Interactive Teaching Methods as a Change in the Purpose of Modern Education

Leonid Orshanskyi[1]*, Volodymyr Krasnopolskyi[2], Iryna Fednova[3], Lesia Vysochan[4], Tetiana Novalska[5], Oksana Ivantsiv[6]

[1]*Department of Technological and Vocational Education, Drohobych Ivan Franko State Pedagogical University, Ukraine
[2]Department of Languages Department, Luhansk State University of Internal Affairs Named After Didorenko, Ukraine
[3]Department of Innovative Technologies in Pedagogy, Psychology and Social Work, Alfred Nobel University, Ukraine
[4]Department of Professional and Methods and Technologies of Elementary Education, Vasyl Stefanyk Precarpathian National University, Ukraine
[5]Department of Information Technologies, Kyiv National University of Culture and Arts, Ukraine
[6]Department of Botany and Methods of Teaching Natural Sciences, Lesya Ukrainka Volyn National University, Ukraine
Corresponding E-mail: scopus.sv@gmail.com

ABSTRACT

The paper analyzes the interactive methods and teaching aids for conducting classes with students in higher education institutions. Types of interactive learning are considered, a typical algorithm for conducting classes using interactive presentations is developed. Possible implementations are presented. The advantages of using interactive tools in the classroom are pointed out. The possibilities of the teacher when using interactive tools in the classroom are considered. It is determined that the use of interactive teaching methods is one of the methods during which there is a two-way interaction between the teacher and the audience.

INTRODUCTION

Previously, the main guidelines in the education system were such aspects as the formation of skills and knowledge, information and social skills, which should ensure "readiness for life." At the present stage, education focuses on such technologies and methods of influencing the personality, thanks to which it is possible to ensure a balance between individual and social needs, and the maximum readiness of the individual to realize both his own individuality and changes in society [18].

Interactive learning tools provide an opportunity to solve several problems at the same time, with the main one being the development of communication skills and abilities. This type of training allows you to achieve several objectives:

- to ensure communication skills, high motivation, depth of knowledge, imagination and creativity, an active life position, freedom of expression, emphasis on mutual respect and democracy.

- to establish emotional contact between students,

- to provide an educational task due to the fact that it allows you to teach how to work in a team and listen to the opinions of friends.

The term interactive means to be in a mode of dialogue, conversation, interact with someone. In other words, in contrast to active methods, interactive methods and tools are focused on a much wider interaction of students not only with the teacher, but also with each other. In this case, the teacher's place in the classroom using interactive methods is reduced to the direction of the students' activity [1-7]. Interaction is understood here as a special form of organization of communicative and cognitive activity, the main feature of which is the person's ability to interpret a situation and construct his own actions [18].

Thus, interactive learning is an interactive learning, during which there is an interaction between the student and the teacher, as well as between the students themselves [11, 12, 14]. The purpose of using interactive methods in teaching is social interaction of students, their interpersonal communication, while an important feature is the recognition of a person's ability to "take the role of another", "see" how the interlocutor perceives him, interpret the situation and correctly build the communication process [16].

Interactive learning has evolved from collaborative learning. The idea of learning opportunities in groups dates back to the 1920s. Twentieth century, but at the same time the development of technology for collaborative learning in small groups began relatively recently - in the 1970s. The idea of cooperation in the learning process was carefully developed by three groups of American educators from Johns Hopkins University [8].

The purpose of the article is to evaluate the effectiveness of using interactive presentations. Develop an algorithm for a typical lesson using interactive presentations.

MAIN TEXT

The term interactive (Inter - mutual, act - to act) - means to be in the mode of dialogue, conversation, to interact with someone. In other words, in contrast to active methods, interactive methods and tools are focused on a much wider interaction of students not only with the teacher, but also with each other. In this case, the teacher's place in the classroom using interactive methods is reduced to the direction of the students' activity [26, 32]. Interaction is understood here as a special form of organization of communicative and cognitive activity, the main feature of which is the person's ability to interpret a situation and construct his own actions [15].

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Interactive learning has evolved from collaborative learning. The idea of learning opportunities in groups dates back to the 1920s. Twentieth century, but at the same time the development of technology for collaborative learning in small groups began relatively recently - in the 1970s. The idea of cooperation in the learning process was carefully developed by three groups of American educators from Johns Hopkins University [8]. Interactive teaching methods represent an interconnected joint activity of a teacher and students, in which all participants in the educational process interact with each other, jointly solve problems, exchange information, model situations, evaluate their own behavior and actions of each other, immerse themselves in a real atmosphere of fruitful cooperation in joint resolving problems [5].

