USE OF INTERACTIVE TEACHING METHODS IN THE DEVELOPMENT OF PROFESSIONAL SKILLS OF NURSES

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The main direction of modern postgraduate education - the search for innovative forms and methods of teaching aimed at improving the quality of training of specialists and self-improvement of students. Some of them are interactive teaching methods [1, four]. The concept of "interactive" comes from the English "interact" ("inter" - mutual, "act" - to act). Interactive learning - learning based on the interaction of all students, including the teacher. Interactive methods are most appropriated personality-oriented approach, since they involve co-learning (collective, learning in cooperation), while both the student and the teacher are subjects of the educational process. The teacher often acts as an organizer of the learning process, group leader, facilitator, creator of conditions, for the initiative of students. Interactive learning is based on the direct interaction of students with their own experience and the experience of their colleagues. New knowledge and skills are formed on the basis of such experience. An important condition is the maintenance of an atmosphere of benevolence and mutual support in the process of cooperation, which allows not only to gain new knowledge, but also to develop cognitive activity. The main goals of interactive learning are to increase the effectiveness of the educational process, increase motivation to study the discipline, the formation and development of professional, communication skills, analysis and reflective manifestations, mastery of modern and technical means and technologies of perception and processing of information.

The main methodological principles of interactive learning are: - careful selection of working terms, educational, professional vocabulary, conventional concepts; - a comprehensive analysis of specific practical examples of professional activity, in which students perform various role functions; - maintenance by all students of continuous visual contact with each other; - - active use of technical teaching aids, with the help of which educational material is illustrated; -constant maintenance by the teacher of active intergroup interaction; - the teacher's intervention in the course of the discussion in case of unforeseen difficulties, as well as in order to explain new provisions for students; - intensive use of individual abilities when working in small groups; - observance of the rules of work in a group, formulated by the students themselves; - implementation in the learning process of "expectations" of students; - training in decision making in conditions of a certain regulation. Classification of interactive teaching methods includes the following:

Role play is one of the teaching methods in which participants play different roles based on situations related to the topic of the lesson. The purpose of using a role-playing game is to conduct a demonstration of specific types of activities or to practice certain skills, as well as to consolidate the acquired knowledge . With the help of a role-playing

game, you can determine the presence of tactical and (or) strategic thinking, the ability to analyze your own capabilities and build appropriate line of behavior, opportunities and motives of other people, to influence their behavior. Role-playing includes the following stages: 1. Focusing (concentration of attention, motivation for active participation, explanation of the goals of the game). 2. Plan and rules of the game. 3. Division into groups. Defining tasks for each group. 4. Distribution of roles. 5. Preparing for the game. 6. Role play. 7. Feedback. The goal of small group work is to increase the degree of involvement and students in the educational process. This method of interactive learning provides participants with the opportunity to exchange experiences and opinions, expand knowledge. When working in small groups, the focus is shifted from the teacher to the participants, and all students are involved in the work. Discussion is a highly effective method for consolidating knowledge, creative comprehension of the studied material and the formation of value orientations. This is a focused discussion of a specific problem, accompanied by an exchange of views, ideas between two or more persons. One of the main tasks of the discussion is not so much a comprehensive and deep solution to the problem, but rather encouraging the participants to think about it, and also to analyze, and possibly revise their beliefs and ideas, clarify and define your position, learn to defend your own point of view in a reasoned manner and at the same time be aware of the right of others to have their own view of the problem under discussion, to be individually. Discussion can be spontaneous (not regulated), free (minimum degree of regulation) and controlled (there are speakers whose position is known in advance). The technique of guided discussion includes: a clear definition of the goal, predicting the reaction of opponents, planning one's own behavior, limiting the time for speeches and their given sequence. We use the following forms of discussion: round table, expert group meeting, forum, symposium, debate, cross discussion, group discussion, etc. Most often, during practical exercises, we use a guided group discussion. To carry it out, we create subgroups from students in which they discuss certain aspects of the topic of the lesson. Discussion can be conducted in two ways: either all subgroups analyze the same aspect of the problem, or separate fragments from the topic are selected.

