

# Two focus interactive learning: Improving the quality of vocational training and the possibility of life self-fulfillment

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**Abstract.** Currently the introduction of interactive learning due to two trends. The first follows from the general direction of the education development in forming mental activity, the ability to learn. The second follows from the modern requirements development to the quality of the individual graduate. The purpose of this study is to evaluate the possibilities of interactive learning at the same time hold two focus: improving the quality of vocational training, self-realization and life self-fulfillment of the educational process subjects. To assess the quality of training students the procedure of internal quality monitoring was used. Test Card has been developed to assess the implementation possibilities of the life self-fulfillment. Using interactive technologies in the organization of the training makes it possible to consider the issues of individual educational strategies, enhances the quality of learning and creates the opportunity for self-realization and life self-fulfillment.

**Keywords:** Vocational training; self-realization; life self-fulfillment

## 1 Introduction

Modern achievements of scientific and technical progress are accompanied by fundamental changes in the most diverse spheres of human life, including education. Today, the reserves for increasing the efficiency and quality of trainees training, based on traditional means of training, have actually been exhausted. Higher education is characterized by continued improvement, rethinking and revision of the conceptual framework and aggravation of competition in the market of educational services, increased requirements for the teachers innovative potential and the quality of the educational process. The improvement of international standards of training shows how important is the issue of highly qualified personnel training based on the use of the latest educational technologies and innovations [2, 8].

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quality of the individual graduate. Education subject's interact with each other, share information, jointly solve problems, simulate situations, evaluate each other's actions and their own behavior and immerse themselves in a real atmosphere of cooperation in solving problems in interactive learning [6].

Not all teachers and students are created for interactive methods. But their use provides an opportunity for quality training, professional growth, changing oneself and cooperative education [3].

In addition, education is the sphere of education subject's life self-fulfillment, therefore in the center of modern education there should be not so much academic subjects as the ways of thinking and the activity of the trainee.

Interactive learning is usually seen as learning immersed in communication. However, the term "immersed" does not at all mean that it is "substituted" by communication. Interactive learning retains the ultimate goal and main content of the educational process, but it modifies forms from traditional or translational (transfer) to interactive, that is, based on mutual understanding and interaction. Kurt Levin in the middle of XX century formulated the assumption that it is easier to change the individuals gathered into the group than to change any of them individually [7]. This is the most important feature of interactive learning: the learning process takes place in a group collaborative activity, being subordinate to the effects of group dynamics. The essence of interactive learning is that the learning process is organized in such way that virtually all trainees are involved in the process of cognition, they have the opportunity to understand and reflect on what they know and think. Cooperative activity in the learning process means that each subject contributes his own individual contribution, exchanges knowledge, ideas and methods of activity. This happens in an atmosphere of benevolence and mutual support, which allows not only to receive new knowledge, but also develops cognitive activity, translates it into higher forms of cooperation.

The logic of the educational process in an interactive training varies considerably: it does not follow from the theory to practice, and moves from the formation of a new experience to the theoretical understanding through the application. Student's interactive activities ensure the growth of the knowledge, skills, methods of work and communication, all of which determine the quality of training and opportunities for their life self-fulfillment.

## 2 Methods

The purpose of this study is to evaluate the possibilities of interactive learning at the same time hold two focus: improving the quality of vocational training, self-realization and life self-fulfillment of the educational process subjects.

The study involved teachers and students of the Clinical Psychology Faculty who have issued informed consent. The number of students is 238 people. The number of teachers is 47. The study was of a longitudinal character from 2012 to 2016.

The study was approved by a medical university ethical committee.

The procedure of internal quality monitoring was used to assess the quality of training students. The questionnaire of "Assessment of the teacher on student opinion" and "Assessment of students on teacher opinion", "Self-assessment of learning activities" and "Self-assessment of educational activities" were used in the monitoring. These questionnaires suggested assessment on a 5-point scale from 1 to 5.

Test Card has been developed to assess the implementation possibilities of the life self-fulfillment. The arithmetic mean of the number of possibilities and the degree of their implementation in percent during the lesson was calculated.

Mathematical processing of the obtained results was carried out using the SPSS Statistics 21 software package.

