

The background features a dynamic composition of colorful, stylized arrows pointing towards the center. The arrows are in shades of red, orange, yellow, green, and blue. There are also various splatters and dots in these colors scattered across the white background. In the top left corner, there are diagonal light blue stripes.

THE MINISTRY OF EDUCATION AND  
SCIENCE OF REPUBLIC OF KAZAKHSTAN  
EAST KAZAKHSTAN HUMANITARIAN  
COLLEGE

Interactive methods of teaching disciplines

Kassenova A.A.

Ust-Kamenogorsk, 2019

The background features a complex abstract design. In the top-left corner, there are diagonal light blue stripes. The right side is dominated by large, overlapping, curved shapes in shades of green and magenta. At the bottom, several colorful arrows (red, yellow, green, blue) point towards a central point, surrounded by various colored splatters (red, blue, purple).

INTERACTIVE METHODS OF  
TEACHING DISCIPLINES

Reviewed and approved at the scientific and methodological meeting of the Council of the East Kazakhstan humanitarian College.

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This manual provides interactive methods of teaching disciplines.

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## CONTENT

Introduction .....	6
Discussions .....	8
Silent discussion.....	10
Discussion of «angle».....	11
«Fishpool».....	12
Court session.....	14
Live radio.....	15
Desk .....	15
The hidden word .....	15
Symposium.....	16
Robin round.....	18
Time circle .....	18
Unfinished sentence... ..	19
Ice cube.....	19
Paired conversation.....	19
Jigso .....	20
The range of values.....	21
The hot seat.....	22
Freeze-frame .....	22
Six caps of mind.....	22
Free conversation.....	24
Range of issues.....	24
Rotating station .....	25
Three step interview.....	26
Double circle.....	26
Play together.....	27

Role-plays .....	27
Mesh spider.....	28
Mini lectures.....	29
Project development.....	30
Watching and discussing videos.....	31
Cluster.....	31
Brainstorm.....	33
INSERT.....	33
Table BBB .....	34
Venn diagram .....	34
Think, Guys, Like-Minded .....	34
Cinquain.....	35
Conclusion.....	36

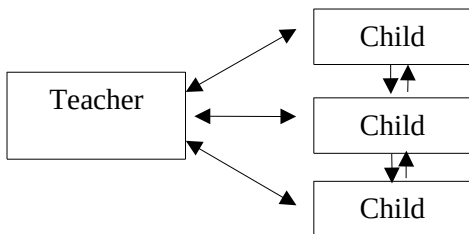
## **Introduction**

Interactive learning (from the English «interaction»)- training based on the interaction of the student with the learning environment, the learning environment, which serves as an area of learning experience.

The student becomes a full participant in the educational process, his experience serves as the Foundation. the source of educational knowledge. The teacher (presenter) does not give ready-made knowledge, but encourages participants to self-search. In comparison with traditional teaching, the interaction between the teacher and the student changes: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes through the educational information, and performs the function of an assistant in the work, one of the sources of information.

The purpose of the interactive model is to organize a comfortable learning environment where all students actively interact with each other. In the organization of interactive training simulate life situations, use role-playing games, issues are solved based on the analysis of the

situation and circumstances. Therefore, the structure of the interactive lesson is significantly different from the structure of the usual, and therefore requires the experience and professionalism of the teacher. The structure of the lesson is based on the elements of an interactive learning model – interactive technologies that make the lesson interesting and rich.



It is acceptable to use interactive work in the classroom, where the assimilation of the new material, in the classroom, where knowledge is applied, in special lessons, as a generalization or survey. At the initial stages of training, work in pairs is quite effective. Its great advantage is the opportunity to speak to each child, to exchange their own ideas with a partner, and then to voice them to the whole class, and most importantly – every student will be involved in the work.

## Discussion



Discussion (from lat. discussio-consideration, research) is a public discussion or free verbal exchange of knowledge, opinions, ideas or opinions on any controversial issue or problem. Its essential features are a combination of complementary dialogue and discussion-a dispute, a clash of different points of view and positions.