At the end of the discussion, with the help of the teacher, the students make generalizations, formulated conclusions. In this case, the criteria for the effectiveness of the discussion are: - satisfaction received by students after the discussion; - the ability of students to correctly, logically state their own and others' opinions; - the culture of discussion followed by doctors; - the ability of students to use methods of proof, refutation, make a choice; - obtaining new knowledge and social experience during the discussion; - the ability of students to use the existing knowledge; - the ability to take a point of view another; - lively exchange of views during the discussion [3, 4]. According to the results of a questionnaire survey of 563 students (126 interns of various specialties and 437 doctors of continuing education cycles), conducted after the end of each training cycle over the past 4 years, 95.2% of interns and 91.3% of doctors of continuing education courses positively assessed the use of interactive teaching methods, 97.3% of students noted the appropriateness of their use in postgraduate education. According to the results of the discussion with the teachers, these teaching methods increased the degree of independent preparation for classes and the activity of doctors during their conduct, motivation for learning, contributed to the development of clinical thinking, and trained the ability to substantiate their own position in the professional sphere. Thus, the use of interactive teaching methods is promising in postgraduate medical education.

Active learning methods can be used at various stages of the educational process. Stage 1 - primary mastering of knowledge. This can be a problem lecture, heuristic conversation, educational discussion, etc. Stage 2 knowledge controls (consolidation), methods such as collective thinking, testing, etc. can be used. Stage 3 - the formation of professional skills, knowledge-based skills and the development of creative abilities, it is possible to use simulated learning, play and non-play methods. Although many researchers have contributed to the development of the classification of active teaching methods, we will offer only a few of them for acquaintance. According to the classification of A.M. Smolkina (presented in Table 1.) distinguish all methods of active learning into imitation methods, that is, such forms of conducting classes in which cognitive activity is based on imitating professional activity and non-imitative, that is, other ways of activating and cognitive activities in the classroom that do not imitate the practical activities of a specialist. Non-simulation methods are characterized by: the absence of a model of the studied process; communications in the "question - answer" mode. Table 1. Active methods Non-imitative problem lecture, (classification by A. M. Smolkin) Imitation game 17 lecture for two, lecture with pre-planned mistakes, lecture press conference; heuristic conversation; search laboratory work of a student; educational discussion; independent work with literature seminars; business game; pedagogical situations; pedagogical tasks; situation staging of various activities non-play collective thinking activity; TRIZ work Active teaching methods are classified: according to the number of students: o individual; o group. Venue: o classroom; o out-of-class; o excursion. The principle of using computer technology: manual; computer (use of ICT). Classification methods of active learning can be represented as follows: 1. Forced activation of thinking.

The essence of this feature is that the trainee is forced to be active, regardless of whether he wants it or not. 2. The involvement of trainees in the educational process is long enough. This means that the activity is not short-term, not episodic. 3. Independent creative development of solutions by trainees, increased degree of motivation and emotionality. This classification also divides all methods of active learning into imitative and non-imitative. The latter include traditional forms of training: problem lecture, practical training, laboratory work, seminar. This classification includes both non-play methods, the analysis of specific situations, solving a situation, imitation exercises, and playing business games, role-playing and game design.

The main thing in active learning methods is not at all whether they are imitative or non-imitative, play or non-play, but whether they provide each student with the achievement of the third level of learning the practical mastery of professional activity. Eighteen Based on the analysis of the methods of active teaching of students used in higher medical school, there is a classification by M.L. Meshcheryakova based on the distribution of methods according to the level of mastering the discipline, respectively. Sequences from simple acquaintance with educational information to its creative refraction in solving professional problems: familiarization with educational information (listening to lectures, studying material objects, sources of information, etc.); performing mental actions (solving situational tasks, etc.); performing manual actions on models and / or patient; educational games that reproduce situations that simulate the learned activity by playing according to given rules; educational and research work (from abstracting sources of information, reviewing, to conducting research, including scientific).

