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THEORY AND PRACTICE OF INTRODUCING ACTIVE AND INTERACTIVE FORMS OF TRAINING AND PROFESSIONAL EDUCATION

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Abstract:	Keywords:
The article defines the characteristic, the essential feature of active and interactive teaching methods. In the modern education system, active and passive forms are widely used in conducting classes in the educational process, and you can also find a wide variety of interactive forms of conducting training sessions. The essence of interactive learning is to organize the learning process in such a way that almost all students are involved in the learning process, they have the opportunity to understand and speak out about what they know and think. Interactive methods used by higher educational institutions cannot replace lectures, but can contribute to a better assimilation of lecture material, form opinions, attitudes, and behavioral skills. Interactive forms of conducting classes can be implemented differences between active and passive teaching methods. The article mentions the advantages of the active method and the disadvantages of the passive method of teaching vocational education.	Interactive forms of teaching, passive method, active method, interactive method, features of active teaching methods.

Introduction

INTRODUCTION, LITERATURE REVIEW, METHODOLOGY

The educational activity of students of higher educational institutions can be understood as one of the types of cognition. This kind of cognition proceeds on the basis of the reflective-transforming activity of the subject. Scientific knowledge is an activity that is aimed at obtaining fundamentally new knowledge. In the context of the competence-activity approach, the psychological and pedagogical basis is the active cognitive activity of the student himself, which helps to form the ability to think creatively, using the knowledge, skills and abilities that are acquired in the process of activity [4,5,6,7]. The main way to transfer information in the traditional organization of the educational process is a one-way form of communication, the so-called passive method. The essence of this method lies in the fact that the teacher broadcasts information that the student subsequently reproduces. In this situation, the experience of the teacher is the main source of learning, and the student becomes a perceiver, i.e. he hears, reads and speaks about certain areas of knowledge. Two-way communication can also occur when the student asks or clarifies something. It happens that a one-way form of communication occurs at seminars, and not just at lectures, when the student, and not the teacher, broadcasts information in the form of reports or answers to questions. A form of communication of this kind has existed for a long time, but today it is unacceptable for many reasons. Let's list some disadvantages.

Firstly, the student is passive during the lesson and his main function is only listening. As I. R.

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Galperin emphasizes [3], with such "passive listening", attention is paid to understanding the main content of the message, and secondary facts and details slip away. The listener retains mainly what is highlighted by the speaker himself. American researchers see a certain pattern of learning. So F. McElrow and R. Karnikau argue that a person can remember 10% of the information read; 20% - heard information; 30% - seen information; 50% - seen and heard information; 80% - information that he voices himself; 90% - the information that he himself reached in his activity [10]. The second drawback is that the only source of information is the teacher himself. In such a case, one-way communication can be justified only if there is a lack of information or if it is impossible to obtain it in any other way, with the exception of the teacher's story. Today, this is usually not the case, because. the teacher often uses non-original material. Only the way the teacher presents this material is original. This, of course, is of great importance, but it does little to help students construct knowledge, because is still a foreign construct. The form of multilateral communication in the educational process is a completely different form and is an active method. Multilateral communication implies the activity of each subject of the educational process, both the teacher and the student, the absence of repressive management measures and authoritarian control on the part of the teacher. The number of intensive communicative contacts between students begins to increase. It should be clarified that the essence of multilateral communication involves not just the statements of students, which in itself is significant, but the introduction of their own knowledge into the educational process.

