

## INTERACTIVITY IN TEACHING STUDENTS MODERATORS

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### Abstract

*The new paradigm for creating a European space for higher education is a prerequisite for introducing an interactive educational environment in accordance with the system of methods, forms and means of education that is in use. The application of interactive teaching methods in higher medical school for training health professionals improves pedagogical interaction, forms competence for communication and work in a team, and increases the chances of free personal development. In this context, we aimed to determine the satisfaction of teachers and students with the implementation of interactive learning environment in the discipline Health promotion. Scientific methods were used for the collecting and statistical processing of the received unique information: interviewing, inquiry, observation, documentary, interviewing, desk research, and analysis of variance (ANOVA). The results demonstrated the applicability of interactivity in teaching students moderators and formulated conclusions: the establishment and maintenance of an interactive educational environment in higher medical school is a favorite of teachers, there is a direct correlation between innovation of professional training of future health professionals and the quality of their preventive activities in their medical practice as moderators*

**Keywords:** interactivity, educational environment, students moderators, personal development, methods, competence

At Medical Schools in Bulgaria, the discipline "Health Promotion" is present with a small number of hours in the training of health professionals (Nurses, Midwives, Rehabilitation therapist, Medical laboratory assistant). The need of deepen and enrich their knowledge and skills in this course is determined by multiple factors targeting: targeted action to eliminate hazards; Supporting factors leading to better health of the population; Support for appropriate health , social and environmental policy; Stimulating and motivating the participation of health professionals in health education and health promotion .

To be adequate to the needs, the training in Health promotion needs to be synchronized with the interactive learning environment, with its interactive training methods. Good knowledge of the prerequisites for the effectiveness of interactive learning methods in the higher school, the creation of conditions for their manifestation and seeking opportunities for their continued improvement and enrichment in line with current trends and requirements of the European community regarding higher education will contribute to improving the quality of higher education and personal development of students.

When planning their pedagogical work the Health Promotion teachers face the choice of an appropriate interactive learning method which is well combined with the traditional methods. Such methods are: Learning Together, SWOT- analysis, "Aquarium", "Avalanche", "Panel Discussion", "Alliterative names", Method of the projects, esc. The method of projects is preferred and proven effective in which students develop a project on relevant to the course topics; dominated by creative and applied activities; with evidence provided for the decisions and presenting the project. Wanted is an adequacy between the envisaged tasks for improving the preparation of students in Health promotion in the auditorium and their extracurricular work and

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implementation of interactive teaching methods in the discipline. Depending on the chosen methods and specific learning tasks, the managing entity shall prepare the necessary conditions for interactive learning. Emphasis is put on the practical preventive orientation in the topics for independent work of students.

Hr. Milcheva, 2012, in her study makes an analysis of traditional and interactive methods and their application in the training of modern medical professionals. The author emphasizes: "The use of adequate ways and forms and the creation of appropriate educational environment are important prerequisites for achieving high quality learning." (2, p. 46)

The teacher in higher medical school has their important place as an entity of pedagogical interaction. He plans, organizes, directs, controls the entire learning process. Their responsibility and function is to make an optimal choice of training methods to help the correct and effective understanding and acquiring of medical knowledge. The opinion of teachers has been searched regarding the use of interactive learning technologies in medical education.

In a study Kr. Miteva, wrote: "Interactive learning technology import intensity in the pedagogical interaction and position the students studying in a higher medical school in an active position" (3, p.208). This should be the position of the student as a subject of learning to overcome low motivation for learning, absence at practical training, disinterested position in conducting educational practical workshops, and other demotivating positions. Namely the demand and the application of interactivity in medical education activates the students and enable them to build positive attitude that supports the pedagogical process of acquiring knowledge and skills. This in turn increases personal self-esteem of students, makes them professionally competent and confident and his performance of moderator in health promotion is mediated.

Certain didactic and methodological requirements are placed and observed in organizing the interactive training in Health promotion:

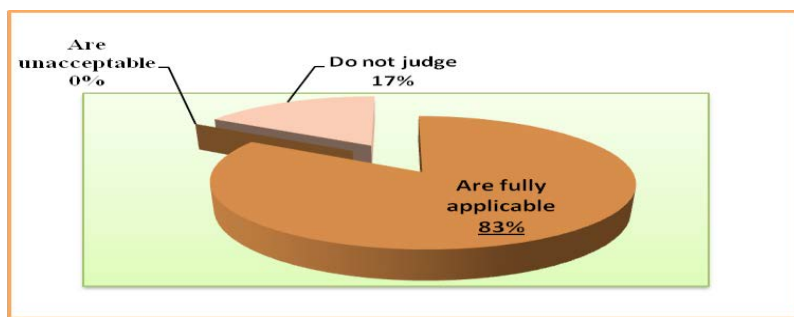
1. Student activities to be organized in teams (number and composition of the groups; leader, defining the activities and tasks);
2. Democratic management style is to be dominant (avoid conflict; groups should work safely; partnership should be full);
3. Problems to be solved should be significant, relevant and attractive to learners;
4. Tasks are placed in advance and with a deadline;
5. There should be a competitive element in the fulfilling the conditions.