In teaching, the debate has become more widely used in recent times, in a period of democratic change, when pluralism of opinions in various areas of public life has become possible.

The discussion is considered as a method of interactive learning and as a special technology. As a method of discussion is used in other forms of training: seminars, socio-psychological training, business games, case technology. Being a kind of technology, the discussion itself includes other methods and techniques: "brainstorming", situation analysis, synaptic, etc.

In vocational training, the discussion is used in situations where the exchange of knowledge, opinions and beliefs can lead to a new view of professional activity, any phenomenon



surrounding people, as well as to change behaviors, the organization of intensive mental and value-oriented activities of students, the development of skills of interpersonal interaction and feedback. Compared with the common in adult education lecture-seminar form of training discussion has a number of advantages.

1. Discussion provides an active, deep, personal assimilation of knowledge. While a lecture is a more cost-effective way of communicating knowledge, a discussion can have a much longer-term effect, especially in cases where the material discussed is contrary to the attitudes of some group members or involves unpleasant or controversial issues. An active, interested, emotional discussion leads to a meaningful assimilation of new knowledge, can make a person think, change or revise their attitudes.

2. During the discussion there is an active interaction of students. Active participation in the discussion liberates students, develops communication skills, forms self-confidence. Discussions usually involve a high level of group involvement, but there are almost always participants who are passive and unwilling to join the discussion. However, if the group, theme and questions are carefully chosen, it becomes very

difficult for individual participants to avoid contributing to the discussion.

3. Feedback to students. The discussion provides a vision of how well the group understands the issues under discussion and does not require more formal evaluation methods. It also gives members of the group a chance to test their beliefs and attitudes by putting them to the test.

### **Silent discussion**

1. The teacher invites participants to exchange views in writing, using two large sheets of statements on the topic, for example "discrimination is unacceptable in modern society" and "in some cases discrimination may be justified".

2. Participants have the opportunity to Express their position on the statements recorded on the sheet within 15-20 minutes, writing down their thoughts under the text of the statement. No oral discussion and replicas are not allowed. Subsequently, by developing a "Silent discussion" on paper, participants can appeal not only to the text of the statement, but also to the positions of their partners recorded on the sheet. All participants have the opportunity to move freely

and follow the content of the discussion, as well as to fix their position in parallel on both sheets.

3. At the end of the allotted time, participants analyze the content and progress of the "Silent discussion".

### **Discussion of «angle»**



1) After the formulation of the problem with a bilateral solution, the teacher should ask the students to draw a conclusion on paper their thoughts about this issue, and to identify their point of view. At the same time, students, using the "T-table", after writing the problem (or question) proposed by the teacher, divide the notebook into two parts and give arguments advocating the first approach to the left column, and in the right column justify the second approach to the column. After that they write down under the table on what position they act. 2) after that, students are divided into three large groups: the First opinion (for example, "Yes"), the second opinion ("no") and "possible".

3) Students discuss in groups the conclusions that justify their point of view, make a list of them.

4) Each group chooses a speaker who speaks on behalf of the whole group.

5) After that, the speakers of the group in turn bring their arguments to the audience within the prescribed time (1-2 minutes).

6) After the speaker's speech, the parties can ask questions, the answer to them can be addressed to other members of the group, without giving only to the speaker.

7) Thus, three groups after bringing their arguments and motives, after the opponents swore at each other, sat in place, after the discussion, in writing give their thoughts about the problem in the column.

### **«Fishpool»**

1. In order for communication to be structured, the teacher invites participants to discuss the existing topic or problem using the method of "Fishpool" (possible translations of the name of the method "Fish pool", "Aquarium") according to the following rules.

Discussion of the problem is possible only in the inner circle. The external circle, where the participants are initially located, does not have the right to enter into the discussion, but can only monitor the progress of the discussion.

Three of the seven chairs in the inner circle are occupied by participants who will take part in the entire discussion from start to finish. They cannot leave the chairs and leave the discussion until it is completed.

Four chairs in a circle remain free. During the discussion, they can take any participant from the outside circle, if he had a desire to Express his opinion and join the discussion. The participant may occupy a chair as long as he / she deems necessary and has the right to leave it at any time.