Interactive methods more than others correspond to a person-centered approach, since they involve co-learning (collective, collaborative learning), and both the student and the teacher are subjects of the educational process. The most complete classification of interactive learning methods looks like this. Classification of interactive teaching methods Creative tasks. Small group work. Educational games. Role-playing. Business. Educational. Use of public resources. Specialist invitation. Excursions. Social projects. Competitions. Exhibitions, plays, performances, etc. Warm-ups (of various kinds). Study and consolidation of new information material. Interactive lecture. A student as a teacher. Working with visual aids. Everyone teaches everyone. Use and analysis of video and audio materials; Practical task, case method; analysis of situations from the participant's practice; Work with documents. 19 Drafting of documents. Written work to substantiate your position. Discussion of complex and debatable problems Testing, an exam followed by an analysis of the result For certain positions of the above classifications, teaching methods with the same name (games, non-traditional lectures) are present among active and among interactive ones. This means that depending on how we apply them, the data methods can activate the student's cognitive activity in independent work or involve him in joint learning activities. Since any interactive method has its own goals and rules of use, features, then knowledge of the characteristics of each method and its ability to effectively achieve an educational result gives the teacher an additional resource for conducting an interesting productive lesson. However, in order to increase students' interest in the processing teaching and achieving the result, it is necessary to take into account some general aspects of organizing and conducting a lesson using interactive teaching methods.

Organization of a lesson using interactive teaching methods Conditions for conducting a lesson using interactive teaching methods. Interactive learning in a certain way changes the requirements for the conditions of the organization of training, as well as for the work of the teacher. The necessary conditions for organizing interactive learning are: a high level of teacher qualifications; positive relationship between trainer and learner; democratic style; cooperation in the process of communication teaching and learning among themselves; reliance on personal ("pedagogical") experience, inclusion in the educational process of striking examples, facts, images; a variety of forms and methods of presenting information, forms of student activity, their mobility; inclusion of external and internal motivation of activity, as well as mutual motivation of students; application of multimedia technologies. Interactive methods are based on the cooperation of students with the teacher, and with each other, and this is possible only through and mutual respect, trust. In turn, for the emergence of a friendly business professional atmosphere, clarity of rules and procedures, their predictability, and transparency are necessary. Students are not just 20 timely informed about the goal, lesson plans (this is also typical of traditionally conducted lessons), but also about the options for their own participation, about their share of responsibility for the final result, about the expectations of the teacher and their comrades, feel in demand and active participants in the events. They can control the course of the educational process and, together with the teacher, be responsible for it. Collaborative learning assumes that the teacher creates an educational environment conducive to dialogue, helps, as an organizer, team members or students who independently perform creative tasks. At the same time, the teacher also works as one of the participants in the process of solving the educational task, transferring to the students the information he has only then when they really need it, and they request it to solve the problem. At the same time, other sources of information should be available to students, which they can use to independently search for the information they need. Bearing in mind the principle of novelty, the teacher for each lesson selects from the arsenal of interactive teaching methods those that are most appropriate in the analysis of this topic and designs their possible combination with traditional methods of conducting the lesson. On clinical departments, the central methods are methods of solving situational problems and cases. When working with cases, students do not know the correct answer, which implies the need for an independent creative search for a solution. The teacher does not know in advance what solutions the students will offer, and accordingly must react to them "here and now", which changes his role in the lesson, brings him closer to the rest of the participants. The solution found and substantiated by students becomes for neither personally significant, they have a willingness to defend it in front of the teacher and students of other small groups. Such joint activity contributes to the expansion 5f professional horizons and the formation of students' competencies, and also allows them to gain experience 21 self-study, self-development. Feedback during an interactive lesson takes on educational value. It is not so much the result that is evaluated according to the criterion "right-wrong", but the activity itself, which caused such the result, and in the sequence: self-assessment - mutual control teacher's comment. When using interactive learning, such techniques as self-assessment are widely used (the student independently analyzes his work and explains the reasons that allowed or did not allow him to achieve a positive result), mutual control (students characterize the successful and erroneous actions of a friend). Since the solution becomes the result of specific reasoning and actions