Any attempts of students to designate their own experience or knowledge remain at the level of additional information and cannot change the structure of the subject of discussion or violate the usual communicative model "teacher's opinion - student's additions". In this case, the principle of multilateral communication is violated, because knowledge of students is not fully involved, only supplementing the course of teaching. The teacher passes knowledge, expression of opinion and assessment of students through a kind of "communicative filter" of understanding and perception. Teaching, which is communicatively open, can be characterized by the following statements: 1) students learn certain skills better if they are allowed to approach the subject through their own experience; 2) learning becomes more effective if the teacher takes an active part in maintaining the methods and means of mastering knowledge 3) a better perception of the material being studied occurs due to the structuring of this material by the teacher, which facilitates assimilation, as well as by engaging in discussion and acceptance the opinions of the students, which, in turn, may not coincide with the point of view of the teacher. It must be understood that the form of multilateral communication makes it necessary to give up the teacher's right to the only possible truth, which will allow students to construct their knowledge. Participants in communication meet the positions of other participants and can move in the process of constructing their knowledge (which is essentially an individual process). In this case, the student himself constructs his knowledge, which is necessary and, depending on the needs, can be further improved - either immediately or after a while after studying at the university. In order to implement the current requirements of education, it is necessary to develop previously unused forms of education. It is considered

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appropriate to conduct classes using interactive teaching methods. They would allow students to interact with the audience and the teacher quite actively. It is believed that the most modern form of active methods are interactive teaching methods. The orientation of the modern approach to learning should be to introduce novelty into the learning process, which is due to the fact that there are features of the pace of development of activity and life, the specifics of learning technologies and the needs of the individual, the state and society to develop socially necessary knowledge, beliefs, qualities and traits of character and experience of behavior.

It became clear that it is necessary to manage the process of personality development, and not the personality itself, which means the transfer of the main role of the teacher's work to methods of pedagogical influence in an indirect form and the rejection of excessive edification and didacticism; instead, the key position is occupied by dialogic communication methods, the search for truth by students and the teacher together, the use of various creative activities and the use of situations of an educational plan.

Currently, the use of interactive teaching methods is at the heart of methodological innovations. An active teaching method is a method that encourages students to actively think and practice in the process of mastering educational material. Active learning involves the use of a system of methods aimed mainly not at the presentation of ready-made knowledge by the teacher, their memorization and reproduction, but at the independent mastering of knowledge and skills by students in the process of active mental and practical activity. With active learning, the student becomes the subject of educational activity, enters into a dialogue with the teacher, actively participates in the cognitive process, performing creative, search, problem tasks [1, p. 5].

Distinctive features of active teaching methods are: 1) purposeful activation of thinking (the student is forced to be active regardless of his desire); 2) a long time of involving students in the educational process (i.e. throughout the lesson); 3) independent creative development of solutions, an increased degree of motivation and emotionality of students; 4) interactive nature, i.e. constant interaction of subjects of educational activity (students and teachers) through direct and feedback links, free exchange of opinions in the process of finding solutions to problems.

RESULTS, DISCUSSION

Significant aspects of active learning in the vocational education system:

1. Active learning is about learning something. The volume of knowledge taught to students is not of decisive importance in itself, what is relevant is what additional opportunities open up as a result of training.

2. With active learning, the emphasis is on creation, the ability to predict the consequences of decisions made and to model the result are developed. Students learn to look for ways to achieve their goals, to anticipate the possible consequences of their decisions and actions.

3. In active learning, the most significant process is the transfer of knowledge. Active learning methods in themselves embody the learning process, and do not act only as a means of transferring knowledge or developing work and behavior skills.

4. Through active learning, students learn to identify and fix problems. Active learning methods allow you to create problem situations that are always situational, specific, require students to

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have certain knowledge, insight, ability to diagnose problems, the ability to identify them and understand the specifics, as well as identify its characteristic features.

5. With active learning, the teacher is the organizer and assistant. The task of the teacher is to organize the educational process in such a way that students actively participate in the process of conducting the lesson, while the teacher is an attentive observer and coordinator.

