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INTERACTIVE LEARNING TECHNOLOGIES IN HIGHER EDUCATION

Introduction. In this work, we will talk about a new philosophy of education. This is an innovative approach to education and upbringing of the young generation in Higher Primary Schools – interactive technologies. The term «interactive», «interaction» is used quite often in context descriptions of human contacts and new information systems:

– interactive communication of the presenter with the audience on the radio,

– interactive computer games, etc.

We assume the opinion that, in this way, the ability of a person to not passively perceive information but to actively participate in solving certain problems, forming a certain opinion, and making certain decisions is emphasized. The essence of learning using interactive technologies is that the educational process takes place only through constant, active interaction of all participants in the educational process (both students and teachers).

The purpose of the article is to clarify the essence of interactive learning and study the effectiveness of its application in higher educational institutions.

Main section. Classic technological aspects are helped by new, in particular, interactive learning technologies. Interactive learning is a special form of cognitive organization activities that have a specific, foreseeable goal – to create comfortable conditions for studies, during which every student feels successful and has an intellectual ability. The peculiarity of interactive learning is that the educational process is carried out under the condition of constant, active interaction of all its members. By analyzing their actions and the actions of their partners, the participants of the educational process change their

behavior model and acquire knowledge more consciously and skills, so interactive methods are not only a means of improving learning but as a means of strengthening educational influences. According to the personal-active approach to the organization of the educational process, the learner is at the center of it. The formation of personality and its formation takes place in the process of learning when certain conditions are met:

– creating a positive mood for learning;

– the opportunity to freely express your opinion and listen to your friend;

– the teacher is not a means of «praise and punishment», but a friend, or adviser.

Interactive technologies meet all these conditions. Interactive learning technologies by O. Pometun and L. Pyrozhenko were divided into four groups: paired learning (a student works with a teacher or a peer), face-to-face learning, learning in a game, and learning in a discussion.

– Cooperative (group) educational activity is a form (model) of organizing the education of students in small groups united by a common educational goal. Cooperative education opens opportunities for students to cooperate with their peers, enables the realization of the natural desire of each person to communicate, and contributes to the achievement of higher personalities result of knowledge acquisition and skill formation.

– The frontal technologies of interactive learning include those that involve the simultaneous joint work of the entire team. This is a discussion of the problem in the general circle (it is used with other technologies) and «Microphone» (everyone is allowed to say something quickly, in turn, to express their opinion or position)

– Learning technologies in the game include simulations, role-playing games, and dramatization.

– Learning technologies in the discussion are an important means of students' cognitive activity in the learning process since the discussion is a broad public discussion of a controversial issue.

Conclusion. In summary, interactive technologies play an important role in modern education. Their advantage is that those who study learn all levels of knowledge (knowledge, understanding of application, evaluation), and the number of students who consciously learn the educational material increases in groups. Students take an active position in acquiring knowledge. The personal role of the teacher is significantly increased – he acts as a leader and organizer. But it should be noted that designing and conducting classes using interactive technologies require, first of all, the teacher's competence in these technologies, and his ability to review and restructure his work.

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