

THE ROLE OF INTERACTIVE TECHNIQUES IN ACHIEVING TRAINING EFFICIENCY

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Abstract: *The relationship of educational content with interactive methods. Thus, we have described the first important condition for improving the selection of teaching methods as a holistic approach that clarifies their systematization, connection with the application of the educational process in the field of planning treatments. In pedagogy, the criteria for choosing traditional methods have been developed in large quantities, in the following years more than twenty of them are cited in the work of didactic scientists.*

Keywords: *method, pedagogy, education, educational effectiveness, interactive methods.*

The criterion for the selection of interactive methods is their high orientation towards solving the tasks of the development of education and upbringing. This criterion is introduced by evaluating the possibilities of solving tasks of one or another scope of various methods, since their capabilities in mastering the elements of social experience are diverse.

Today, there are quite a lot of modern pedagogical technologies that significantly influence the formation of students' knowledge. A special role in this is played by teaching and methodological complexes, which reflect the relationship between the discipline and the professional knowledge of the student. The application of information and communication technologies makes it possible to implement a practice-oriented approach through the creation of an interactive educational and methodological complex on discipline. The interactive educational and methodical complex on discipline allows to look at a new way to the possibility of realizing the educational process, which consists of:

- Methodical and information support,
- Educational environment,
- Educational technologies,
- Practical training,
- Research work of the student.



The next criterion for choosing interactive methods is to match the nature of their educational content. The content of the method is also determined as part of the movement. From this point, there is no doubt that this criterion is taken into account. With the help of one method, the content of the subject is revealed more fully, while another makes it possible to master it positively. Another criterion for the selection of interactive methods is their full compliance with the educational capabilities of students, that is, ensuring the unity of internal and external conditions for effective educational activities.

The interactive educational and methodological complex for discipline includes components in various formats and tools that provide the possibility of organizing a complete educational process, the implementation of all the training activities necessary to achieve results. The student is offered a special information environment that allows learning the material using lecture notes, as well as a wider multimedia space consisting of block parts:

- organizational,
- information,
- assimilation of concepts,
- formation of skills,
- control,
- management.

The organizational unit ensures the sequence of the educational process. This includes - a curriculum, a typical discipline program, a work program of discipline.

The information block and the conceptualization block include various electronic materials. This and educational literature, various documents, presentations. Presentations allow to activate the cognitive process itself. Navigation, as a system of hyperlinks, built into the tutorial, allows you to manage learning activities. In this case, the student himself can choose an educational route depending on the personal goals that he sets for himself, to study various terms and understand their meaning.

The skill building block can include training test tasks, tasks in the form of crossword puzzles, questions, various situations. This unit forms professional knowledge based on educational information.

The block of management of the interactive educational-methodical complex on the discipline makes it possible to create a feedback, which significantly increases its effectiveness in the educational process. The student can independently measure the volume of training activities under the program of the module course and take into account the results. A set of tools allows the



student not only to master the material, perform tasks, but also to make their changes in the learning environment. This increases its importance, the student becomes an active participant in the educational process.

To date, there is no single approach to the design and implementation of interactive teaching and methodological complexes for disciplines. Therefore, in the context of the implementation of the system approach, it is necessary to develop interactive training and methodological complexes that reflect the interdependence between the student's professional knowledge and the discipline being studied. Proceeding from this, it is possible to single out the general organizational and methodological requirements that such complexes should meet:

- Alternative actions of teachers and students,
- the choice of training and Activities,
- the conscious professional and personal development of the student,
- the availability of opportunities for self-development,
- the logical interrelation and the systemic nature of the components of the teaching and methodical complex,
- optimality and compliance with training objectives.

Actual is the issue of increasing the effectiveness of interaction between the teacher and the student. When using interactive educational and methodological complexes for disciplines, the student is a participant in the process of perception, his experience serves as the main source of learning cognition. All that forms professional-communicative and information competence, which is the main priority of modern higher education.

As a conclusion, it can be noted that in lessons using passive methods, the teacher himself gives all the information and fully explains the next step. In classes using active methods, in order to achieve the goal, the student himself takes part in the process of explaining the topic: solves the task, performs creative exercises. Students have mastered the subject being taught more qualitatively using active methods. In addition to these techniques in general, there are many innovative educational technologies and techniques. And the rational use of each method is the task of each educator.



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