# INTERACTIVE METHODS AS A CONDITION FOR INTERACTIVE EDUCATION

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*Abstract – The goal of personality development required the search and selection of methods that actively influence the formation of students' personal qualities. Interactive methods have the potential for intense motivation, which greatly contributes to the personal development of students at all levels of the education system. Training and development are perennial pedagogical problems. At different stages of human society, even in different ethnic communities and social groups, this problem was periodically actualized, tried to be solved and solved in different ways.*

*Key words: educational system, modern educational programs, teaching methods, information and communication technologies, innovative projects.*

## I. Introduction

Teachers at all levels of the education system, who are more or less engaged in solving this problem, as options for overcoming it arise, new questions without specific answers appear in geometric progression.

Given the undoubted advantages of other developmental methods, we will pay attention to interactive teaching methods, which are based on the cognitive joint activity of the teacher and students. It is important to recall that in the context of organizing educational work, in particular interactive interaction, the form of planning and organization of training is determined by the choice of the leading method.

It should be recognized that today it is impossible to achieve the goal of solving the problems of teaching schoolchildren without creating conditions for their independent appropriation, acquisition and comprehension of knowledge. The task of a modern teacher at present is not to present knowledge to schoolchildren, but a more practical and pragmatic one - to create motivation and form a set of universal general educational skills and actions in order to teach oneself. It is obvious that any skill comes to a student not without the help of a teacher. Cooperation between teacher and student presupposes the knowledge and ability of the teacher to dose and direct the independence provided to the student, which ultimately leads to goal setting and design of his educational activities as the basis for personal formation and development.

## II. Literature review

In the learning process, the highest quality perception and assimilation of educational material occurs as a result of interpersonal cognitive communication and interaction of all subjects. Methods of group interaction are usually called interactive. They are based on the process of game interaction, or the interaction mechanism (translated from English as "interaction, influence").

Interaction refers to direct interpersonal communication and communication. The most important feature of interaction is the ability of a person to accept and understand the role of another; imagine how a communication partner or group perceives him and plan his own actions accordingly. Interactive learning is one of the forms of dialogue learning, during which interaction takes place between teacher and student, between students. Interactive learning as a form of cognitive activity has very specific goals, aimed, first of all, at creating comfortable conditions for educational work, which provides the student with independence, initiative and productivity of his cognitive activity. At the same time, all students are partners, collaborating (exchanging opinions, judgments, ideas, methods of activity), making their individual contribution to the common cause (completing the task).

## III. Analysis

Interaction to acquire new knowledge and methods of activity raises the cognitive and social experience of students to a new, higher level of development, and forms cooperation and cooperation. Interaction does not allow the predominance of one of the partners, one opinion over another. It presupposes equality, goodwill and activity of everyone in mutual cognitive activity. In dialogue training, the partner begins to be recognized as a value, since thanks to this person another person develops. This happens especially actively in the process of discussion and opposition, which encourages the applicant to delve deeper and see the other side of the issue being discussed. This is precisely the distinctive feature of dialogue learning, which is currently in demand in all education systems of developed countries.

In the process of dialogue learning, pair and group work is organized in lessons, during which documents and various sources of information are studied, conditions are created for research and other. As part of interactive learning, various methods and technologies are used as ways to organize learning activities. The task of developing schoolchildren, which is successfully carried out in the process of interactive learning, is realized through the organization of student activities, built taking into account the patterns of the psyche of children of a particular age (which is one of the principles of developmental education).

The most common form of training is group training. In the middle of the 20th century, K. Lewin put forward the idea: "it is usually easier to change individuals gathered in a group than to change any of them individually." This is a special difference between interactive learning: learning occurs in group collaboration, including through mutual learning. At the same time, when organizing interactive learning, it is important to take into account that, along with solving educational goals and objectives, in the process of group interactions the value of other children was realized and the need to communicate with them and their support was formed.

The group form of training allows you to simultaneously solve three problems:

a specific cognitive task arising from a specific learning situation;

communicative and developmental, in the process of which conditions are created and communication skills are formed both within and outside the given group;

socially-oriented, forming and developing civic qualities necessary for adequate socialization of a schoolchild in modern society.

