

## Experience of Application and Assessment of Effectiveness of Active Training Methods

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**Abstract:** The study considers the importance of active teaching methods in the formation of professional and communicative skills of students in a medical university. Active methods of teaching with modeling a real clinical situation contribute to strengthening the motivation of learning activities, creating conditions for the professional growth of students.

**Key words:** Active teaching methods, CBL (Case-Based Learning), SBL (Self-Based Learning), PBL (Problem-Based Learning), role-playing games, medical education

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### INTRODUCTION

In the special literature, there are different interpretations of the terms “teaching method” and “learning reception”. In fact, it is a way of interaction between teacher and students, through which knowledge and skills are transferred (Anikeeva, 1987). The difference is that reception is a short-term method that involves working with one particular knowledge and skills. The method is a long process, consisting of several stages and incorporating many techniques. Thus, the reception of training is only an integral part of this or that method.

Methods are classified according to different characteristics by the nature of educational activity: reproductive, problematic, research, search, explanatory illustrative, heuristic, etc. by the degree of activity of a teacher and students: active and passive by source of educational material: verbal, visual and practical by the way of organization of educational and cognitive activity: methods of formation of knowledge and skills in practice and methods of obtaining new knowledge of verification and evaluation (Amonashvili and Zagvazinskij, 2000).

Active learning methods are built, according to the “teacher = student” interaction scheme. It is clear from the designation that these are methods involving the equal participation of teachers and students in the learning process. Children act as equal participants and creators of a lesson. The idea of active teaching methods in

pedagogy is not new. The founders of the method are considered to be such renowned teachers as J. Komensky, I. Pestalozzi, A. Disterweg, G. Hegel, J. Rousseau and D. Dewey. Although, the idea that successful education is built, first of all, on self-knowledge is still found in ancient philosophers (Vazina *et al.*, 1991). Signs of active teaching methods:

- Activation of thinking, a student has to be active
- A long time of activity a student does not work occasionally but throughout the entire learning process
- Independence in working out and finding solutions for the tasks
- Motivation to learn

**Classification of active teaching methods:** The most common classification divides active methods into two large groups: individual and team one. A more detailed classification includes such groups:

- Discussion
- Game
- Training
- Rating

**Methods and techniques of active learning:** In the process of teaching, a teacher can choose one active method and

use a combination of several methods. However, success depends on the system and the correlation of the chosen methods and tasks.

**Let us consider the most common methods of active learning:** Presentations are the simplest and most accessible method for using in class. This is a demonstration of slides prepared by students themselves on the topic.

Case technology is used in pedagogy, since, the last century. It is built on the analysis of simulated or real situations and the search for a solution. There is a distinction between two approaches to the creation of cases. The American school offers a search for a single correct solution to the problem. The European school, on the contrary, welcomes the diversity of decisions and their justification.

Problem lecture, unlike the traditional one, presumes that the transfer of knowledge during a lecture is not in a passive form. It means that the teacher does not present ready statements but only raises questions and indicates a problem. The students themselves derive rules. This method is quite complex and requires the students to have a certain experience of logical reasoning (Bondarenko, 1981).

Didactic games, unlike business games are strictly regulated and do not assume the development of a logical chain for solving the problem (Cluster, 2001). Game methods can be attributed to interactive teaching methods. It all depends on the choice of the game. Therefore, popular game tours, performances, quizzes and KVN are receptions from the arsenal of interactive methods, since, they assume the interaction of students with each other (Tikhonova, 2015).

The basket method is based on a simulation of the situation. For example, a student should act as a guide and conduct a tour of the historical museum. At the same time, his task is to collect and convey information about each exhibit.

Since, the entry of Kazakhstan into the world educational space and its accession to the Bologna process, there has been a significant increase in the requirements for the quality of education in the higher educational institutions of the republic in particular, medical universities.

Increasing the effectiveness of health care is first of all, the improvement of the system of professional training of medical personnel (Kulibina, 2014). Modern changes taking place in the system of practical health care in Kazakhstan require a change in the system of medical education in Kazakhstan. The tasks entrusted to the General Practitioner (GP) presuppose a high degree of

his professional literacy, skillful communication, correctness and mutual understanding with patients, the ability of non-standard thinking, the motivation for constant self-improvement and high erudition in various branches of medicine.