No more than 7 people can take part in the discussion at the same time. If one of the participants has a desire to join the discussion, but all the chairs are occupied, he must wait until there is an empty seat, and only then move to the inner circle.

The duration of the discussion is determined by its course and content. Approximate time frame of discussion-15-30 minutes.

2. Three permanent members occupy places in the inner circle. The teacher reads the topic (problem) for discussion and offers to start a discussion. The rest of the participants determine the moment and the share of their participation in the discussion on their own during the discussion.

## **Court session**



There are two options use this role of the game: full and partial. A full court session involves one trial, which takes all the time. Partial implies several simplified trials within a single lesson. For the lesson selected several topics that we will discuss. Three participants are selected for each case: a judge, a Prosecutor and a lawyer. Each court session lasts no more than 5-8 minutes.

It is important that all students are involved in the process. Therefore, it is desirable to select a topic that the situation covered as many children.

Possible roles: Accused; Victim; Judge; Panel; court Secretary; The Prosecutor (the Prosecutor); Assistant prosecutor; Counsel (lawyer); Paralegals.; Prosecution witness; Defense witness; Independent expert.

Roles students choose, if possible, independently, focusing on their beliefs, desires and attitude to the problem.

### **Live radio**

Radio presenter (teacher) chooses the topic of discussion. Role card for Studio guests

(four students) Yes and they play role in this card. The audience (students in class) assessment "calls" to raise a question, comments etc.

### **Desk**

Students are divided into groups. Each group creates questions on the topic and leave them on the desktops of other groups. The members of the group jointly find answers to the questions asked. All teams explain the answers to the questions. Also, the teacher can ask questions if there is something that was not mentioned.

### **The hidden word**

Students are divided into 2 groups and each group hides the words on the topic. One group describes its word to another group. The task of each group is to find the word through the description. No talking during opisywany words, describe the word only motion .

### **Symposium**



Lesson-conference, as a rule, is held at the stage of consolidation of the studied

material, but often it is the first in a series of lessons of any section. Both have their advantages. Let's take a closer look at what is and how to hold a lesson-conference.

At the first stage, the teacher chooses the topic of the lesson-conference and considers the feasibility of consideration of a material by students. It should be borne in mind that the highest results of the lesson-conference gives the senior students, starting 7 - 8 class, and in particular — in 10 - 11. At this age, students already possess many necessary skills, their performances can actually be interesting for a wide range of students. These speeches are a kind of mini-projects, the work on which usually takes one or two weeks

At the second stage, the teacher selects the necessary materials-those that he will recommend to students. For each topic, he seeks to recommend several sources, including books, periodicals and Internet resources.

At the third stage, the teacher offers the students the topics. Most often, the teacher himself divides the students into groups that will prepare their performances, but in high school you can trust it to the students themselves. Each group receives its task and recommendations for its implementation. You can assign groups to choose



a topic from a large list; you can suggest drawing lots; and finally, the teacher can suggest a topic to each specific group.

This issue should be addressed depending on the capabilities of the class and the psychology of children, as well as taking into account the specifics of the topic.

It is desirable to specify at once the form of submission of information from each group and regulations.

It is also necessary to decide whether the speakers will make computer presentations or design stands, posters, wall Newspapers.

At the fourth stage, the teacher advises specific groups of children.

Important! It should be noted that at the end of the lesson must be summed up.

### **Robin round**



The group is given 1 sheet. In the same sheet of students from the group writes 1 sentence on the topic. The second one continues the previous sentence with another sentence. And so all students write one sentence. The text on the topic

appears at the end. One student reads the text, then the whole class analyzes.

### **Time circle**

The teacher sits on a chair or on the floor, like the students. This means that in this unusual class the teacher is the mediator, not the Director. The teacher is responsible for following the structural rules in time, protecting the emotions of each student and preparing worthy assignments. If students regularly break the rules, the teacher must be ready to complete the assignment.

The most important rule in time is that everyone should participate in the discussion. This is one of the tasks to be carried out first. Three basic rules need to be discussed:

Only someone has to enforce the rules.