Interactive ("Inter" - mutual, "act" - act) means to interact, to be in a conversation mode, a dialogue with someone. In other words, unlike active methods, interactive ones are focused on a wider interaction of students not only with the teacher, but also with each other. The teacher, as before, develops the plan and content of the lesson, using interactive methods in order to present new material in the most interesting and effective way [1]

The educational process using active and interactive methods, in contrast to traditional classes, where the student is a passive listener, is based on the inclusion of all students in the group without exception, and each of them makes his own individual contribution to solving the problem through an active exchange of knowledge. ideas, ways of doing things. Unfortunately, today there is no clear distinction between active and interactive teaching methods, the same types of methods are classified as both active and interactive, therefore there is no clear classification of interactive teaching methods.

Interactive methods are based on the principles of interaction, student activity, reliance on group experience and mandatory feedback. The teacher in such a lesson acts as an assistant in the research work of students. The activity of the teacher gives way to the activity of students, his task is to create conditions for their initiative. Participants actively communicate with each other, jointly solve tasks, overcome conflicts, find common ground, make compromises. The organization of the lesson is carried out by the teacher in advance, tasks and questions for discussion in groups are carefully selected [9]. Interactive learning is a special form of organizing cognitive activity. It implies very specific and predictable goals. The main goal is to create pedagogical conditions for studying at the university, under which the student can become confident in his intellectual viability, which makes the learning process itself productive. In other words, interactive learning is, first of all, interactive learning, during which interaction is carried out between the student and the teacher, as well as between the students themselves [1]. The tasks of interactive forms of education are: awakening students' interest in learning; effective assimilation of educational material; students' independent search for ways and options for solving the set educational task (choosing one of the proposed options or finding their own option and justifying the solution); learning to work in a team: showing tolerance for different points of view, respecting the rights of everyone to freedom of speech; the formation of students' own opinions based on certain facts; reaching the level of the student's conscious competence. The most common among teachers are the following interactive forms: round table (discussion, debate); brainstorming (brainstorm, brainstorming); case-study (analysis of specific situations, situational analysis); master classes; work in small groups; educational games (role-playing, simulation, business, educational, etc.); use of public resources (invitation of a specialist, excursions); social projects and other extracurricular forms of education (competitions, films, performances, exhibitions, etc.); interactive lecture using video and audio

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materials; Socratic dialogue; discussion of complex and debatable issues and problems (take a position, scale of opinions); "decision tree", "case analysis", "negotiations and mediation", "ladders and snakes"; trainings, etc. [1]. It should be noted that in the course of preparing a lesson based on interactive forms of education, the teacher faces the question not only of choosing the most effective form of education for studying a particular topic, but also of the possibility of combining teaching methods, which undoubtedly contributes to the most profound understanding of the topic. . In this case, it is necessary to rely on the following methodological principles: an interactive lesson is not a lecture, but a joint work of students on a specific problem; all participants in the educational process are equal regardless of age, social status, experience, place of work; Each participant has the right to his own opinion on the issue under study. Personal criticism is unacceptable (only an idea or incorrect information can be criticized). The most popular among teachers are such methods as: work in small groups, enabling all students to participate in the work of the group, practice the skills of cooperation, interpersonal communication, and resolve disagreements; role-playing game, during which the group members act out scenes with pre-assigned roles that reflect certain life situations; a mini-lecture is one of the effective forms of presenting theoretical material presented in a language accessible to students, while each term is necessarily defined with reference to authoritative authors and sources. At the end of the speech, there is a discussion of the issues that have arisen, as well as ways to use the information received in practice; project development allows participants to mentally go beyond the audience and draw up a project of action on the issue under discussion, the main thing is that everyone has the opportunity to defend their project, to prove its advantage over others; "brainstorming", "brainstorming" (the "delphi" method) is a method in which any answer of students to a given question is accepted, while the assessment of the expressed points of view is not given immediately, but after all the speeches, the main thing is to find out the awareness and /or the attitude of participants to a particular issue; a lecture - together allows you to distribute educational material of problematic content in the dialogical communication of two teachers, while professional discussions seem to unfold between different specialists, for example, a theorist and practitioner, a supporter and opponent of a certain concept. This type of lecture makes students actively involved in the thought process, compare different points of view and their choice; a lecture with pre-planned errors is aimed at the ability of students to detect errors, put them in a summary and bring them up for discussion. Such a lecture, as a rule, performs not only a stimulating function, but also a control one; • lecture-visualization contributes to the transformation of oral and written information into a visual form using diagrams, drawings, drawings, etc. Such a lecture contributes to the successful solution of a problem situation, because. the mental activity of students is actively included with the widespread use of visualization, etc. The study conducted by us showed that in the conditions of interactive learning, students experience an increase in the accuracy of perception, mental performance, there is an intensive development of intellectual and emotional personality traits: stability of attention, observation, ability to analyze and summarize. Interactive learning contributes to the development of communication skills of students, helps to establish emotional contacts between them, activates teamwork, and expands the range of

