TEACHING TEXTS IN THE SPECIALTY IN AN INTERACTIVE MODE OF MODERN PEDAGOGICAL TECHNOLOGIES

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ABSTRACT

"Inter" is "mutual", "act" is to act. . The discussion can be organized in two ways: either all the subgroups are analyzing the same question, or some large topic is broken up into separate tasks. This is a kind of public discussion of the participants in the debate, aiming at persuading a third party, and not each other, that they are right.

KEYWORDS: *subgroups, persuading*

INTRODUCTION

The competence-based approach to the organization of the educational process requires the teacher to change the learning process: its structure, forms of organization of activities, principles of interaction between subjects. And this means that priority in the work of a teacher is given to dialogical methods of communication, joint searches for truth, and various creative activities. All this is realized through the use of interactive teaching methods.

The word "interactive" came to us from English from the word "interact". "Inter" is "mutual", "act" is to act. Interactivity is the ability to interact or be in a conversation mode, dialogue with someone (person) or something (for example, a computer).

The educational process is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and what they think. The peculiarity of interactive methods is a high level of mutually directed activity of the subjects of interaction, emotional, spiritual unity of the participants.

Compared to traditional forms of conducting classes, in interactive learning, the interaction of the teacher and the student changes: the teacher's activity gives way to the students' activity, and the teacher's task is to create conditions for their initiative.

In the course of interactive learning, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, and communicate with other people. For this, pair and group work is organized in the classroom, research projects, role-playing games are used, work is underway with documents and various sources of information, and creative work is used.

The student becomes a full participant in the educational process; his experience is the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages the participants to search for themselves and acts as an assistant in their work.

Interactive forms of conducting classes:

- arouse students' interest;

- encourage the active participation of everyone in the educational process;

- appeal to the feelings of each learner;

- contribute to the effective assimilation of educational material;

- have a multifaceted impact on students;

- provide feedback (audience response);

- form students' opinions and attitudes;

- form life skills;

- promote behavior change.

Note that the most important condition for this is the teacher's personal experience of participation in interactive training sessions. You can only learn them through personal participation in a game, "brainstorming" or discussion.

INTERACTIVE METHODS, FORMS AND TOOLS OF LEARNING

1. Binary lecture (lecture-dialogue).

Provides for the presentation of material in the form of a dialogue between two teachers, for example, a scientist and a practitioner, representatives of two scientific directions. Needed: demonstration of the culture of discussion, involvement of students in the discussion of the problem.

2. Briefing.

Briefing - (English briefing from English. Brief - short, short) - a short press conference devoted to one issue. The main difference: there is no presentation part. That is, almost immediately there are answers to the questions of journalists.

3. Webinar.

A webinar (from the words "web" and "seminar") is a "virtual" workshop organized through Internet technologies. The webinar is characterized by the main feature of the workshop - interactivity. You give a talk, listeners ask questions, and you answer them. The easiest way to organize a webinar is to use the services of companies specializing in the provision of these services.

4. Video conference.

Videoconference is a field of information technology that simultaneously provides two-way transmission, processing, transformation and presentation of interactive information at a distance in real time using hardware and software computing technology.

A video conferencing interaction is also called a video conferencing session. Videoconferencing (abbreviated name of videoconferencing) is a telecommunication technology of interactive interaction between two or more remote subscribers, in which it is possible between them to exchange audio and video information in real time, taking into account the transfer of control data.

5. Video lecture.

A filmed abridged lecture, supplemented with diagrams, tables, photographs and video clips illustrating the material presented in the lecture. A series of such lectures is well suited for both distance and distance learning, and for repetition of the material studied.

6. Virtual consultation.

Self-study of the student on the study of interactive teaching materials allows him to receive the bulk of educational information, and the implementation of written assignments - to develop skills in the practical use of the concepts of the course in the study of his own experience.

7. Virtual tutorial.

It is used to consolidate and correct independently acquired knowledge and skills, develop skills in group activities and exchange experience with other participants. Tutorials are conducted using active teaching methods (group discussions, business games, case solving, trainings and brainstorming sessions).

8. Group discussion (discussion in an undertone).

To conduct such a discussion, all students present at the practical lesson are divided into small subgroups that discuss certain issues included in the topic of the lesson. The discussion can be organized in two ways: either all the subgroups are analyzing the same question, or some large topic is broken up into separate tasks. Traditional material results of the discussion are as follows: drawing up a list of interesting thoughts, making presentations by one or two members of subgroups, drawing up methodological developments or instructions, drawing up an action plan.

9. Debate.

This is a clearly structured and specially organized public exchange of thoughts between two parties on current topics. This is a kind of public discussion of the participants in the debate, aiming at persuading a third party, and not each other, that they are right. Therefore, the verbal

and non-verbal means that are used by the participants in the debate have the goal of obtaining a certain result - to form a positive impression on the listeners from their own position.