The formation of the skills of professional communication and communicative competence among future specialists in the process of studying at a university is regarded as two basic approaches to ensuring the professional orientation of the knowledge of a future specialist, dictating the need to apply advanced pedagogical technologies and methods of organizing the educational process on the basis of interdisciplinary integration (Bekmukhambetov, 2012; Reutova, 2012; Agranovich *et al.*, 2016). Traditional medical education is built on the principle of transferring knowledge from teacher to students.

This method of training to date in medical education does not meet the requirements that are necessary for the training of a competent specialist in the field of medicine. In Kazakhstan, there have been changes in the national higher medical education. The modernization of the national higher medical education is characterized by an orientation toward the personality of a student and on the competence approach (Yavorska *et al.*, 2016). With this approach, a student develops personal qualities necessary for a doctor, awakens the creative potential, stimulates independent work, the ability to independently search for answers and solve problem questions (Bykov, 2005). The reforms carried out in the system of medical education require the restructuring of stereotypes for both teachers and students. One of the peculiarities of the educational process was the use of active teaching methods both in the classroom and extracurricular time (Grudzinskaya, 2007).

Active learning is the forms, methods and tools of instruction that encourage students to actively think and practice in the process of acquiring knowledge and skills (Kavtaradze, 1998). The use of such a system of methods is not aimed at the teacher's presentation of finished knowledge, their memorization and reproduction but on the independent mastery of student's knowledge and skills in the process of active mental and practical activity (Ibragimov and Grebenyuk, 1980). Methods of active learning as a means of developing cognitive activity of students can be divided into three groups of methods, the most interesting for use in order to manage the formation of thinking (Kudryashev, 2008).

These are methods of programmed learning, problem learning and interactive (communicative) learning (Yavorska *et al.*, 2016). In the educational process of our university, active teaching methods are used that

replace passive teaching. With an active method of teaching, testing is carried out, students are divided into teams. At the West Kazakhstan State Medical University named after Marat Ospanov, the educational process is focused on the personality of a student and on competence. Active teaching methods are used such as problem lectures, CBL (Case-Based Learning), SBL (Self-Based Learning), PBL (Problem-Based Learning) and interactive teaching methods (Antonova, 1996).

Purpose of the study is the effectiveness of using active teaching methods in the learning process. For the training of specialists who are able to adapt to the conditions of a modern and rapidly developing society, it is necessary to introduce actively a wide range of pedagogical innovations into the educational university system (Bykov, 2005). The emergence of the task of introducing new methods into the learning process is due to the following reasons; the development of sciences, including their applied aspects, covering various aspects of social life, resulting in the development of hypothesis, the finding of optimal and non-trivial solutions, design, modeling. The formation of a modern competitive labor market that motivates graduates to consciously choose future professional specialization already while studying at a university and fixing the necessary competencies in educational, industrial and pre-graduation practices. Dynamic improvement of the social sphere, the sphere of services, dictating the need for constant mastering of new techniques, methods, technologies, forms of diverse activities, finding effective methods for solving problems.

Focusing on the current changes, the modern education system should move into a special innovative development mode in which as several researchers indicate, it is necessary to preserve the best traditions of national education and simultaneously take into account the trends in the development of training systems in other countries, to correlate domestic experience with world standards.

There are several definitions of the concept of “pedagogical innovations” in particular, it means innovation in the field of pedagogy, a purposeful progressive change that brings to the educational environment stable elements (innovations) that improve the characteristics of both its individual components and the educational system as a whole. In the development of innovative technologies in the field of education, a significant contribution was made by talented scientists and teachers.

Innovative teaching methods include interactive and computer technologies. Interactive learning technologies include lectures (scientific, social, professional, integrative, etc.) and seminars (debates, training

discussions, the technology of project training, etc.) (Ananyev, 1977). Computer technology training involves the collection, processing, storage and transmission of information from learner to learner. Along with the use of various innovative technologies, it is necessary to create conditions for motivating self-development which implies a transition from the actual implementation of the learning process to the comprehensive provision of the student with the necessary capabilities as a developing personality (Anikeeva, 1987).

As a result, a learner becomes not just a subject of education but also a person who can reveal his inner potential in the process of mastering a specialty. One of the ways to solve the task is to use active teaching methods that stimulate the cognitive activity of students which are mainly based on a dialogue that involves a free exchange of views on ways to solve a particular problem characterized by a high level of student activity. It is this kind of pedagogical activity that today is recognized as the “best practice of teaching”.