Alekseeva L.I. [1] indicates that interactive methods (ie, methods that are based on the interaction of participants in the process of communication) were developed in the late 30s in the USSR, and then rediscovered in the USA - by Birshtein.

At the same time, interactive teaching methods, although not an innovative invention, are currently not widely used in the educational process, and sometimes they are completely absent from the arsenal of teachers [10].

Communication is the basis of interactive methods, it is the most important human need, it is carried out in the form of a dialogue or polylogue. To participate in such communication, it is necessary to be able not only to speak, but also to be understood by the interlocutor. The most important condition for successful communication is the ability to work in a group.

The meaning of interactive teaching methods is to achieve a new understanding of a phenomenon or process, as well as an understanding of the connection between phenomena that previously seemed disparate [1]. Interactive teaching methods are a model of open discussion that develops the ability to debate, argue and resolve conflicts peacefully [10].

All interactive methods are based on the principles of interaction and reliance on shared group experience and mandatory feedback. At the same time, participants in the educational process actively engage in communication with each other, they jointly solve the assigned tasks, overcome conflicts through discussion and find common points of contact, learn to look for compromises [17]. Thus, this allows students, along with acquiring new knowledge, to develop their own communication skills [16].

The objectives of interactive teaching methods are:
- students' independent search for the right ways to solve the educational problem set by the teacher, through communication with each other, the ability to listen and understand each other.
- Ability to work in a team, while showing tolerance and understanding to any point of view.
- respect respect for the dignity and the right of everyone to freedom of speech.
- the formation of the participants in the learning process of their own opinion and attitude regarding the current situation.
- the formation of life skills [4].

Interactive and active methods have some similarities. But unlike active ones, interactive methods are based on broader interaction of students not only with the teacher, but also with each other, which is a very important point, and even on the dominance of student activity in the learning process (Fig. 1). [6].

The pedagogical activity associated with the use of interactive methods as a means of developing the communication skills of students is significantly different from the traditional one.

This is due to the fact that the activity of developing lessons becomes more complicated, because its technological basis is rapidly developing, therefore, it requires the teacher to develop special techniques and skills of pedagogical work. In addition, information technologies are currently putting forward new additional requirements for the quality of educational materials, mainly due to the open access to them by a large number of students, other teachers and experts, which in turn enhances control over the quality of these materials. In addition, a feature of the modern educational process is that, unlike traditional methods, for which a characteristic feature is the fact that the central figure is the teacher, the emphasis when using new pedagogical technologies is gradually transferred to the student. Here the main function of the teacher becomes to show the ways and ways of solving problems, to support the student in his activities, to promote his successful advancement in educational information, to help master a large and varied information, to facilitate the solution of emerging problems [6].

In particular, interactive teaching methods require certain conditions for their application, these include the following:

clear statement of goals. At this stage, the teacher must make sure that the students understand the rules, the meaning of group work or play, and also accept them and are fully prepared to work in a group.

the teacher must necessarily take into account all the features of the team with which he works and the degree of their readiness for the upcoming joint activities.

it is necessary to remember that an important place is given to the goals and objectives of the method application. The teacher must clearly understand for what purpose he will use the chosen given method;

the teacher must clearly understand the main stages of the implementation of the chosen interactive teaching method, objectively predicting its results [10].

As already mentioned, in the course of interactive learning, schoolchildren learn to formulate their own opinion, express thoughts correctly, listen to another person, lead a discussion, respect an alternative opinion, and build evidence of their point of view. In the lesson, using interactive methods, skills are formed that are necessary in real life for every person [10]. For these reasons, the use of interactive communication methods often requires a different organization of the educational process, often non-standard. And although the lesson remains the main form, the class in such a situation no longer acts as an object of the teacher's frontal activity [2].

It should be borne in mind that when preparing a lesson based on interactive teaching methods, the teacher is faced with the question not only of choosing the most suitable and most effective form of teaching, but it is possible to combine several teaching methods, which, in turn, will contribute to a better understanding of the problem posed by all students. It is advisable to consider

in more detail the basic principles of work in the lesson using interactive methods:

A lesson is not a lecture, but a general work.

All participants in the educational process are equal regardless of social status, age, experience.

Each of the participants has the right to their own opinion on all questions and problems raised.

Direct criticism of a person is not allowed, only the expressed idea can be criticized.

