

REVISITING THE DEFINITIONS ACTIVE FORM AND ACTIVE METHOD OF LEARNING

Tsimafeyeva, Yu. V., senior lecturer of
English Language Department No. 1
Belarusian National Technical University
Minsk, Republic of Belarus

Views and judgments about “active forms of learning”, “active learning methods”, “active learning techniques” (from Latin *activus* – active) were widely disseminated on the pages of scientific publications in the second half of the XX – beginning of the XXI century. In the works of various authors, there is confusion and expansion of these concepts, their use as synonyms. There is currently no single point of view on this issue, there is a discrepancy in the interpretation of these concepts.

The concept of “form” in pedagogy is presented by V. V. Kraevsky and A. V. Khutorskoy in two versions: as a form of training and as a form of training organization. The basis of the form of training is founded on the characteristics of the communicative interaction of the teacher and students, as well as students with each other (individual, paired, group, frontal). Various forms of training organization are defined as time-bound constructions of a separate link in the learning process that play an integrating role, including goals, content, methods, teaching tools, interaction between a teacher and students [1, pp. 250–251]. In our opinion, T. G. Mukhina defines the essence of active forms of learning most fully and accurately, arguing that active forms of learning represent “forms of educational process organization that contribute to a diverse (individual, group, collective) study of educational issues (problems), active interaction of a teacher and students, a live exchange of opinions between them aimed at developing a proper understanding of the content of the topic under study and ways of its practical use” [2, p. 13].

If we talk about the relationship between the concepts of active forms of learning and active learning methods, they are inextricably linked with each other. The learning method acts as a way of educational work to solve individual problems [3, p. 8], as well as “the method is primary in relation to the form, it enters it as an element of the structure, and some methods are capable of becoming independent forms of activity under

certain conditions” [4, p. 32]. The form reflects the external side of the learning process, it is aimed at implementing the content of education, educational technologies, methods and means of teaching. The method characterizes the internal, substantive and procedural side of the educational process. The form of learning unites all the links of the educational process for mastering knowledge, gives it a systematic character, structural expediency, a certain logical completeness as a pedagogical system. E. V. Zarukina and M. M. Novik defines active learning methods as methods characterized by a high degree of involvement of students in the educational process, activating their cognitive and creative activity in solving tasks [5, p. 5].

Having analyzed various approaches to the definition of active forms of learning, it can be noted that everyone has the same goal to activate the educational process with maximum activity and initiative of students, practical assistance to the teacher in solving specific didactic tasks. Active forms of learning provide the formation and development of cognitive interests and abilities, creative thinking, skills of independent intellectual work. The definitions of active learning methods are based on the communicative nature of the interaction between teacher and students, the involvement of students in independent cognitive activity, use of modern forms of classes organization. The use of active learning methods in the classroom activates the learning process, and the form of training becomes active.

References

1. Kraevsky, V. V. Fundamentals of education. Didactics and methodology / V. V. Kraevsky, A. V. Khutorskoy. – M. : Academia, 2007. – 346 p.
2. Mukhina, T. G. Active and interactive educational technologies in higher education: study guide / compiler T. G. Mukhina. – N. Novgorod: NNSUABCE, 2013. – 97 p.
3. Kadol, F. K. Methods and forms of training organization / F. K. Kadol. – Gomel: F. Skorina GSU, 2017. – 47 p.
4. Bezrukova, V. S. Pedagogy. Projective pedagogy / V. S. Bezrukova. – Yekaterinburg: Business Book, 1999. – 119 p.
5. Zarukina, E. V. Active learning methods: recommendations for development and application: educat. manual / E. V. Zarukina, N. A. Loginova, M. M. Novik. – St. Petersburg: SPbSUE, 2010. – 59 p.