Application of Interactive Forms and Methods for Student Training at the University

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Abstract: Modernization of Russian education significantly affects the organization of educational process in higher-education institutions. One of the main tasks for the improvement of the high school education system is the creation of conditions for self-realization and development of students by innovative training forms and methods. Throughout training it is necessary to primarilyapply the methods whereby trainees identify themselves with a training material, participate in a studied situation, stimulated to active efforts, experience a state of success and respectively motivate their behavior. Such interactive training methods as discussion, business games, trainings, case methods, brain storm meet all these requirements the most.

Key words: Interactive methods, educational process, business administration, accounting, games

INTRODUCTION

The word "interactiv" came to us from English word "interact". "Inter" is "mutual", "act"-to function. Interactivity means the ability to interact or be in the mode of conversation, dialogue with someone (person) or something (for example, the computer).

Interactive training is a special form of cognitive activityorganization, the way of knowledge gaining which is performed in the form of student's joint activity. All participants interact with each other, communicate, solve problems together, simulate situations, estimate the actions of their own and some other's behavior and plunge into the real atmosphere of business cooperation for problem solving. One of the purposes of interactive training is creating the comfortable conditions wherein the student feels the successand the intellectual solvency making the process of training productive.

The educational process is organized in a way wherebyalmost all learners are involved in knowledge gaining have an opportunity to understand and react to what they know and think. High level of mutually directed activity of interaction subjects, emotional and spiritual uniting of participants is the peculiarity of interactive methods.

In interactive training the teacher's activity gives way to trainee's activity, however, creation of conditions for their initiative becomes a goal of the teacher, unlike theinteraction between the teacher and traineein thetraditional forms of lessons.

During conversational training, students learn to think critically, solve complex problemsbyanalyzing circumstances and relevant information, to ponder on alternative opinions, make the thought-over decisions, participate in discussions and communicate with other people. Work in pairs and groups, research projects, role-playing games, work with documents and various sources of information areperformed for this purpose. Furthermore, thecreative types of activity are used at the lessons.

MATERIALS AND METHODS

The educational processbased on interactive training methods is performedso that all students of a group without exception participate in knowledge gaining process. Joint activity means that everyone makes special individual contribution during the work, exchange knowledge and ideas. The activity methods take place as well. Individual work as well as in pairs and groups is organized, the project work, role-playing games are used; work is performed using documentations and a variety of other information sources. Interactive methods are based on cooperation, trainee's activity, group experience, obligatory feed-back. Generally, three forms of teacher-student interaction were formed, approved and widely adopted:

- Passive methods
- Active methods
- interactive methods

The passive method (Fig. 1) is teacher-student interaction form wherein the teacher is the main character

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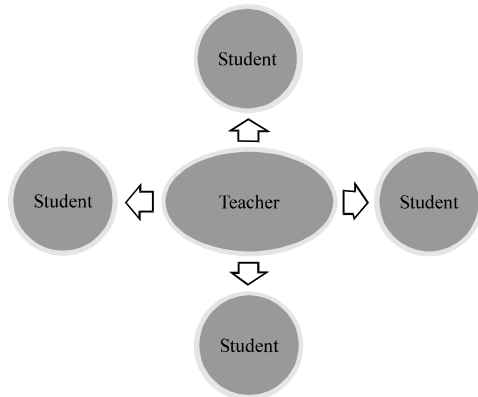420008 Kazan, Russia

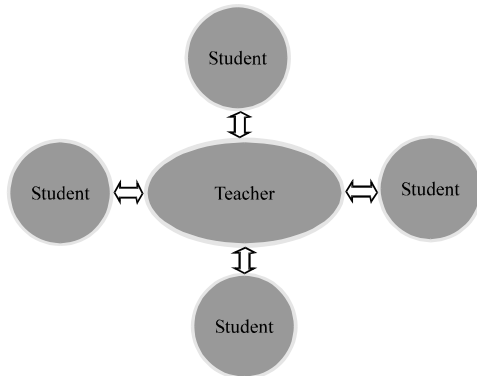Fig. 1: Passive method of training

Fig. 2: Active method of training

and a guide of the lesson course while students act as the passive listeners, subordinated to the teacher instructions. During passive trainings a teacher and students communicate by questionings, individual works, examinations, testing.