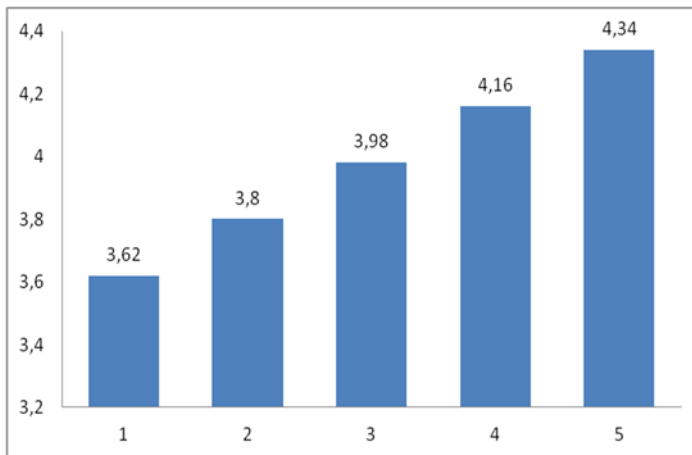
### 3 Results and discussion

Since 2010, the Clinical Psychology Faculty has implemented interactive learning technology, which began with a poll using SMS voting in classrooms (lectures, seminars). This technology allows to quickly getting information about the opinions of students in the group, to divide the students into groups according to their position, to use the results in the discussion. During the period of using this technology it can be stated that an interactive survey using SMS voting in training sessions is one of the control forms over the quality of education at the faculty.

The next step was the reduction of the non-imitative (used in the traditional forms of learning activities, lectures, classes, course and diploma design, etc.) and increase of simulation (gaming and non-gaming) technologies in the educational process.

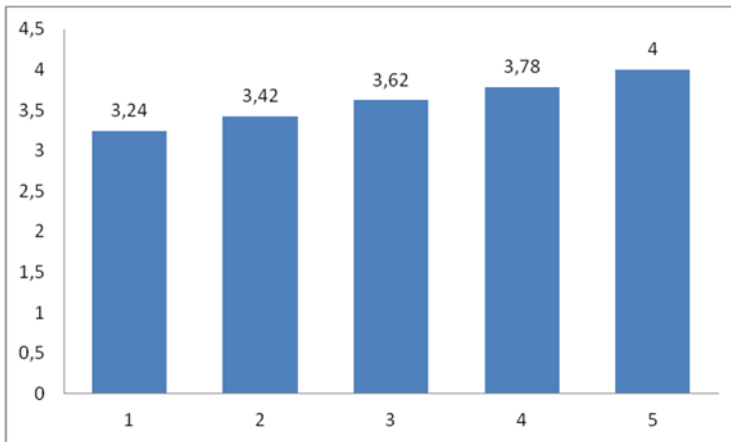
The need for the introduction of interactive learning in the training practice was due to two trends. The first trend follows from the general direction of the development of education, its orientation is not so much to gain specific knowledge, but rather to develop skills of thinking activity, the ability to learn, the ability to process huge amounts of information. The second trend follows from the development of the requirements for the personality characteristics of the graduate, who must also have the ability of optimal behavior in various situations in the professional sphere.

Results of study show increasing satisfaction of all participants in the educational process [9].



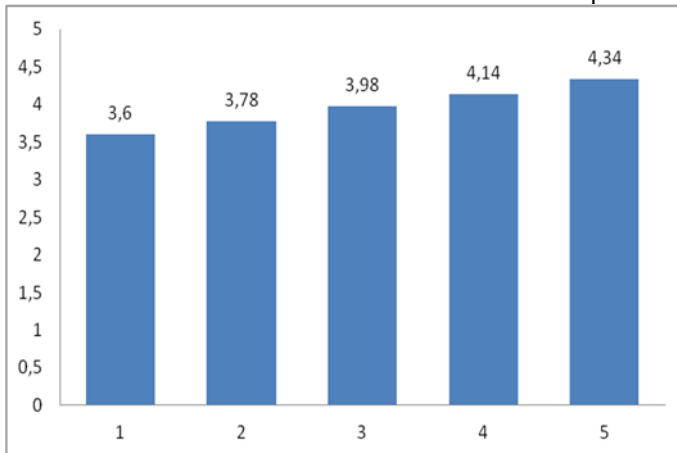
**Fig. 1.** Dynamics of the results of the questionnaire "Assessment of the teacher on student opinion" for 2012 - 2016

The results of questionnaire "Assessment of the teacher on student opinion" for 2012 - 2016 years show that the total assessment increased from 3.62 to 4.34 points.