The methods of training that meet these requirements include heuristic training, brainstorming, problem training, debates, cross-discussion, project method, decision tree, role-playing games, business game, business basket, forum, the discussion in a low voice, “Logbook”, the strategy of “learning together”, etc. The popular technology for organizing active learning in world educational practice is the pedagogical technology “Development of critical thinking through reading and writing,” tucked away in the mid-90’s (Vasechkina *et al.*, 2016).

Its researchers are American teachers Jenny D. Still, Curtis S. Meredith, Charles Temple and Scott Walter. J. A. Braus and D. Wood define critical thinking as “reasonable, reflective thinking” that allows you to objectively reason, logically act in accordance with common sense, gives you the opportunity to look at things from different points of view and abandon your own prejudices, to come to new opportunities for solving problems.

American educator and volunteer of the program “Development of critical thinking through reading and writing,” D. Cluster singles out five main points in the characterization of critical thinking: “First, critical thinking is independent thinking, ..., Critical thinking can only be when it has an individual character.

Secondly, information is the starting point and by no means the ultimate point of critical thinking. Third, critical thinking begins with asking questions and understanding the problems that need to be addressed. Fourth, critical thinking tends to a convincing argument. And finally, fifthly, critical thinking is social thinking. Every thought

is checked and honed when it is shared with others". Indeed, it is difficult to challenge the importance and necessity of knowing facts, laws, historical dates and events but equally important is the ability to intelligently work with information, highlight the main ideas, see the connection between them, select the necessary and reject wrong information, i.e., analyze and evaluate it. It is this approach that allows students to prepare for the future practical work in a rapidly changing world.

## **MATERIALS AND METHODS**

Few educational interventions can match the power of active learning when it comes to improving student academic outcomes. Researchers have consistently found that higher student achievement and engagement are associated with instructional methods involving active learning techniques. Also, students employing active learning strategies in the planning, monitoring and evaluation of their learning progress have been found to outperform peers lacking these skills.

Although, educators have been encouraged to incorporate active learning strategies into their teaching for decades, little has changed in how we teach students in higher education. Both traditional face-to-face and online instruction continue to be characterized by information transmission models relying almost exclusively on passive lecturing and textbook reading. This instructional approach affords little opportunity for students to engage in the types of active processing required to create enduring and transferable knowledge. In addition, surveys of college student behaviors reveal an overwhelming reliance on passive learning strategies during the study. Common techniques such as rereading, summarizing and highlighting, for instance, involve minimal mental effort on the part of students and are significantly less effective than more active alternatives.

**Incorporating active learning into instruction:** As Halpern and Hakel observe, the primary thing revealed by the research on active learning is that student learning success depends much less on what instructors do than what they ask their students to do. So, what can instructors ask students to do in order to promote more active learning?

Several active learning techniques are empirically well established and their positive learning effects are consistently demonstrated. We describe three of the most powerful techniques here:

Students should be asked to generate connections, questions and solutions. One of the strongest findings in the learning sciences is that recall and comprehension is

greater, if learners are frequently required to produce ideas rather than exclusively receiving information from an instructor or textbook.

Instruction should dedicate time to help learners integrate new information into their preexisting knowledge networks. Students come to an instructional situation with a robust collection of prior beliefs, ideas and experiences that must be linked to instructional content in order to build the meaningful connections required for enduring.

Finally, perhaps the most well-established active learning strategy is repeated and spaced retrieval of learned information. Instruction should include frequent opportunities for learners to engage in effortful recollection of information in order to promote long-term retention and transfer.

**Why is active learning important?** In the 1980's, W. Chickering and Zelda F. Gamson, asserted that effective teaching encourages active learning. "Learning is not a spectator sport", they emphasized as "students do not learn much just sitting in classes and listening to teachers, memorizing pre-packaged assignments and spitting out answers". In order to have significant learning experiences, "they must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves". Do active learning activities make learning significant and simultaneously get students interested, engaged and motivated? Evidence shows numerous benefits of using active learning activities:

- Increases student's satisfaction and positive attitude towards course material as well as their self-confidence and self-reliance
- Motivates students to be engaged learners
- Increases content knowledge, critical thinking and recall of course content
- Allows for the inclusion of different learning styles
- Increases enthusiasm for learning in both students and instructor
- Gets students involved in higher order thinking such as analysis, synthesis, creative thinking, adaptability, problem-solving, etc.