If you don't want to talk about one topic, you can pass " your word " to another.

There should be no hard warnings.

### **Unfinished sentence**

The teacher gives an unfinished sentence on the topic. Students complete a sentence with their ideas together with a group or individually

(in pairs). This strategy can be used on various topics as a warm-up.

### **Ice cube**



One student speaks about the theme. Then the second one repeats what he said and make his formulation. The third student repeats what the two previous students said, then make his formulation, so forth.

### **Paired conversation**

Primary education or tasks for students, as well as for all classes with colleagues:

- 3 talking about the new read the facts;
- facts that were easy for them
- about how, that for them was it is difficult
- and share information about things that want to learn in the future.

### **Sicker in the dialog**

There are different ways to apply this method. So: comments or questions on the wall or Board several colored papers are posted or they

can be put on the table. Students leave their opinions after reading.

The second way: 3/4/5 people from the group answer the questions in the sticker and share their thoughts, discuss with others, writing thoughts and then defend the reviews. Student can Express their opinions /emotions on post-its.

### **Jigso**

The teacher divides the class into subgroups (usually four people). Their teacher to the floor, abilities, relationships, maintaining balance of the class having considered highlights. For each created group is given a traditional task. Assignment in the form of handouts applies. The appropriate level of complexity of the material to read the complexity must be respected. If the group consists of four people, the main task will show the following: each member will have four questions or assignments, one question at a time. Questions or tasks are distributed within the group by mutual agreement of students.

All students who choose a specific question or task should be familiar with the work of the expert group. In order to find a solution to the common problem, a new group called "Islam- the religion of peace and harmony" was created.

At the end of this period, the students showed their knowledge and skills. Thanks to relations with "experts" and discussions of the problem, including in the field of becomes an expert on questions.

Students in elementary groups will return. Materials are distributed and the group give a final assignment. He must give a collective opinion or make an individual task can be. This task includes: to successfully complete the task each expert in the group of students, taking into account the information obtained, ensuring that the initial group is paired with the " mind".

### **The range of values**

Words, explanations, drawings on the materials covered etc. Students showed their knowledge and skills, ask to place. Listen to the concept of student.

### **The hot seat**

Before the Board is the chair. This is the hot seat.

One student at will or at the invitation of a teacher goes out and sits on it. Other students ask questions on the topic and the seated student

answers. In some cases, the teacher can sit on a hot chair.

### **Freeze-frame**

Ask students to create and approve a freeze frame of a topic or series . Freeze-frame is the camera, which stopped its work – the freeze is invisible in the class, the head and legs (at the same time different from refotografii of the figure). Group to show their freeze frame to the class to discuss what is happening in the picture.

### **Six caps of mind**

There are six caps, each serving as a different element of reflection. Ask students to give a hat (real or fictional) and think about the discussion using the cap. Value-create a map that prints different elements of a question or idea. The teacher can divide the class into different hats and lead the discussion.



Facts, figures, average objective information.



Critical analyst, logical negative, because it is not performed...



Pronounced creative thought that creates creative growth, possibilities, new ideas.



The agenda, process, organizer, overview, decision, a common approach at a high level.



Sunny optimism, logical positive growth, constructive thoughts, suggestions, opportunities, ideas



Emotions turn to predictable, feelings, predictable, intuitions.

### **Range of issues**



Method "Range of issues". Purpose: Forms the skills of formulating ideas, listening. The procedure Preferably light-chairs Algorithm of event: the

Students ask questions alternately. Students form a circle, each with a population of 4-5 people. Suggest a topic for discussion and allow time for reflection. Then start a discussion: each student has three minutes (perhaps more or less than three minutes) for continuous speech. At this time, no one is allowed to say anything. After everyone has spoken, give students the opportunity to speak in the subgroup and in the General discussion. It should be clarified that the student should not base his speech on his own thoughts, but on the information that has just been presented by another participant; also, new ideas are not allowed.