Everything that was said during the lesson is not a guide to action, but information for thought for all participants.

The algorithm for conducting a lesson using interactive methods can be reduced to the following stages:

Lesson preparation

The teacher selects the situation of the topic, determines the definition. All concepts and terms should be equally understood by all students. Then a specific form of interactive lesson is selected, which will be most effective for working with this topic and in this group.

When designing a lesson using interactive methods, special attention should be paid to the following:

1) Participants of the lesson, choice of topic:

participants' interests and their age.

time frame of the lesson.

whether classes have been held earlier on this topic in this group.

interest of the group in this lesson.

2) Prerequisites:

the purpose of the lesson must be clearly and clearly defined.

the necessary handouts have been prepared.

technical equipment provided.

the participants have been identified.

identified the main questions and their sequence.

the necessary examples are selected.

3) What should be when preparing such a lesson:

clarification of the problems to be solved.

designation of the prospects for the implementation of the knowledge gained.

definition of a practical block (what the group will do in the lesson).

4) Handouts:

the program of the upcoming lesson.

the material should be well structured.

handouts should be tailored to the audience

use of illustrations, diagrams, graphs, symbols.

Introduction:

Communication of the topic and purpose of the lesson.

- students get acquainted with the problem of the situation proposed by the teacher, as well as with the goal that they will need to achieve as a result.

- the teacher informs the students about the rules and conditions of work, explains the instructions on the extent to which they can act in the classroom.

- if necessary, introduce the participants of the lesson to each other (for example, if the lesson is interdisciplinary and intergroup);

–то make sure of the unambiguous semantic understanding of terms, concepts, etc. by all participants. To do this, using questions and answers, you should clarify the entire conceptual apparatus, as well as working definitions of the topic studied in the lesson. A systematic clarification of the conceptual apparatus will form the participants' attitude to use only terms that they fully understand.

Approximate rules for working in a group in a lesson using interactive methods:

respect the opinions of the participants.

to be active.

be punctual, responsible.

do not interrupt.

be friendly.

be open to interaction.

seeks to find the truth.

adhere to regulations

respect the rules of group work.

Main part:

The features of the main part of the lesson are determined by the form of interactive lesson chosen by the teacher and are individual in nature, for example, it may include the following points:

Clarification of the positions of the participants.

Segment the audience and organize communication between segments (i.e., form target groups according to the commonality of positions of each of the groups). After that, you need to unite the similar opinions of different participants in the educational process around one position, form a single direction of the developed questions within the framework of the topic of the lesson and create in the classroom a set of groups with different points of view. After that, you need to organize communication between different groups. This step is especially effective if the class is held in a large enough classroom.

Interactive positioning includes several stages of interactive positioning:

1) find out the set of audience positions,

2) comprehend the general content for all positions,

3) rethink this content and fill it with new meaning,

4) form a new set of positions based on the received new meaning.

Conclusions (reflection).

The first stage of reflection begins with the concentration of all participants on the emotional aspect. The second stage of the reflective analysis of the lesson will be evaluative (clarifying the attitude of the participants to the content aspect of the methods used, as well as the relevance of the chosen topic, etc.). Reflection ends with general conclusions.

A sample list of questions for reflection:

how do you rate the group's actions and your own actions?

what during the lesson helped you to complete the assignment, and what hindered?

Did you consider the opinions of the group members when making your own actions?

what were you guided by in the decision-making process? If you had the opportunity to play this game again (to be in this situation), what would you change in your communication and your behavior patterns? [2].

Thus, when conducting a lesson using interactive methods, you should adhere to a certain algorithm and take into account the specifics of this method. Interactive methods are based on the "teacher = student" and "student = student" interaction schemes. That is, now not only the teacher involves children in the learning process, but the students themselves, interacting with each other, influence the motivation of each student. The teacher only plays the role of an assistant. Its task is to create conditions for the initiative of children.

They comprehensively develop the child: they reveal the personal and individual capabilities of each child, develop the communicative and emotional sphere of the personality; increase the cognitive activity of students; stimulate independent activity; form a positive learning motivation; develop creativity and non-standard

thinking; actively involve children in the educational process; develop skills of independent mental labor and cognitive processes - speech, memory, thinking.

L.N. Vavilova AND T.S. Panin classifies interactive teaching methods as follows:

Discussion: group discussion; dialogue; analysis of situations from practice.

Game: creative and didactic games.

Training: sensitive and communicative trainings trainings (aimed at the formation of imaginative and logical spheres of consciousness) [2].

