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**THE USE OF INTERACTIVE METHODS IN THE PROCESS OF STUDYING HUMANITIES AT HIGHER EDUCATIONAL INSTITUTIONS**

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ABSTRACT

The academic paper is devoted to the use of interactive methods in the process of studying the humanities to form the professional and communicative competence of future specialists in construction and civil engineering.

Currently, the issue of active applying the case method, business games in the classrooms in higher educational institutions is rather relevant. This is since the modern educational process is aimed at the formation of basic competencies as follows: professional and communication ones, skills, and abilities of intellectual activity, the development of the ability to process a large amount of information. Another argument in favour of the using interactive methods arises from the requirements towards the professionalism of any specialist in construction and civil engineering, who should master the optimal behaviour in various professional and everyday situations emerging in real life.

In this paper, we have tried to prove that in the process of using interactive methods, the degree-seeking student becomes an active subject of the educational process under the direct supervision of a teacher, which has a positive effect on the formation of numerous competencies – professional and communicative ones.

In the process of a business game or work on a case, the mastering of new terminology, acquaintance with new vocabulary, the use of speech cliches occurs. The correct use of grammatical forms and syntactic structures is of particular importance during the oral presentation of the decision.

Professional knowledge and confidence in the ability to solve problems is an incentive towards forming professional and communicative competence in Ukrainian language classes for professional direction.

Therefore, it can be stated that in the context of this scientific research, the expediency of using interactive methods has been justified to form the professional and communicative competencies of future specialists in construction and civil engineering during studying at higher educational institutions.

KEYWORDS

interactive methods, case method, business game, educational process, professional and communicative competence, specialists in construction and civil engineering, humanities.

## **Introduction**

Nowadays, active European integration of all spheres of public life requires changes in the professional activities of each member of the society. Currently, new challenges are posed to Ukrainian society in the face of new needs and new development. The dynamic development of the society also puts forward new requirements for the system of higher professional education in Ukraine. The changes taking place in the economy require the use of new methods and approaches in the educational sector of training specialists. These requirements apply to specialists in any industry specialists in construction and civil engineering. In the domestic system of vocational education, the demand for the development of new teaching methods and the formation of the professional and communicative competence of future specialists in construction and civil engineering and the search for innovative technologies that will activate the process of studying the humanitarian disciplines are becoming of great current interest. The main objective of the modern educational process lies in reforming the system aimed at the development and acquisition of quality abilities, bringing the national criteria and standards of education in line with European requirements. Consequently, it is necessary to create appropriate conditions that would promote the formation and development of professional and communicative competence of future professionals. The implementation of only traditional teaching methods does not allow creating the proper conditions for mastering and acquiring the skills necessary for developing professional and communicative competence. The teacher is assisted by modern methods, approaches, and technologies for teaching the humanities, which make it possible to diversify the educational process, make it as close as possible to real communication, capable of encouraging the degree-seeking students to think critically, to develop creative and cognitive activities. The process of forming professional and communicative competence of degree-seeking students in non-linguistic specialties will have successful results if the following conditions are met, namely: the presence of interdisciplinary connections, positive attitude to the future specialty, high motivation of future professionals, and increasing students' creative activity during training, sufficient information content of the educational process.

### **The aim of the study**

The purpose of the research lies in considering the didactic possibilities of interactive teaching methods as methods of forming professional and communicative competence of future specialists in construction and civil engineering in the process of studying the humanities.

### **The theoretical basis and the research methods**

The issue of studying the introduction of interactive teaching methods in higher educational institutions is the subject of consideration in the works of domestic scientists as follows: V. Andrushchenko, N. Volkova, A. Dubaseniuk, I. Dychkivska, I. Ziazun, H. Marykivska, I. Melnychuk, L. Pyrozhenko, A. Pometun, O. Shevchenko, Yu. Surmin, V. Yagodnikova, etc.

### **Presentation of the main material**

The combination of specialists' personal qualities, such as: the ability to communicate concretely and clearly, to present the information vividly, to manage business papers competently, to organize business meetings, to be creative in solving complicated, complex issues sometimes becomes more desirable for an employer than specific technical knowledge.

An important condition for the effectiveness of the formation of professional and communicative competence of future specialists in construction and civil engineering is the selection and application of effective teaching methods. Analysing the experience of scientists on this issue, it can be said that the interactive method is a teaching method based on direct, active interaction of participants in the educational process. Herewith, the main aspect is the interaction of subjects with each other.

Such training process is based on the activation of the cognitive activity of degree-seeking students - future specialists in construction and civil engineering. Its essence lies in the constant active interaction of all subjects of the learning process. This interaction, or cooperation, can be illustrated by the algorithm of the relations as follows: "teacher - a degree-seeking student", "teacher - a representative of a group of degree-seeking students", "degree-seeking student - degree-seeking student", "degree-seeking student - part of the group of degree-seeking students" or the "whole group of degree-seeking students". "At the same time, the teacher and the degree-seeking student are equal subjects of education. They understand what they do, reflect on what they know, can and implement" (Marykivska, 2016). In such interaction, the teacher will act only as an organizer of the learning process, a consultant, and an observer.