**The purpose** of this research: To establish satisfaction of teachers and students from the application of interactive methods and implementation of positive educational environment for learning in the course of Health promotion.

**Methods:** survey, observation, documentary, interview , mathematical statistical - ANOVA. The survey was carried out in Trakia University, Department of Health care, Medical College - Stara Zagora and Branch - Haskovo.

**Contingent:** Respondents are 29 teachers on Health care and 60 students in the same field.

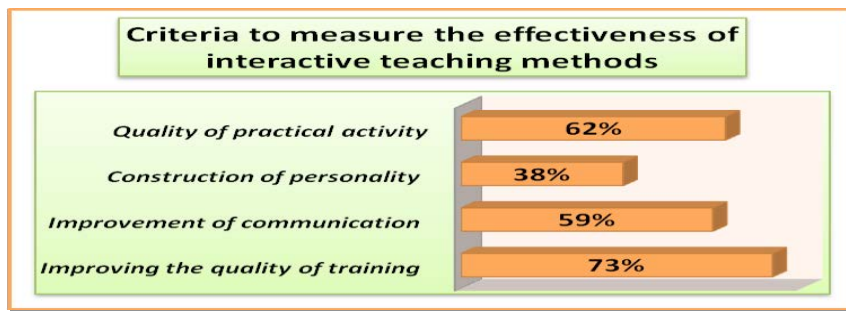
The teachers were asked the question: "How useful are the interactive methods in teaching our students?" The results are presented in **Figure 1**.



**Fig. 1 – Opinion of teacher for interactiv teaching methods**

The attitude of teachers is absolutely positive on the applicability of interactive teaching methods in medical education and this is evidenced by 83% of the respondents who gave the answer "fully applicable." The function of the teacher is unquestionable when making optimal selection of training methods so that they can effectively help students to learn a specific study material. And when the teacher has given considerable attention to the interactive teaching methods this leads to a better effectiveness of the training environment: the interest of students to study increases, it stimulates cognitive activity, the success rate is higher in the examination procedures and others. A positive fact is the zero rate of respondents that gave the answer "unacceptable" interactive learning methods in higher medical school. Only 5 % of respondent cannot decide the meaning and importance of innovation in the training of medical professionals.

To clarify the usefulness and effectiveness of interactive learning technologies the teachers were asked the question: "Which of the criteria and indicators do you consider as appropriate to measure the effectiveness of interactive training methods?". The results are presented in **Figure 2**, as the percentages are much more than 100, because the respondents as it was expected gave more than one answer.



**Fig. 2 – Criteria to measure the effectiveness of interactive teaching methods**

Two-thirds of teachers (73%) believe that the interactive teaching methods in higher medical school improve the quality of education and, in parallel, 62% of them agree that the quality of practical activity also is well influenced. Improving the communication is a criteria that would help to assess the effectiveness of interactive methods of education and has collected 59%. More than half of the respondents gave preference for its effectiveness, and it is a prerequisite for the realization of good preparation and presentation of students - moderators. At the same time participants in this process are also the teachers themselves and the implementation of planned interactive environment improves the student-teacher interaction. It helps to overcome the dialogic between them. Only 38% of teachers believe that interactive learning environment will build and develop the personal qualities of the students and teachers.

For the purposes of several parallel publications an anonymous questionnaire was structured investigating students' opinion about their training in the discipline of Health promotion. Preferred and proven effective is the Method of projects, in which students develop a project relevant to the course topics; dominated by creative and applied activities; with evidence provided for the decisions and presenting the project. Respondent students were asked: "Which of these ways of presenting your individual work do you prefer?" (**Table 1**)

**Table 1. Presentation of individual work**

	Number	%	Valid %
<i>Paper</i>	24	41,38%	41,38%
<i>By e-mail</i>	24	41,38%	41,38%
<i>Flash memory, CD</i>	12	20,69%	20,69%
<i>Other</i>	0	,00%	,00%

The sum of the percentages exceeds 100% because some respondents mentioned more than one answer. Two respondents did not answer this question.

Preferred ways of student presentation is a paper version- 41.38%. The same percent of respondents prefer to present their work via e-mail. Along with the traditional writing on the paper the students' attention is attracted by sending electronic information to the teacher. This unconventional presentation till this moment is preferred by almost half of the students, indicating that it is acceptable for them. We take into account the fact that both sides skillfully use modern computer technology, which allows students to express the utmost capabilities using the internet web. They made excellent presentations on Health promotion which gave them the experience and confidence of good student moderators. The least number of students choose an electronic form - 20.69%. This presentation is financially bound and is not often used in the pedagogical practice. No respondents stated other way for presenting their individual work to the teacher.

The satisfaction survey of teachers and students from the implementation of interactive learning environments in Health promotion allows us to draw the following conclusions:

- The interactive methods of learning in higher medical school improve the quality of education, the quality of practical work of students, improve communication, and develop personal qualities of trainees.
- Creation of interactive educational environment for discipline Health promotion is an important pedagogical innovation that is preferred by teachers.
- Established is a direct correlation between the innovating the academic training of future health professionals and their skills of moderators in Health promotion.
- Implementation of interactive learning methods in higher medical school is a real step in modernizing the professional practical training of the students.

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