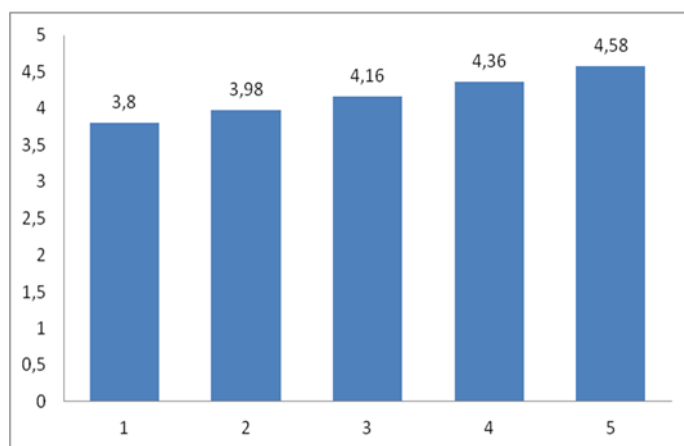
**Fig. 2.** Dynamics of the results of the questionnaire "Assessment of students on teacher opinion" for 2012 – 2016

The results of questionnaire "Assessment of students on teacher opinion" for 2012 - 2016 years show that the total assessment increased from 3.24 to 4.0 points.



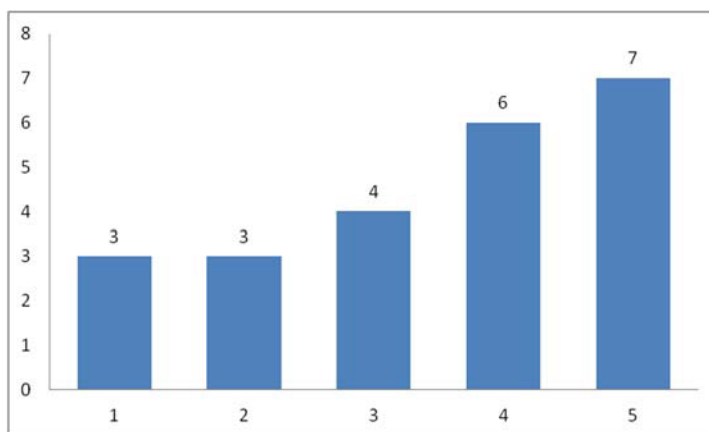
**Fig. 3.** Dynamics of the results of the questionnaire "Self-assessment of learning activities" for 2012 – 2016

The results of questionnaire "Self-assessment of learning activities" for 2012 - 2016 years show that the total assessment increased from 3.6 to 4.34 points.



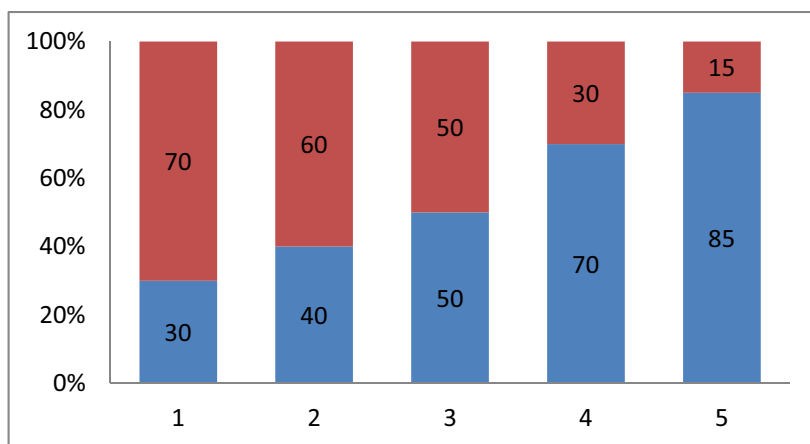
**Fig. 4.** Dynamics of the results of the questionnaire "Self-assessment of educational activities" for 2012 – 2016

The results of questionnaire "Self-assessment of educational activities" for 2012 - 2016 years show that the total assessment increased from 3.8 to 4.58 points.



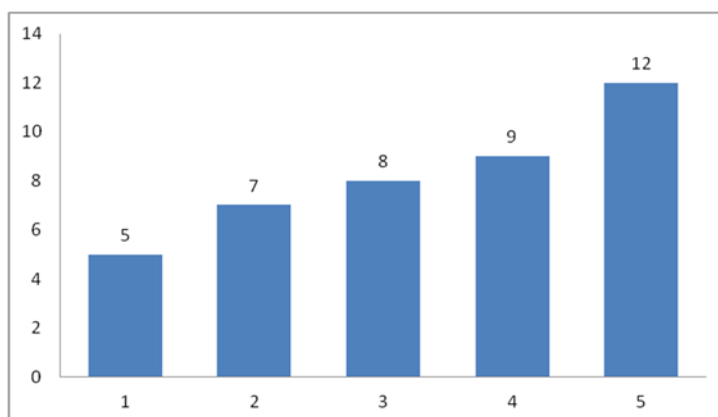
**Fig. 5.** Dynamics of students' self-fulfillment opportunities for 2012-2016

Evaluation of the implementation opportunities of the student's life self-fulfillment for 2012 - 2016 years show that the amount of detected opportunities in one lesson has grown from 3 to 7.