**What are the different types of active learning and how can we use them in the classroom?** Active learning activities can engage students in various ways by:

- Reading, thinking and speaking critically
- Expressing ideas through writing
- Examining personal attitudes and values
- Giving and receiving feedback
- Reflecting on the learning process

Active learning activities can be utilized in different settings and contexts:

- Class
- Abridging tool (at the beginning of class to assess prior knowledge)
- On the way out of class (e.g., as formative assessment)
- Outside the class (e.g., study groups, online discussion boards, etc.)

Active learning activities can be completed by students working as:

- Individuals
- Pairs
- Small groups
- The entire class

Active learning activities can be tailored to specific time constraints. The activities can be as short or as long as time permits, ranging from between 1-2 to 20-40 min.

**How can we scale-up active learning activities for large groups of students?** You need to be prepared to adapt your lesson planning, you are learning activities and even your overall teaching approach to different types of courses. You will also learn how to adapt different active learning techniques to accommodate the different teaching contexts that you may encounter. Effective active learning techniques are not dependent on the type of classroom they occur in or on the number of students in the class; they are instead shaped by the facilitator, together with the students.

The fifth-year students of the “General Medicine” faculty at the Department of General Medical Practice No. 1 undergo the discipline “Fundamentals of general medical practice”. This discipline includes such modules as internal diseases, childhood illnesses in the work of a general practitioner, surgical diseases in the work of a general practitioner, obstetrics and gynecology in the work of a general practitioner. Teaching staff during the educational process apply CBL (Case-Based Learning), SBL (Self-Based Learning) and role-playing games.

The analysis of the results of the use of role games in the educational process was conducted among 86 fifth-year students of the Faculty of General Medicine, who study the module “Internal Diseases” and the module “Obstetrics and Gynecology in the work of a general practitioner”. The module “Internal Diseases” was carried out by the active method of role play. The module “Obstetrics and Gynecology in the Practice of a General Practitioner” was carried out by the CBL method

(Case-Based Learning). In the main group (n = 44) the educational process was conducted by an active method. In the control group (n = 42), the sessions were conducted, according to the traditional scheme.

The essence of the method of the role-playing game consists in an improvised play-out of the situation which simulates a problem adequate to real practice. The subject of the game is the activity of a GP regarding the admission of a patient with a definite diagnosis. Several people participate in the team, performing the roles of individual characters in the given clinical situation; GP, patient, laboratory assistant, visual diagnostics clinic doctor, clinical pharmacologist, consulting doctor, an expert physician, moderator (teacher). During the training game, certain competencies are demonstrated:

- Communication skills (an acquaintance and establishing trust with the patient, questioning and teamwork)
- The ability to examine objectively a thematic patient (examination, palpation, percussion and auscultation)
- The allocation of syndromes, the rationale for the preliminary and clinical diagnosis of the patient
- Interpretation of the results of paraclinical research (laboratory, roentgenological, instrumental)
- The appointment of rational treatment, according to the principles of evidence-based medicine with the use of existing clinical protocols
- The ability to conduct medical and labor expertise and make a plan for dynamic dispensary surveillance, respectively, nosology

**The rules of the game:** The student performing the role of “patient” receives a card with the indication of the clinical diagnosis according to the generally, accepted classification by thematic nosology. In the process of communication with a doctor, he or she models typical complaints, anamnestic information on the pathology.

The role of the doctor is to identify the symptoms of the disease, to conduct an objective study of the patient, to identify the syndromes, to justify a preliminary diagnosis and to schedule an additional examination. The task of the “laboratory assistant is to prepare laboratory tests in accordance with the diagnosis, substantiating their clinical significance in a specific situation. The physician-functionalists prepares data for instrumental and radiologic studies with their subsequent interpretation.

Further, taking into account the results of the “patient” survey, the doctor conducts a differential diagnosis and justifies the clinical diagnosis. The student playing the role of a consultant doctor decide what questions of counseling (as a cardiologist, pulmonologist,

gastroenterologist, endocrinologist and other specialists) to ask. At the end of the game, the examiner conducts an analysis of the performance of each participant in the game, answering the questions: "What's done right?", "What shortcomings were identified in the course of the team's work?", "Ways to eliminate the shortcomings".

At the final stage, the participants of the game team speak out about what they liked about their activities, highlight the most significant arguments of the analyst, the practical skills learned and the attitude to the role-play as a method of training. The teacher, acting as a moderator of the game, skillfully directs and supports the discussion, the ability of students to critical thinking, the ability to argue their point of view assesses knowledge and practical skills, sums up the effectiveness of the game in achieving the stated goal of practical training.