Let us describe the main types of interactive methods.

Brainstorming method. This method is based on the process of jointly solving problematic tasks posed during an organized discussion. At the same time, all proposals and ideas that are expressed by the group members must be recorded (for example, on a blackboard or a piece of paper), this is necessary so that in the future they can be analyzed and generalized. Sequential recording of all ideas allows you to trace how one idea generates other ideas, which ultimately, based on discussion, leads to the correct solution to the problem. Consider an example in chemistry lessons in a specialized chemistry and biological class.

The brainstorming session takes 5 minutes. When studying the properties of liquid crystals, students can be offered the following task: what is a liquid crystal? Then, within 1 minute, the participants write down their suggested answers on the board. For example, students' answers can be as follows: a liquid with ordered molecules; liquid with crystal properties; liquid with long molecules; a crystal with liquid properties; a substance that retains the anisotropy of physical properties inherent in solid crystals and fluidity inherent in liquids, etc. [5].

At the end of the "storm", all proposed ideas and solutions are analyzed, with the participation of the whole group. At the end, the correct answer is reported that a liquid crystal is a stable state of aggregation, in which a substance retains the anisotropy of physical properties inherent in solid crystals and fluidity inherent in liquids.

Thus, the use of the "brainstorming" method allows the teacher to involve the largest number of students in the activity. The use of this method is possible at various stages of the lesson: the introduction of new knowledge, intermediate control, consolidation of the acquired knowledge.

It is important that the "Brainstorming" method is an effective method of stimulating not only cognitive activity, but also allows you to form the ability to express your point of view, listen to opponents [5].

Game techniques. Play is a type of activity inherent in both children and adults, and therefore, the use of this type of activity in the educational process has been known for a long time.

The game usually stimulates the most active participation of students in the educational process and, as a rule, involves even the most passive ones.

For example, a role-playing game can be held in the form of a conference in a lesson. " To hold such a conference, a chairman of the conference is selected from among the students - he will be the leading technologist from the cement plant of St. Petersburg, then groups of experts from environmentalists and the public are elected. As a result, based on the results of the discussion of this problem, a solution to the problem presented at the conference is jointly developed. It is important that at the same time communicative skills are formed, as well as such important abilities as the application of acquired knowledge in various fields, the ability to solve problems and tolerance [5].

A.B. Dobrovich believes that the main essence of the role-playing game, used as a means of teaching communication, is that the communicative task facing them (learning how to conduct a conversation correctly, making contact, etc.) is solved by students by improvising a certain situation. This approach allows participants to offer their own options for behavior, to change roles [18].

A feature of the educational business game is a special attitude to the world around, in which the necessary forms of social behavior of students are worked out. Business games are imitation and non-imitation.

In the first case, games are associated with the possibility of modeling the professional activities of specialists, which implies a difference in the interests and opinions of participants, their discussion [1].

Non-imitation games are not associated with imitation but involve the analysis of a specific life situation. At the same time, the participants in the game discover, observe, discuss and analyze, and in the end make a joint decision [1].

Discussions. Using this teaching method, the subjects of the educational process purposefully and orderly exchange their ideas, opinions, judgments on the problem under discussion. It is especially advisable to use them when conducting problematic educational symposia, conferences, in discussing problems that are of an interdisciplinary complex nature.

It is important that the method of discussion makes it possible to use the elements of pedagogy of cooperation of the type "learner - learner" and "educator - learner"; in these cases, the opposites between the positions of learners and learners are lost.

When using the method of discussion, a variety of communication skills are formed (respect and acceptance of the interlocutor, formulate and ask questions, the ability to communicate, defend one's point of view, etc.). In addition, when using the method of discussion, skills are formed to identify problems and solve them, take responsibility, arguably refute others, i.e. necessary social communication skills [15].

"Debate". This is a kind of intellectual game, the condition of which is the presence of two teams that discuss a given topic, put forward their arguments and counterarguments regarding the proposed thesis, in order to convince the jury members that they are right.

According to E.O. Galitskikh, debate is a productive method of teaching that allows you to practice skills not only to conduct a discussion, but also to defend your own point of view, given that the opposite position of the interlocutor also has a right to exist [16].

The rules for the debate are as follows:

- everyone participates in the debates (at the same time, some of the students act as the chairman, speakers, secretary and experts; and the rest - as spectators, who must select arguments "for" and "against", formulate questions);

- by the end of the debate, each of the participants voices their point of view and argues for it.

- each of the participants can perform only once.