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educational opportunities.

Thus, the essence of interactive learning is to organize the learning process in such a way that almost all students are involved in the learning process, they have the opportunity to understand and speak out about what they know and think. Students jointly participate in the process of development and knowledge of educational material. This means that everyone contributes, there is an exchange of ideas, knowledge and ways of working. This kind of educational process takes place in a benevolent atmosphere. This contributes to the development of cognitive activity, its transformation into more developed forms of cooperation, and the acquisition of new knowledge. The characteristic of interactive forms is that these forms have a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants. The student takes a full part in the process of perception, where interactive methods are used, and his experience is the main source of educational knowledge. The teacher encourages students to search independently, and does not give ready-made knowledge. The learner and teacher change their interaction in interactive learning. Unlike traditional forms of conducting classes, students become more active than the teacher, and the teacher, in turn, creates conditions for their initiative. The teacher no longer acts as a "filter". He becomes an assistant, not just passing information through himself, but turning into another source of information. Very often, intensive learning is based on interactive learning. A teacher who wants to use these methods, of course, must be able to use group interaction techniques. Interactive learning provides mutual enrichment, interaction, mutual understanding. It is worth considering the fact that lectures cannot be completely replaced by interactive methods, however, these methods involve a better assimilation of educational material, the formation of attitudes, skills, and opinions.

CONCLUSIONS

It should be noted that the most important condition for the implementation of the above goals is the personal experience of the teacher's participation in interactive training sessions. They can only be learned through personal participation in a game, brainstorming or discussion. In addition, in order to achieve the educational goals that we have considered, we will single out the basic rules for organizing the educational process using interactive forms: First, all participants in the educational process should be involved in the work to a lesser or greater extent. To this end, it is better to use technologies that allow all students to be involved in the discussion process. Secondly, it is important to take care of the psychological preparation of the participants, because. not everyone who is present at the lesson is psychologically ready to take part in various forms of work. In this case, encouragement for active participation in the work, providing opportunities for self-realization and various warm-ups will help create the necessary atmosphere. Thirdly, the number of students using the interactive should not be large, because There may be a direct correlation between the number of participants and the quality of training. The optimal number of participants is a group of up to 25 people. Fourthly, the room where the lesson is held is of great importance. The room should facilitate both the work of students in large and small groups. Fifthly, there is a definite need to outline the rules of the

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lesson, which should be agreed upon at the beginning of the lesson. Sixth, it is necessary to pay attention to the division of students into groups. It may be better to let the students divide into groups themselves first, and then, for example, use random selection. In addition to the rules for organizing the educational process using interactive forms, there are a number of other conditions: a trusting relationship between the teacher and students is necessary; there should be cooperation between the teacher and students in the process of communication; personal experience of students, their examples and facts should be involved in the learning process; different methods and forms of presentation of information are welcome, as well as a variety of forms of work of students.

Thus, interactive forms of learning help to ensure the strength of knowledge, high motivation for learning and further self-education, imagination and creativity, communication skills, an active life position, mutual respect and freedom of expression, and the formation of professional competencies.

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