

TO ELIMINATE DIFFICULTIES IN THE USE OF INTERACTIVE TEACHING METHODS THE USE OF INTERACTIVE TEACHING METHODS IN HIGHER EDUCATION INSTITUTIONS

Gula L.V.,

assistant professor teaching methods

*Assistant of Department of Methods of Professional Training,
Mykolayiv, Ukraine*

Today, the use of interactive teaching methods is driven by the rapid process of economic, political and social changes in society, which are currently gaining a global scale [1]. Therefore, the educational process at institutions of higher education (HEI) insanely requires modernization.

The problem of implementation of IPN in the system of education is in the field of vision of the leading teachers and psychologists (especially at the beginning of the XXI century) and became the subject of a significant number of scientific studies.

The problem of interactive teaching in HEIs has been studied by scholars both in terms of general principles of interactive teaching and in its specific areas: the general principles of interactive teaching (S. Goncharov, O. Pometun, V. Tereshchenko); interactive teaching

of humanities disciplines (G. Krivchikova, I. Lutsik, Y. Semenchuk, T. Serdyuk, E. Batalshchikova, etc.).

Scientists distinguish between two main groups of actors who are directly involved in this process. On the one hand, the lecturers who deliver the information and on the other hand, the students. The presentation of information is carried out using a set of various tools and components. In order to facilitate the transfer of knowledge from teachers to students, innovative teaching methods and tools are used, using fundamentally new forms of interaction [2].

The valid and most effective way of information exchange within the academic disciplines is considered to be IMN, which involves joint work of all participants in the educational process. Under such conditions, exchange of information, problem solving and problem solving, which have arisen in the process of learning this or that discipline, encourage both teachers and students to interact, jointly assessing behavioural models, modelling the next stages of learning [5].

The use of IMN ensures that the corridors of interaction between all participants in the learning process are widened. Thanks to these methods activity of the party being taught significantly increases, links between the links between the "lecturer-student", "student-student", "student-theoretical knowledge", "student-skills", "skills-skills" grows. As a result, the banal transfer of information is transformed into a mutual exchange and influence of participants in the educational process.

Of course, a prerequisite for the effectiveness of interactive learning in the educational process of EHE teachers is planning a clear predetermination of the final result of such activities.

Due to the use of various ICT, such as training, brainstorming, discussion, round table, quizzes, small group discussions, case studies, demonstrations, etc., can be implemented only with the planning of the educational process [3].

Even if all the methodological recommendations regarding the use and implementation of interactive forms of education are followed, sometimes they are accompanied by low problems or difficulties. Sometimes the difficulties are of a purely material nature, i.e. lack of provision of EHE with the necessary technical equipment for the teaching process [5]. There are also difficulties associated with the lack of understanding of the workability of this form of training and, as a result, a formal approach and lack of desire on both sides of the educational process to learn a new format of interaction between the teacher and the student. More often than not, this problem is compounded by a lack of training of teachers of the old format in the use of technical tools.

Also, young people do not always have a specialist job when they enter the HEI, and training under these conditions is only a first step on the road to adulthood.

Therefore, the difficulties encountered during the application of IPS can only be solved if all participants in the educational process in HEIs understand its functioning. The implementation of interactive teaching methods in the educational process of HEIs is a prerequisite for optimal development of both those who learn and those who teach.

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