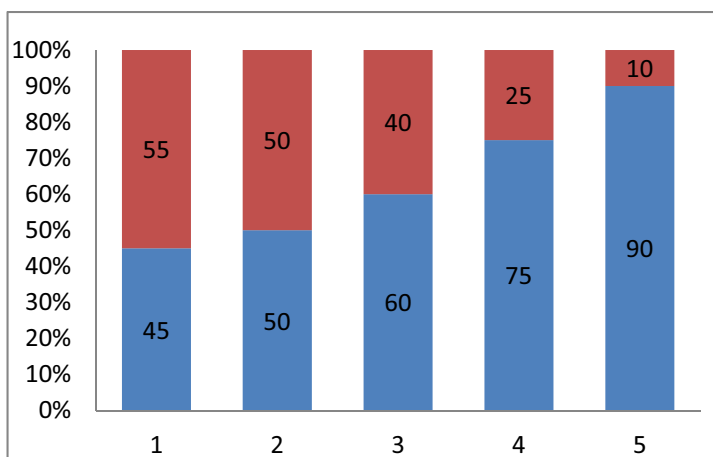
**Fig. 6.** Percentage of realized and unrealized students' self-fulfillment opportunities for 2012 - 2016

The percentage of realized opportunities of the student's life self-fulfillment for 2012 - 2016 years has increased from 30% to 85%.



**Fig. 7.** Dynamics of teachers self-fulfillment opportunities for 2012 - 2016

Evaluations of the implementation opportunities of the teacher's life self-fulfillment for 2012 - 2016 years show that the amount of detected opportunities in one lesson has grown from 5 to 12.



**Fig. 8.** Percentage of realized and unrealized teacher's self-fulfillment opportunities for 2012 - 2016

The percentage of realized opportunities of the teacher's life self-fulfillment for 2012 - 2016 years has increased from 45% to 90%.

According to scientists, the interactive training allows a sharp increase in the percentage of mastering the material compared to other types of learning activities. Thus, the memorization of the lecture is increased by 5%, reading by 10%, video or audio materials by 20%, demonstrations by 30%, discussions by 50%, practices by 75%, training others or application of the acquired knowledge by 90% [5].

T. Volfvovskaya emphasizes the importance of interactive skills, which provide a harmonious and creative entry of a person into social life. The scientist unites them in two groups. The first group describes a person as a responsible personal autonomous human and embraces self-control, self-esteem, self-presentation, orientation to his own system of assessing various situations. The second group of interactive skills determines the socio-perceptual and operational-technological components of personal interaction. The ability to contact, the mood for consent and tolerance, the ability to design and use different models of behavior, the ability to be a leader and obey and the ability to maintain friendly relations (cooperative skills) are referred to the second group [1].

Our experience shows that interactive training allows:

- realize the subject - the subject approach in the organization of educational activity;
- form active-cognitive and intellectual activity of students;
- strengthen the motivation to study;
- create a favorable atmosphere in class;
- exclude monologic presentation of educational material and duplication of information that can be obtained from accessible sources;
- spontaneously memorize special terms and information;
- develop students' communicative competences in various forms [4].

The changes in the organization of communication among students occur.

This is a sincere and open behavior, the independence of the opinions, the independence of the evaluations produced, the initiative and the ability to lead others for themselves.

In addition, the self-assessment of the professional activities of teachers is growing in the interactive educational process. They are more appreciative of students, because they are not the object of evaluation, but full partners in cooperative activities.

We can assume that direct interaction, the cooperative creation of the students and the teacher, the formation of a professional world outlook and the expansion of reflective experience are the reasons for the growing opportunities for the students 'and teachers' life

self-fulfillment and the degree of their realization from year to year.

## 4 Conclusions

The results of the research and the practice of introducing interactive technologies contribute to

- Growth the level of trust of external and internal consumers to the educational services quality, their effectiveness and effectiveness;
- Growth the competitiveness of faculty graduates in the labor market;
- Involving faculty members in the development of the educational and additional professional services, growth the commitment of employees to the idea of quality.

Using interactive technologies in the organization of the training makes it possible to consider the issues of individual educational strategies, enhances the quality of learning and creates the opportunity for self-realization and life self-fulfillment.

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