### **Rotating station**

Purpose: formation of the skill of a holistic discussion of a topic or issue. Order of event: Impromptu station in the room with the materials at hand, sugar paper, pens (or colored pencils) the Algorithm of the event: Place each small group on the station to provide 10 minutes to discuss a provocative issue and record their thoughts on paper or on the Board. After the time expires, the group moves to another station where



the previous group continues to work. The movement takes place every 10 minutes, until each group will visit all positions and get acquainted with the thoughts of all groups.

### **Three-Step interview**



The method of "three-Step interview" the Purpose of the formation of the skills of structuring ideas and thoughts, the Algorithm of the event: Divide the groups of four into pairs: A and B, D and G. step 1: A interviews B, and In interviews G. step 2: the participants switch roles. Step 3: each student exchanges information about their partner in a group of four participants.

### **Double circle**



The method of "Double circle". The group stands in two circles-external and internal, face to face. The resulting pair for two or three minutes to get acquainted and talk about

themselves, and then the inner circle is shifted to the right by one person. The cycle is repeated until the whole circle is passed. You can use music, play a game of dance.

### **Think together**



The method of "Think together". This is a good way to promote discussion and dialogue in your classroom and help to give up the "believe in a person by raising your hands" look.

1. General provisions Divide students into groups of 4 and assign each student from 1 to 4 numbers.

2. You then ask questions to students for group discussion. After a set time, they record their responses on a tablet and share with the class.

You can use the scoring system to create competition among children. Then repeat the steps using questions that increase the difficulty.

### **Role-playing games**



The method of "role-playing games". Role-playing games are held in small groups (3-5 participants). Participants with a card (on the Board, on paper-sheets, etc.) gets the job, distributes roles, plays the situation and offers (shows) all groups. The teacher independently identifies the role taking into account the behavior of children.

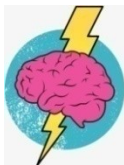
### **Spider mesh**



The method "spider mesh". At what level students have learned a topic or homework, all students in the class become a circle. The teacher gets into the hands of one package of textile yarn. Hold the tip of the thread in your hands, wrap the thread once in the hands of the student who said the definition or rule from homework. The disciple who answered as follows holds the thread. Thus, each student that meets thus gives up the thread once. The fewer threads in

the teacher's hands, the stronger the threads in the hands of those students who are surrounded, the stronger the web. After the deadline, counting the winding of threads in each student, we know how much he learned the topic..

### **Brainstorm**



#### **"Brainstorming"**

("Delphi" method) is a method that any student can answer. It is important that you do not need to immediately assess the stated opinion, take everything and write the opinion of everyone on a Board or on a sheet of paper. Participants should understand that they are not required to justify or explain the issue.

### **Mini-lectures**



Small lectures are one of the effective materials for the presentation of theoretical material. It is necessary to conduct a role-playing game with the

topic that stands before it, the assault of the brain, the participants increase its importance for this, refer them to the degree of awareness and the topic.

The material is presented in a clear language for the participants. After the end of the game, participants need to discuss all the issues that arose later, and then apply this information in practice.

For the purpose of conducting small lectures online: before reporting any information the trainer asks what the participants know about it; after offering any statement, the trainer recommends to analyze the opinion of the participants on the matter. Thoughts:

- \* What do you think?
- \* How do you propose to do this?
- \* Why would this lead to what you think? T, Etc.b.

### **Project development**

This method allows participants, in their opinion, to leave the audience and draft



their activities on the issue under discussion. Most importantly, the group or individual units will defend their project, prove their advantage over others and have the opportunity to learn the opinion of friends.

For example: develop a project to reduce the risk of natural disasters in your city.

Members can receive advice in the specialized agencies, to get books in libraries, etc.

### **Watching and discussing videos**



Participants are invited to collect in the newspaper publications, drawings, articles related to the problems of the topic, and then discuss these materials as a group. Select the text to see examples

In the classroom, you can use feature and documentary videos on disaster risk reduction, their fragments, as well as videos and videos.

Videos of the relevant content can be used not only as additional material, but also in

any kind of classes and trainings in accordance with its theme and content.

Before showing the film to students need to ask a few (3-5) crucial questions. This will be the basis for the next discussion. With pre - selected frames, you can stop the film and hold a debate.