Based on this, the most acceptable, simple and effective way of organizing interactive learning is to work in groups (small and large). As a rule, group work allows you to:

in a short period of time, study and discuss a voluminous and sometimes contradictory block of material to comprehend and understand;

solve problems of differentiated and multi-level learning within the lesson;

productively form general educational skills and educational activities that they implement;

optimize and intensify the processes of socialization of schoolchildren.

The tasks that are offered for study and discussion by students must certainly be of a problematic, research, developmental and creative nature of varying levels of difficulty and complexity. Reproductive (reproduction) questions are ineffective in this case.

The content of interactive interaction between teacher and students in the educational process in a school setting is the program educational material. The goal of interactive learning for a modern school in the context of its modernization is the overall development of schoolchildren, providing each of them with optimal opportunities in personal formation and development, in expanding the possibilities of self-determination and self-realization. At the same time, the general development of a schoolchild includes the development of personal new formations in his need, intellectual, emotional and volitional spheres.

The result of such communication is the creation of didactic conditions for students to experience a situation of success in the process of learning activities and mutual enrichment of their motivational, intellectual and other spheres. It is assumed that cooperation, interaction, activity of the teacher and students in a relatively short period of time ensures the formation and development of operational, supra-subject, universal skills and actions that determine the success of one or another student activity. In other words, interactive learning is more effective and efficient than teaching each student in this direction individually. What is especially important is that negative personal acquisitions of a student can be corrected and changed in the process of interactive learning, although students independently adjust their knowledge and ability to use it rationally.

Interactive methods include educational business games, brainstorming, role-playing, game design, analysis of specific problem (or other) situations, and others. In the process of interactive communication in pairs, groups (small and large), between groups, students develop knowledge, including their own opinion, on a particular event, phenomenon, active life position, creative abilities; speech and a sense of responsibility for a common cause develop, ideas and concepts are systematized, analyzed, specified and corrected; logical connections are established that facilitate understanding of the laws of social life in all its diversity, etc.

The systematic use of interactive methods by the teacher in the classroom creates favorable conditions for them to master various social attitudes, roles and functions, and master educational activities.

Criteria for selecting interactive teaching methods:

— compliance with the goals and objectives of the education and development of schoolchildren;

— compliance with the didactic goals of the lesson;

— compliance with the content of the lesson topic;

— compliance with the age and intellectual capabilities of schoolchildren and the level of their training and education, the characteristics of the class as a whole;

— compliance with the time frame of training;

— compliance with the professionalism and experience of a particular teacher;

— compliance with the method of managing educational activities;

— compliance with the logic of the educational process.

The basis of a teacher's activity in an interactive learning environment is a student-centered approach. Basic requirements for compliance with a person-centered approach:

• humane pedagogical position of the teacher;

• value attitude towards the student, creativity;

• creation of a cultural, informational and subject-development environment;

• mastery of the methodology and basics of educational technology;

• focus on developing the student's individuality.

In the process of organizing, managing and monitoring the development of interactive communication between schoolchildren, the teacher predominantly uses indirect methods of pedagogical activity, giving students independence in choosing the means to achieve the goal, adequate educational actions, and activity partners.

When working in interactive learning mode, it is important to avoid didactic monotony and closed communication within groups. The main principle of interactive learning is the organization of intensive dialogue within groups, which, if necessary, is replaced by polylogue. Dialogue occurs within groups, and as a result of communication between groups, polylogue arises. When combining pedagogical and psychological conditions, interactive learning as a form of the educational process can optimize the essence, content and structure of pedagogical interactions. By its design, interactive learning can be a method or technology, depending on the way of organizing the educational work of

the teacher and students when solving certain didactic problems. In any case, this type of training is intended to solve communicative, developmental and socially oriented problems.

## V. Conclusion

Interactive learning also includes user interaction with a computer. All types of educational and gaming programs, Internet resources are content for this type of activity. However, it should be understood that interaction with technical means is communication (one-way communication), and for the development of personality in all its spheres, communication (two-way communication) is advisable. The implementation of interactive learning requires serious preparedness from both the teacher and the students. The application of methods must be gradual, measured and necessarily methodologically justified. The teacher and students need to get used to them and gain some experience in using them in their own development.

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