Yu. Surmin emphasizes that this "method is characterized by a significant pedagogical effect, forasmuch as it develops such qualification characteristics of the individual, as: the ability to analyse and diagnose problems, the ability to clearly articulate and express one's viewpoint, communicate, discuss, perceive and evaluate information received in verbal and nonverbal forms. In a certain sense, this method contributes to the formation of professional and personal qualities of a person. It develops a sense of self-confidence; it helps overcome excessive timidity or overconfidence" (Surmin, 2015).

From among the variety of conditions ensuring the success of the formation of professional and communicative competence among future specialists in construction and civil engineering, one of the primary ones is the development of professionally significant communication skills. Using our own experience, we can assert that the use of additional literature, textbooks, business papers, popular business publications in the specialty, etc. actively promotes and stimulates the process of formation of professional and communicative competence in the classes in humanitarian disciplines.

The use of interactive methods in the classes of "Ukrainian language in the professional direction", "Culturology", "Psychology" requires careful preparation on the part of all participants in the educational process. Interactive language teaching methods encourage degree-seeking students to take direct action and deepen their knowledge in practice. The latest technologies imply the formation of a personality aimed at constant self-improvement, at continuous self-development.

Along with this, the use of active methods and forms of training stimulates the teacher to improve and enhance the efficiency of work and search for new interactive methods.

The introduction of the latest technologies puts forward new requirements for the teacher. As a result, teachers should try to gain new knowledge, skills, and master skills to work with computer programs. In the process of introducing innovative technologies, one cannot but focus on the dialogue or polylogue mode in the Ukrainian language classes. The teacher's monologue should be minimal. During a polylogue or dialogue, subject

- subject relations are actively manifested both by the degree-seeking student and by the teacher.

Scientists (N. Volkova, N. Savelieva, O. Shevchenko) emphasize that the application of active training methods involves focusing this process mainly not towards teaching ready-made knowledge and their reproduction, but towards the independent mastering knowledge by degree-seeking students in the process of active cognitive activity. The authors (Pometun, Pyrozhenko, 2002) believe that active training methods are learning through activities. It is in the process of intense activity, led by a teacher, the degree-seeking students acquire the necessary knowledge, master the skills and abilities of professional activity, develop their creative abilities, etc.

We consider it expedient to form professional and communicative competence in the course of studying the subject "Ukrainian language for professional purposes" and other humanities, in particular, "Ukrainian historical and humanitarian studies", "Psychology", "Culturology".

The use of interactive methods makes it impossible for one subject of the educational process to dominate over another, as well as one opinion over another. These methods are focused on the interaction of not only the teacher and the degree-seeking student, but also the degree-seeking students among themselves. Being in the mode of dialogue, brainstorming, presentation, discussion, dispute, the degree-seeking students learn to build their speech logically, consistently, stylistically, reasonably. Situational communication during a business game or solving a case requires a quick application of theoretical knowledge in practical activities, and then using the acquired knowledge and formed skills during real professional communication.

The advantage of using the case method in the classroom on "Ukrainian language for professional direction", "Ukrainian historical and humanitarian studies", "Psychology" in higher educational institutions lies in the intense activities of degree-seeking students, the ability of the entire group to work on a single problem area, the ability to develop skills of simple generalization and, most importantly, that the emphasis of training is transferred to the formation of skills. The acquired knowledge can be applied in practical activities.

Here are examples of using the case method and business game.

#### *Case method*

Modular construction is a trend of modern life. Ukraine is just beginning to get acquainted with the technology of construction of modular houses widespread in the West, which provides for a complete factory production and assembly of a structure. After all, such an approach would help solve numerous housing issues in our country.

The main idea of modular construction is the production of a finished house at the factory and its installation on the selected site. That is, you are purchasing not the construction of a house stretched out in time, but a finished house, which provides not only the main structure, in particular, the floor, walls and roof, but also all the necessary internal planning, engineering systems and communications required, as well as often furnishing with the planned set of furniture. Moreover, the technology of assembling modular houses allows them being transported from place to place and, if necessary, increasing the internal space by connecting new blocks to the house.

Sources of obtaining interesting information for the modern consumer are advertising on the Internet, outdoor advertising, printed advertising, media advertising, direct advertising, etc.

The degree-seeking students are proposed to act as call-center employees and answer questions of leads. For this purpose, it is necessary to study in detail the presented material and offer effective, convincing arguments in favour of purchasing a house of this type.

In the process of bringing a lead to a purchase, future construction and civil engineering specialists should demonstrate not only professional knowledge, skills, and abilities, but also show communicativeness, the ability to avoid conflict, the ability to conduct a dialogue, considering all speech norms.