- in case of difficulty in answering questions, each speaker, except for the summarizing one, can take one time-out lasting up to 2 minutes.

- the speaker may not answer the question without explaining the reasons.

- experts should evaluate the arguments, not the participants [1].
Research method. Conducting classes using elements of problem learning involves the following activities of students:
- preliminary acquaintance with the content and area of the case study.
- the formulation of the goals and objectives of the study.
- collection of the necessary information about the studied object (process, phenomenon).
- carrying out the necessary theoretical or experimental research
- putting forward a working hypothesis, then modeling and conducting the actual experiment.
- an explanation of the data obtained as a result of the study.
- formulation of research findings, registration of the results of the work performed.
The research method assumes that after a joint discussion of the plan for performing the work, the students perform all experimental tasks independently, already without the instructions of the teacher, relying only on the possibility of communication and discussion with each other.
Thus, such research activity contributes to the formation of such key competencies as the ability to work creatively, to perceive dialectically patterns and phenomena of the surrounding world, the ability to think creatively, to express and defend one's own or group point of view, i.e. develop their own communication skills [1, 5].
Case method. This method uses a description of real household, social, economic or other problem situations.
The essence of this method is that students should comprehend a real life situation, while its description should reflect not only any one problem, but should actualize a certain set of knowledge, the assimilation of which is necessary in solving the proposed problem. It is important that the problem itself should not have unambiguous solutions [5].
In the case of the case method, a problem is formed and ways to solve it based on a package of materials (case) that has a variety of descriptions of the situation from a wide variety of sources: popular science journals, special, scientific, literature, etc.
As an assignment, a student or a group of students can be offered to prepare a project, make a report or a computer presentation.
As an interactive teaching method, the case method receives, as practice shows, the most positive attitude from students.
When working through the case method, students develop the following components of key competencies, including communicative ones: these are the ability to find a solution to a problem, communicate, the ability to negotiate, tolerance, and take responsibility [5].
Method of projects. The application of the project method is always focused on the independent activity of students - individual, pair, group, which they must complete within a specified period of time [5].
The product can be an album, video, poster, instruction, newspaper article, theatrical performance, game (business, sports), website, etc. In addition, project activities involve the preparation of abstracts, reports, research and other types of creative activities. During the implementation of the project, participants use reference, scientific, educational and educational-methodical literature.

In the course of the project, each of the participants is involved in an active creative cognitive process; in parallel, both the consolidation of existing and the acquisition of new knowledge take place. At the same time, the formation of several types of competencies is carried out: communicative, organizational and managerial, research, improving the skills and abilities of working in a team, etc. [1-3,5, 19-22].
The design method is based not only on the assimilation of new information, but this process is also distinguished by a peculiar uncertainty, since it must be independently organized and modeled. In addition to communication skills, the use of the project method contributes to the development of such personal qualities as: organization, responsibility, creativity, ability to think globally, willingness to learn and express one's thoughts... It is very important that in the design process, students develop their own analytical view of information, which must be able to express and prove [5].
Another interactive technique that can be used to develop communication skills is case analysis. The purpose of this method is to teach students to identify key problems and explain them, choose other alternative solutions and substantiate them reasonably, identify problems, analyze the available information and evaluate it, find the best solution to the situation and formulate an algorithm for the necessary actions [1].
The method of specific situations includes the following stages: preparatory, introductory, analytical, final. At the first stage, the teacher specifies the goals and develops an appropriate specific situation and scenario for this lesson. Then, in the second stage, he engages students in a lively discussion of the situation. At this point, brainstorming together is acceptable. In the course of the assault, several aspects of considering the current situation should be identified. Then, work can be continued in mini groups. The third stage of the work should be associated with the analysis of the current problem situation: in this case, the group tries to identify the internal causes of the problem, and not its external manifestations, finds alternatives, selects actions and a plan for their implementation.
Cooperation of proposals - the problems highlighted at the second stage, analyzed and containing recommendations for working with them, are considered together. At the same time, students develop such important competencies as: arguably promote their vision of the problem and options for its solution, the ability to think critically. The use of this method leads to the fact that in the process of analysis there is not just the birth of new knowledge, but an understanding of the vision of the problem through the eyes of other participants [1].
The final stage allows you to highlight the main problems of this situation, ways to resolve it and the most acceptable ways.
Training. Small group work is an integral part of many interactive teaching methods. Using the training allows you to develop and consolidate not only the necessary knowledge and skills, but also how to develop many communication skills in the previous methods.
The most optimal number of training participants is 5-7 people, while all participants should be involved in the discussion of the problem. After the explanations of the task are given, the roles are distributed among the participants in the training as follows:
and. Leading - gives the floor, he also monitors the implementation of all the rules.

b. Secretary - must write down all ideas, suggestions and solutions.

in. Timekeeper - his task is to keep track of the time, to warn about how many minutes are left until the end of work.