10. Business game.

A business game is a tool for simulating various conditions of professional activity (including extreme ones) by searching for new ways to fulfill it. The business game simulates various aspects of human activity and social interaction. Play is also a method of effective teaching, since it removes the contradictions between the abstract nature of the academic subject (object) and the real nature of professional activity.

11. Discussion.

As an interactive teaching method means exploration or debriefing. An educational discussion is a purposeful, collective discussion of a specific problem (situation), accompanied by the exchange of ideas, experience, judgments, opinions within a group. Discussion involves the discussion of an issue or a group of related issues by competent persons with the intention of reaching a mutually acceptable solution. Discussion is a kind of controversy, close to polemics, and is a series of statements, expressed in turn by the participants. The statements of the latter should relate to the same subject or topic, which gives the discussion the necessary coherence.

12. Dispute.

Comes from the Latin disputare - to reason, to argue. In those situations when it comes to a dispute, we mean a collective discussion of moral, political, literary, scientific, professional and other problems that do not have a generally accepted, unambiguous solution. In the course of the dispute, its participants express various judgments, points of view, assessments on certain events, problems. An important feature of the dispute is strict adherence to the previously adopted regulations and topics.

13. Imitation games.

Also known as "microworlds", they are a kind of "simulators" that develop systems thinking, decision-making skills in a dynamically changing environment under conditions of stress and uncertainty. The microworlds make it possible to simulate situations lasting several months, years or decades in a few hours, which makes it possible to assess the long-term consequences of decision-making and the likely side effects.

Simulation games are a kind of "learning laboratory" in which a real situation from the field of jurisprudence or public administration is simulated, and the participants in the experiment can apply their decision-making skills to the simulated situation. These games are based on complex simulation models based on system dynamics, agent-based modeling, or a combined approach.

14. Interview.

The term "interview" comes from the English interview - conversation. According to the content of the interviews, they are divided into groups:

- documentary interviews;

- opinion interviews;

- Interview "press conference".

The subject of the interview can be both a lecturer and students who have prepared information on a given topic.

15. Interactive (problem) lecture.

An interactive (problematic) lecture is a presentation, as a rule, by an experienced teacher in front of a large audience of students for 2-4 academic hours using the following active forms of learning:

- guided (guided) discussion or conversation;
- moderation (the fullest involvement of all participants in the lecture in
- the process of the material being studied);
- demonstration of a slide presentation or fragments of educational films;
- brainstorming;
- Motivational speech.

16. Information-problematic lecture

It involves the presentation of material using problematic issues, tasks, situations. The process of cognition occurs through scientific research, dialogue, analysis, comparison of different points of view.

17. Case method (analysis of specific situations).

The case method (from the English case - case, situation) is an improved method for analyzing specific situations, a method of active problem-situational analysis based on learning by solving specific problems - situations (solving cases).
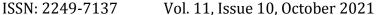
The case method is the study, analysis and decision-making on a situation (problem) that has arisen as a result of past events, real situations, or may arise under certain circumstances at one point or another. Thus, a distinction is made between field situations based on real factual material and chair (fictional) situations, cases. Students should analyze the situation, understand the essence of the problem, suggest possible solutions and choose the best one.

18. Collective solutions to creative problems.

Creative assignments are understood as educational assignments that require students not to simply reproduce information, but to be creative, since assignments contain a greater or lesser element of obscurity and, as a rule, have several approaches.

19. Colloquium.

Colloquium is a type of educational and theoretical studies, which is a group discussion under the guidance of a teacher of a fairly wide range of problems (situations). At the same time, it is a form of control, a kind of oral examination, mass (frontal) survey, which allows the teacher in a relatively short time to find out the level of knowledge and skills of students of an entire academic group in this section of the course.

The colloquium, as a rule, takes place in the form of a discussion, during which students are given the opportunity to express their point of view on the problem (situation) under consideration, to learn to justify and defend it. While arguing and defending their opinion, students at the same time demonstrate how deeply and consciously they have assimilated the studied material. The results are summed up at the end of any lesson, training. As a rule, this procedure is designed for the participants to share their impressions, feelings, and express their wishes. Summing up can be carried out in the form of filling in "sheets of revelation", questionnaires, questionnaires. The teacher can ask the participants of the seminar what new they learned, what was interesting for them, useful, suggest to remember what exercises they did, thus, consolidating the material passed. It is good if the training participants are constantly encouraged in various available ways: verbal or written gratitude is expressed, some brochures, booklets, souvenirs, etc. Or they trust those who have distinguished themselves with the most important tasks.

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