An important role in the conduct of role-playing games is played by the evaluation system, based on an expert evaluation of individual and teamwork of students. Active learning in a role-playing game implies the result of teamwork but each participant solves the problem in accordance with his role.

The "Obstetrics and Gynecology in the work of GP" module conducts an active learning method using CBL (Case-Based Learning), the students are preparing for this lesson. On this topic, the teacher creates a clinical situation, close to life. The teacher introduces the students to the purpose of the lesson, the tasks of teaching which knowledge and skills will be acquired by the end of the lesson.

At the beginning of the lesson, the topic is "brainstorming". Students name the words associated with the topic of the lesson, then test. In one group, 12 students are engaged. Students are divided into subgroups-teams by random sampling. Each team has 4 students. Until the end of the session, the composition of the team does not change. Then the teacher introduces students to the situational task in the form of a presentation for the entire team.

**Subgroup students have the following tasks:** Identify the problem. Identify the goals of treatment. Choose rational therapy for the treatment of this pathology. Discussion of the clinical case begins and ends simultaneously which allows you to evaluate and compare the decision-making process in the teams and its effectiveness. When exhibiting the final grade of students, the criteria for monitoring the ability to work in a team are used. The assessment of the class on CBL consists of:

- Evaluations of the correctness of the solution of this task

- Assessments of the activity of each student in the process of discussing the task
- Assessments of completeness and originality of the solution of the problem

A practical lesson on CBL methodology consists of the following stages:

- Introduction to the topic of the lesson
- Determination of the purpose and objectives of the lesson
- Brainstorming, testing for incoming control
- The condition of the clinical task (actual problem)
- List of questions to be answered by the student
- Answers to the clinical task (for the teacher)

At the end of the lesson, an anonymous questionnaire is provided, including the question of the student's attitude toward conducting practical classes with an active method of teaching with 3 options: "positive", "negative", "neutral" (Paramonova, 2016).

## RESULTS AND DISCUSSION

As part of the practice-oriented training, the teachers plan and conduct training sessions in which active technologies are introduced into the educational process which are generally referred to in the pedagogy of higher education; forms and methods of problem training, programmed instruction, modular-rating training, business games, professional trainings, teaching.

Taking into account the profile of the training of students as well as the forms and methods used by teachers, the application of the following forms and methods of active learning was analyzed:

- Forms and methods of problem training
- Forms and methods of game training (modeling, role-playing and business games, training)
- Practical classes at multifunctional polygons in situation-role centers
- Teaching
- Educational films, video courses, video tasks, video films
- Workshops
- Distance learning

**The use of active technologies makes it possible to increase the effectiveness of training by:** Introducing students into simulated and problematic professional situations that cadets and listeners can perform in role-playing and interaction, emotionally "live" the

performance of future official duties. Intensification of mastering of educational material, the formation of professional skills and abilities, important personal qualities. Improving the effectiveness of the independent work of students. The possibility of constructing a control system with a pronounced learning and developing learning function. The conducted research by the method of expert evaluation shows that the faculty not only prepares methodological developments for the application of active teaching methods but also analyze the results of their application using various criteria for evaluating the effectiveness of methods. Three groups of criteria are presented below (criteria for the effectiveness of the use of active forms and methods).

**Subjective criteria:**

- The attitude of the teacher toward the use of active forms and methods
- Attitudes of learners to the use of active forms and methods
- Socially and professionally important qualities of the personality of students (mental independence, non-standard thinking, ability to work in a team, the culture of discussion, etc.)
- The attitude of students to the academic discipline
- Attitudes of students to the chosen profession, higher legal education objective prerequisites
- The educational activity of cadets and listeners
- The full and active workload of students
- Rational time spent for effective learning by cadets and listeners of educational material, the formation of professional skills and professionally significant personal qualities
- The rational use of time by the teacher to develop methodological support for training sessions
- Maximum conformity of results to the set goals
- Academic progress (current, intermediate, final)
- Educational success (the rate of mastery of the material, the degree of diligence and effort)

**Competence criteria:**

- Adaptation of graduates
- Review of competing bodies of graduates
- Professional sustainability (or migration)
- Rates of growth of professional skills

These criteria are used by teachers who have repeatedly ascertained that training sessions using active teaching methods create an additional positive emotional background which helps the teacher and cadets to learn discipline and profession. Moreover, the

subjective perception has a motivational character; positive emotions arising in the process of active learning become the internal motive of the cadets and listener's learning activity as well as an internal motive for teachers in improving the pedagogical skills (Aminov, 1997).