Presenter - must present the results of the work.

It is recommended that you change roles periodically to improve communication between members. Various methods and techniques of active learning are widely used in trainings: analysis of specific situations, business, role and imitation games, group discussions [1].

An interview is a multilevel education, which is characterized by the actualization of the topic, the relative "simplicity" of the syntactic structure of replicas. According to E.A. Makeeva, interviewing performs the following didactic functions: communicative, educational, teaching, psychocorrectional, socially-orienting, organizational-activity, developing, incentive-stimulating, self-affirmation and self-development function.

Each teacher can independently come up with various forms of work with the class, contributing to the development of communication skills. For instance:

Work in pairs, with students learning to ask and answer each other questions.

Carousel, for this you need to form two rings: an inner and an outer. The inner ring is the students sitting motionless, and the outer ring is the students change every 30 seconds. Thus, they manage to speak several topics in a few minutes and try to convince the interlocutor of their correctness.

The aquarium, its essence lies in the fact that several students act out a certain situation in a circle, and all the rest observe and analyze.

Brownian movement is the movement of all students around the class in order to collect information on the problem being solved.

Decision tree, for this you need to divide the bottom class of 3 or 4 groups with the same number of students. Then, each group discusses the issue and makes notes on their tree (Whatman sheet), after that the groups change places and add their ideas on the trees of neighbors.

You can also use such a technique as a candle in generalizing lessons. At the same time, a lighted candle is passed around in a circle, and students speak about different aspects of learning [1].

Thus, the systematic use of various interactive teaching methods allows students to form not only communication skills, but many other important aspects, such as comfortable relationships between participants in the learning process, the ability to be successful in the future, and reveal the various abilities of their participants. Ultimately, the complex of methods of activity obtained in different subject areas of the general cultural block should lead to the formation of generalized methods in the student, corresponding to age-related capabilities and applicable in any activity regardless of the subject area [1]. A.B. Dobrovich, considering in his work the development and formation of skills in schoolchildren that are necessary in business communication, argues that a significant role in this process is played by special purposeful teaching standardized rules and methods of communication, which can later be used by them in other similar in form situations of different content. So, for example, teaching the ability to work in a group should begin with the fact that the teacher explains to the students the instruction, which contains a list of standard actions that are necessary for the successful implementation of business communication among members of each group. In addition, this list includes information about what group work is, what should be the sequence of work within the group; after that, acquaintance with the task is carried out; work is planned; assignments are distributed within the group; performance of tasks (individual, pair or group); discussion of the results obtained.

As practice shows, these skills are gradually mastered by the majority of students. When this is achieved, the teacher can offer them the following set of skills, already more complex, but at the same time quite standard: it is necessary to indicate to the children at what moments it is advisable to repeat the general conclusion, and in which it is unnecessary, in which cases it is better to express this or other members of the group, and in which - at will, etc. Gradually, after the guys have automated their standard skills, you can begin to improvise [8].

CONCLUSION

Thus, interactive learning is a special learning, during which there is interaction between the student and the teacher, as well as between the students themselves. The purpose of using interactive means in teaching is the social interaction of students, their interpersonal communication, while an important feature is the recognition of a person's ability to "take the role of another", "see" how the interlocutor perceives him, interpret the situation and correctly build the communication process.

Interactive learning tools are based on subject-subject relationship between teacher and student; multilateral communication; using self-assessment and feedback; constructing knowledge for students.

Interactive presentations are designed to help the teacher and allow you to conveniently and visually present the material. Using even the simplest graphical tools is extremely effective. A masterful presentation can grab the attention of learners and generate interest in learning. However, you should not get carried away and abuse the external side of the presentation associated with special effects. If you overdo it, the effectiveness of the presentation as a whole will decrease. A balance must be found between the material being delivered and the accompanying effects. This rule is true for all multimedia presentations in general, but especially for educational presentations. When creating educational multimedia presentations, it is necessary to take into account, on the one hand, general didactic principles and methods of conducting a lesson, and on the other, make the most of the opportunities that the telecommunication network software and modern information technologies provide us.

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