At the end, be sure to print summaries and publish the results with your students. Watching and discussing videos

In the classroom, you can use feature and documentary videos on disaster risk reduction, their fragments, as well as videos and videos.

Videos of the relevant content can be used not only as additional material, but also in any kind of classes and trainings in accordance with its theme and content.

### **Cluster**

A cluster is not a monotonous form of thinking. The division of educational material into a cluster can be used to stimulate thought, i.e. to a deeper analysis of the topic or generalization. The

main stage of work is reading the cluster, finding the connection between the keywords and linking through the line. Gifted children when working with the cluster go to the creative level. Talented children, deeply understanding the semantic sections, use keywords as a new specific concept, that is, information that requires additional understanding. Therefore, the cluster method includes most of the information of educational material and additional literature, which in turn is of interest to gifted children.

### "INSERT"



The method of "INSERT". Work is being done on the system to read touch new matrix: W-know; + news; - I do not know; ?- want to know; working on the system tables. after reviewing the biography, collects, analyzes and evaluates the information with the touch system.



### "Table KKK"

Before starting a new topic, students draw three columns - what do they know?

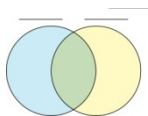
What do they want to know?

What did they learn?

After brainstorming, students fill in the first two columns and after the end of the study section, return to the third (or can be filled in during the training part).

Recommendation : " how to learn?"you can add an additional column.

### "Venn diagram"



On the two sides of the two cross circles are recorded characteristics of the forms transmitted for comparison. And to the cross-place will be listed common properties. Tasks for comparison put on this diagram and students fill with interest, i.e. master a complex mental operation, such as comparison

## **"Think, Guys, Like-Minded"**

After the students were given any questions, tasks, they were used for more thorough implementation. After writing a question / assignment on the Board, each student takes their own thoughts and opinions on paper for a given time (2-3 minutes). When this student is talking with a couple 3-4 minutes, talking. The teacher may ask two or three couples to publish their opinions throughout the class.

## **"Cinquain"**



The method of "Cinquain» This is also called a five-line poem. This is applied in the period of each

reflection.

Rules of writing Cinquain:

- 1) the first line of the title is written in one word (in the form of a noun).
- 2) allow the topic to the Second line two words (two adjectives).

3) in the third row records the action on the subject in three words (verb, leader).

4) sentence or phrase related to the topic, consisting of four words in the fourth line.

5) the last row contains a synonym (metaphor) consisting of one word characterizing the meaning of the topic

## CONCLUSION

Indeed, the idea of active learning requires "thinking" and theoretical refinement. Today, active learning is reproached for the lack of a clear theoretical concept, for mixing different approaches and methods under the same name (in particular, there is no generally accepted classification of methods).

It is important to note one more circumstance. Teachers-practitioners, using methods of active learning, note the presence of certain barriers to their use. The following barriers are highlighted when using active learning methods: difficulty in presenting a large amount of material, classes; active learning requires too much time to prepare a lesson; it is not possible to use active methods training in a large audience; the possibility of negative consequences: the attitude of colleagues to new approaches; the impact of student assessment on the work of the teacher; impact on promotion.

There is another barrier - the resistance of students to new approaches and methods. And the more experience of educational activity of students, the more resistance can be found in the classroom.

If we adhere to the values of traditional education, then, of course, it is important the amount of information in the classroom, and from the standpoint of interactive learning is more valuable - how knowledge was obtained by students, how they apply it. After all, information can always be found in books and the Internet on their own. Here, it is important for the teacher to determine the purpose for which he uses the methods of active learning: for students to better remember the learning material, but then it is an ordinary process of optimizing the traditional educational process, or it is ready for a serious and consistent change in their thinking and their activities, which in turn will lead to a change in the learning activities of students.

You can also agree that there are not always enough materials and sources, but it is not only a problem of interactive learning, because sources and materials are often not enough for traditional classes. Many methods of active learning do not require a lot of material support, and, for example, the availability of textbooks and agreements with students partially remove the problem of lack of opportunities for copying materials.