Active forms of learning are methods that encourage students to actively think and practice in the process of mastering the educational material. As the main indisputable merits are a high degree of independence, initiative, the development of social skills, the formation of the ability to extract knowledge and apply them in practice, the development of creative abilities. The feeling of freedom of choice makes education conscious, productive and more effective.

The concept of "active teaching methods" from the point of view of linguistic meaning does not quite accurately reflect the essence of the phenomenon since any method of teaching as a way of interaction between teacher and students presupposes the activity of both sides in the pedagogical process (Epishkina). In modern didactics, this concept is usually used in relation to methods of teaching in the implementation of which the maximum of activity falls on the students and the activity of the teacher is mainly aimed at organizing and correcting cognitive activity of students. Such methods are often referred to as problem conversations, educational discussions, creative practical and independent work of students, didactic games, etc.

Active methods of teaching can be used in a traditional lesson but more often, they are used in seminars, workshops, electives, extracurricular activities and other forms of organization of training.

**Active methods of training include:** Brainstorming is a widely used method of producing new ideas for solving scientific and practical problems. Its purpose is to organize collective thinking activity in search of non-traditional ways of solving problems.

The first stage is understanding the problem. Participants are asked to answer the question of why there is such a problem. Each group receives colored sheets of paper and small colored sticky leaves. Students answer the question of the problem, for example, why it is difficult to study in school? The answer the group writes on sheets of a color paper then is hung out on a poster "the Carpet of ideas".

The second stage is the search for solutions. What can be changed? Each group offers their answers and writes them on sheets of colored paper. The third stage is the individualization of activity. What will I personally do to change the existing situation? The fourth stage is

the evaluation of ideas. Individual decision making, what can I do to solve the problem and what will I try to do.

The testing conducted at the beginning of the practical lesson, revealed comparable values of the results of the initial level of knowledge in both groups, providing the conditions for assessing the level of mastering the given topic; correct answers -79.1% in the main one; -80.3% in the control group.

The results of the final testing that is at the end of the practical session; correct answers: 94.9% in the primary group, 83.4% in the control group. Based on the results of the study in the main group, the degree of assimilation of the material exceeded the degree of assimilation in the control group by 11.5%. Anonymous questioning about the student's attitude to conducting role games with 3 variants of answers revealed a rather high rate of "positive" ratings (94%), "neutral" -4%, "negative" -2%.

## CONCLUSION

Active learning refers to the robust research finding that learning is more durable and lasting when students are cognitively engaged in the learning process. Long-term retention, understanding and transfer is the result of mental work on the part of learners who are engaged in active sense-making and knowledge construction. Accordingly, learning environments are most effective when they elicit effortful cognitive processing from learners and guide them in constructing meaningful relationships between ideas rather than encouraging passive recording of information.

Mayer notes that there are three primary cognitive processes involved in active learning: selecting relevant material to attend, mentally organizing attended material into meaningful representations and integrating these representations with prior knowledge. Effective active learning techniques engage learners in one or more of these cognitive activities. The emphasis on appropriate mental processing is critical as physical activity is neither necessary nor sufficient to promote successful learning. In fact well-designed lectures can promote active learning if they stimulate appropriate cognitive activity.

The current reality requires from the higher legal education the purposeful formation of practical skills and competencies among learners which provide them with quick involvement in professional and social activities. The conducted research confirms this conclusion as experts highly evaluated the subjective, objective and competence criteria proposed by him for the effectiveness of the use of active forms and methods of instruction. We believe that the considered criteria for the effectiveness of the use of active forms and

methods of instruction should be supplemented with particular and specific ones. For example, it is necessary to develop performance criteria, intermediate and final, for individual disciplines or blocks of disciplines. It is important that these criteria are comparable and generalized. The development of criteria for the effectiveness of the use of active forms and methods of instruction and in general, the educational process of the university, the Ministry of Internal Affairs can optimize the activities of teachers and increase the effectiveness of training cadets and listeners. In addition, this development allows to shift the focus and purpose of professional education to training-educative and competence-oriented one.

The use of active teaching methods with modeling of a real clinical situation on different topics of practical training helps to strengthen the motivation of student's learning activities, the possibility of developing clinical thinking, creates favorable conditions for the development of professional skills and the acquisition of new knowledge and skills.

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