The active training method (Fig. 2) is a form of teacher-student interaction wherein students are not passive listeners, but active participants; students and a teacher are on equal terms.

Unlike active methods, interactive methods (Fig. 3) are focused on wider interaction of students not only with the teacher but with each otheras well; and also on the dominancy of student's activity throughout the training.

In other words, interactive training is, first of all, a conversational training wherein not only interaction between a student and a teacher but also between students itself takes place.

Interactive training forms sharply change the teacher's role by stopping it from being central. A teacher only regulates the training process and is engaged in its general organization, preliminarily prepares the necessary tasks, questions or subjects for group discussions, gives
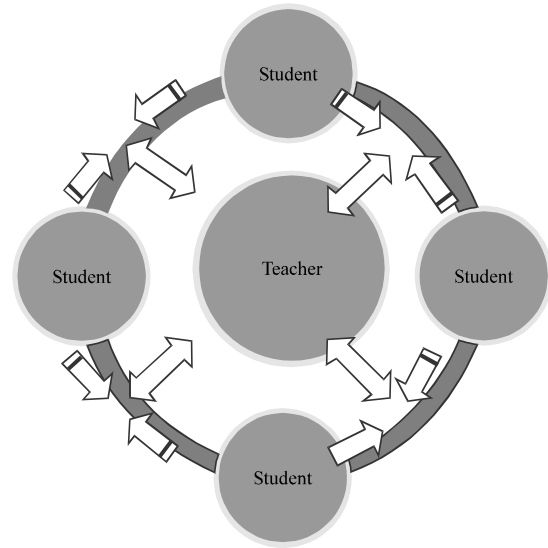

Fig. 3: Interactive method of training

advices, controls timing and an order of prepared plan implementation. Participants address to the personal and other people's social experiences, thus they should start to communicate with each other, solve the assigned tasks together, overcome the conflicts, find the general common points, compromises.

Preparation and formation of economists, new type-experts with a new, creative thinking in various branches of economy, developed informative and creative approaches is needed today (Markaryan *et al.*, 2014).

The study of the "Business administration in accounting" discipline byeconomic higher education institution's students under modern conditions is impossible without application of interactive training methods, like learning through the action or joint solution of issues arising in practice. In this case, it is all about cooperation between a teacher and student and each other.

RESULTS AND DISCUSSION

Throughout the "Business standards for document flow management in accounting" lecture, implementation of interactive training method, by application of conversational elements, asking questions to the audience and receiving answers, is suggested. For instance, the students playing a chief accountant tellabout their actions on document flow management at the enterprise (Sokolov and Bikmukhametova, 2015). It causes interest and draws student's attention to the studied subject. While answering students use the theoretical and practical experience available for them (Aletkin, 2014).

This form of communication allows the teacher and the whole audience to evaluate the ability of bachelors to adapt the gained knowledge and skills in the field of business administration for the specific conditions of accounting management in business units.

For "Business administration in accounting" practical training a business game method is effective. Since, the business game is one of the main active training methods, i.e., training through action. It covers all existing interactive training methods (Markaryan and Snetkova, 2015). By usingthe business game method in learning, the following pedagogical functionsare successfully realized:

- Idea formation in future experts about professional activity in its dynamics
- Implementation of both, professional and social experiences including decision-making experience
- Development of professional theoretical and practical thinking (Kulikova and Semenichina, 2014)

The following business games are offeredfor bachelors in educational process:

- Interaction between chief accountants (accountants) and enterprise managers
- Interaction between reporters and auditors
- Interaction between reporters and programmers (representatives from the companies developing the software for accounting and report formation) (Azmitov and Korabelnikova, 2015)

In our opinion, for the first game, the following scenarios might be interesting: preparation of questions on the enterprise reports by the users; discussion of report formation with enterprise report managers and users; development of ideas on the enterprise reporting by users, preparation of the critical remarks on the reporting rules by users (with corresponding verification and examples from practical experiences); preparation of answers to such critical remarks by reporters; joint development of possible alternations on reporting rules (Needles *et al.*, 2014).