The final stage is the presentation of the decision, evaluation of the work of students, discussion of decisions and conclusions. It should be noted that "the ability to publicly present an intellectual product, to promote it well, to show the benefits and possible directions of effective use is a valuable quality of a modern specialist. The presentation gives an opportunity to hone the deep qualities of the specialist's personality (will, confidence, dignity, purposefulness). At the same time, it develops public communication skills, forming one's own image" (Dychkivska, 2004).

*Business game "Public speech: Prospects and directions of modern development of the city"*

Purpose: to develop public speaking skills; to develop the skill to focus on the range of interests and the level of listeners.

The course of the game: the teacher announces the purpose of the business game; he actualizes knowledge about how the course of the speech changes depending on the audience. Then the topic is chosen.

Next, the teacher and students discuss the options of audiences (distance or personal communication) and the category of students (professionals or customers).

The number of speakers is determined by the number of proposed audiences and categories of listeners. The speech, as a rule, is not prepared in advance, but it is a spontaneous reaction of the speaker. In a concise speech, the speaker can raise one or two questions, give a specific answer.

The speaker should address his message to all those present, having constructed it in such a way that the information received is understandable and forms the basis of his own reflections and conclusions.

By the way, the main requirements are imposed on the speaker's speech, namely: a well-set voice; the language should be balanced in tempo; intelligibility of language; an important place is occupied by the lexical syllable of the language. It is necessary to speak briefly, to be more precise, to maintain emotional connection with the audience (the need for speech etiquette forms, for example, greetings and gratitude for attention: *glad to greet you, thank you for your attention, thank you for your devoted time*), the means of contact is the use of verb forms (*let's find out, as you guess, let's explain, let's specify and so on*).

One of the effective methods of maintaining attention to one's speech is the question – the answer tool, creating an atmosphere of communication.

It should be borne in mind that people remember up to 30% of what they hear; consequently, you shouldn't overload your speech with unnecessary information. During the presentation, the degree-seeking students imitate a conditional audience. After all participants have presented their speeches in the business game, the teacher sums up the results, assesses the game.

Conclusion

The use of interactive methods provides an opportunity for future specialists in construction and civil engineering not to be just observers, but to become active subjects of the educational process, to form professional and communicative competence, and to intensify cognitive activity. The introduction of this method makes it possible to form an interest in the profession among degree-seeking students.

The prospect of further exploration, in our opinion, is to develop a set of cases and business games to form in the humanities classes of professional and communicative competence of future professionals, including specialists in construction and civil engineering.

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## WYKORZYSTANIE METOD INTERAKTYWNYCH W PROCESIE STUDIOWANIA HUMANISTYCZNEGO W SZKOŁACH WYŻSZYCH

### STRESZCZENIE

Artykuł poświęcony jest wykorzystaniu metod interaktywnych w procesie studiowania nauk humanistycznych w celu kształtowania kompetencji zawodowych i komunikacyjnych przyszłych specjalistów budownictwa i inżynierii lądowej.

Problem aktywnego wykorzystania metody przypadku, gier biznesowych na zajęciach w szkolnictwie wyższym jest dziś aktualny. Wynika to z faktu, że współczesny proces edukacyjny ma na celu kształtowanie podstawowych kompetencji, wśród których znaczące miejsce zajmują umiejętności zawodowe i komunikatywne, umiejętności i zdolności aktywności intelektualnej, rozwój umiejętności przetwarzania dużej ilości informacji. Kolejny argument przemawiający za wykorzystaniem metod interaktywnych wynika z wymagań zawodowych każdego specjalisty z zakresu budownictwa i inżynierii lądowej, który musi opanować optymalne zachowanie w różnych sytuacjach zawodowych i codziennych, które pojawiają się w życiu codziennym.

W niniejszym artykule staraliśmy się udowodnić, że w procesie stosowania metod interaktywnych student pod bezpośrednim kierownictwem nauczyciela staje się aktywnym podmiotem procesu edukacyjnego, co pozytywnie wpływa na kształtowanie wielu kompetencji, w tym zawodowych i komunikacyjnych.

W trakcie gry biznesowej czy pracy nad sprawą dochodzi do opanowania nowej terminologii, znajomości nowego słownictwa, posługiwania się frazesami mowy. W trakcie ustnej prezentacji decyzji ważne jest właściwe użycie form gramatycznych i konstrukcji składniowych.

Profesjonalna wiedza i wiara w umiejętność rozwiązywania problemów jest bodźcem do kształtowania kompetencji zawodowych i komunikacyjnych na zajęciach języka ukraińskiego w profesjonalnym kierunku.

Można zatem powiedzieć, że w kontekście niniejszych badań celowość wykorzystania metod interaktywnych do kształtowania kompetencji zawodowych i komunikacyjnych przyszłych specjalistów budownictwa i inżynierii lądowej podczas studiów na studiach wyższych była uzasadniona.

### SŁOWA KLUCZOWE

metody interaktywne, metoda przypadku, gra biznesowa, proces edukacyjny, kompetencje zawodowe i komunikacyjne, specjaliści budownictwa i inżynierii lądowej, nauki humanistyczne.



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