received in the process of carrying out an experimental research on the introduction of active methods of learning (case study, quest and project), show their significant efficiency in comparison with traditional methods of teaching. Experts' estimation as well as questionnaire carried among the representatives of the research has posed the possibility to figure out significant development of motivation concerning the discipline learning through the understandability of practical values of received knowledge in further professional activity. Besides, in the process of completing the proposed tasks the students have showed a high level of learning activity and have had the possibility to present their own creative abilities and skills in team-working. Also, it is essential to point out a higher level of the process of knowledge acquiring by students who have participated in the experiment in comparison with the students of the controlled group. Thus, using of quest and project methods in educational process has received positive estimation. They give students the possibility to think, to estimate, to make decisions, bear the responsibility and, also, to work under constant unstable conditions. The result of using the active methods of learning is in the extension of experience of creative activity, in the readiness to practical active activity, in the ability to modulate and make professional decisions that satisfies the challenges of modern informative society.

References

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