The following scenarios can be offered for the second game: checking the information used by the enterprise for object fair value establishment, implementation of standards' requirements on disclosure information; accounting policy's changes correction and reflection of such changes in reports, identification by auditors of the methodical mistakes made by reporters; discussion of those mistakes and measures with reporters for their prevention in the future; joint development of offers on implementation and alternation of accounting

policies of the enterprise by internal auditors and reporters; validationby internal auditors of professional judgments pronounced by reporters (Kulikova *et al.*, 2014).

The following scenarios can be assigned to the third game: developmentby reporters of requirements for the internal operation accounting between the companies within the group; development of programs for report transformation; offers from programmers for the accounting process improvement for fast closing.

Using role-playing and imitating games in educational process assumes a division of students into subgroups (4-5 people) and an individual task selection. A "chief accountant" is appointed by the teacher in each subgroup. Functions between other participants of the subgroup - the subordinated accountants are distributed by the appointed chief accountant. Students independently perform tasks on the basic data developed to each task of a studied subject (Bezvidnaya and Lopukhova, 2015).

As visual aids tax audit materials, graphics on document flow, accounting policies, etc. are used. Technical capabilities of computer technologies are used for demonstration of visual aids. Visual aids increase the efficiency of the classes.

One of the most popular methods of training and work in groups on seminars is a brain storm. The brain storm consists of two stages. The purpose of the first stage is to provide as much offers as possible to the question posed. At this stage the discussion, criticism and assessment of the provided offers, generally, are not held. The second stage consists of discussion, classification, selection of perspective offers. For more active implementation of this method the students participating in brain storm divided into groups.

The final stage of studying thecourse "Business Administration in Accounting" is holding a roundtable discussion.

The roundtable discussion is a method of active training, one of the organizational forms of cognitive activity of trainees allowing to consolidate the knowledge gained earlier, fill missing information, create abilities to solve problems, to strengthen positions, to learn about the culture of discussion. The attribute of a roundtable discussion is the combination of thematic discussion with the group consultation (Sungatullina and Sokolov, 2015).

The main purpose of roundtable discussion isto develop the professional abilities in trainees, so trainees will be able to state their thoughts, reason their observations, prove the proposed solutions and defend their beliefs (Kaspina and Molotov, 2014). Therefore,

solidifying of knowledge and independent work with the additional materials and identification of problems and questions for discussion are performed. The following tasks should be accomplished during a round table discussion:

- Consideration of one or two problem, finding critical situations on the subject provided
- Illustration of opinions, provisions using variety of visual materials (scheme, diagrams, graphics, audio, videos, photos, movies)
- High-grade preparation of main speakers (not to be limited to reports, reviews but also to express the personal opinion, provide proofs, arguments)

It is recommended to organize a roundtable discussion as follows. A teacher formulates (it is recommended also to attract students) questions, discussion of which will allow to consider a problem comprehensively. Questions are distributed to subgroups and participants for meaningful preparation. Experts (lawyers, sociologists, psychologists, economists) can be invited in order to cover some specific questions. Questions should be revealed in a certain sequence during the lesson.

CONCLUSION

The main components of a roundtable discussion on any subject are discussion itself and debate. Introduction of interactive training forms is one of the most important directions for student training improvement in modern higher education institutions. Interactive training methods are aimed at joint educational activity, teacher-student active interaction. The main methodical innovations in the educational process are connected with application of interactive training forms and methods today.

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