of students, the tasks and the teacher consists in commenting on such actions, focusing the attention of students on the possible consequences of the decision they choose, explaining the right direction or wrong path. The activity of the teacher is compared with the work of the coach. The teacher, analyzing the student's actions, focuses on his correct actions, noting which of them turned out to be the most successful, but at the same time always shows at what stage and what exactly can be improved. Student you are given the opportunity to offer yourself options for correcting your actions. Then these options are discussed in the student group and agreed. Thus, when designing lessons using interactive methods, it is necessary to highlight the content blocks of the lesson. When developing an interactive lesson, we recommend that you pay special attention to the following points: preparatory stage.

1) Participants of the lesson, choice of topic: age of participants, their interests, future specialty. Time frame of the lesson. whether classes on this topic have been held in this student group before. Interest of the group in this lesson.
2) List of prerequisites: the purpose of the lesson must be clearly defined. Handouts prepared. Technical equipment provided. Participants are designated. Identified the main issues, their sequence. Selected practical examples from life.
3) What should be in the preparation of each lesson: clarification of the problems to be solved. designation of the prospects for the implementation of the knowledge gained. Definition of a practical block (what the group will do in the lesson). 4) Handouts: the lesson program, handouts must be adapted to the student audience ("Write for the audience!"), the material must be structured, the use of graphs, illustrations, diagrams, symbols. The organizational stage includesdefinition of the topic, the purpose of the lesson, entrance control, warm-up and unification in small groups. First of all, students formulate the educational goal of the lesson (usually it is presented in the methodological instructions for practical exercises prepared by the department). The teacher asks students to think over and write down in a specially designated place in the workbook the goal of personal development, which each student determines independently. If necessary, you must introduce the participants (if the lesson intergroup, interdisciplinary). Then comes the entrance control to check the self-preparation of students (options for interactive control are described in Chapter 5). The teacher informs the participants about the framework conditions, the rules for working in a group, gives clear instructions on the extent to which the participants can act in the lesson. Uniting students into small groups can be based on different principles: the teacher himself creates groups, distributes roles; students themselves create groups, and the role and distributed by mutual agreement; 23 before the start of the lesson, you can conduct testing, according to the results of which, the students can be divided into three groups (strong, weak, medium) and one person from each group can be combined into a team; in a group, you can unite neighbors in desks or in rows, possibly in a circle. The main part of the lesson is the educational activity of students - can be work in a small group, completing a creative task, solving a case, conducting a business game rousing a different interactive teaching method. The teacher organizes the independent activities of students, clarifies the rules for the time allotted for work, determines the product and form of certification (oral report, demonstration of laboratory research or manual skills), issues handouts (case, etc.). The features of the main part are determined by the chosen form of the interactive lesson, and includes: Clarification of the positions of the participants; Audience and organization segmentation communication between segments (This means the formation of target groups according to the commonality of the positions of each of the groups. The unification of similar opinions of different participants around a certain position is made, the formation of uniform directions of the developed questions within the framework of the topic of the lesson and a set of groups with different positions is created from the audience. segments This step is especially effective if the lesson is conducted with a sufficiently large audience: in this casesegmentation is a tool for increasing the intensity and efficiency of communication); Interactive positioning, which includes four stages: 1) clarifying the set of audience positions, 2) comprehending the content common to these positions, 3) rethinking this content and filling it with new meaning, 4) forming a new set of positions based on the new meaning. When drawing up the timing, the organizational part of the lesson is usually given no more than 15 minutes, and fore recommend setting aside about 30-40 minutes of study time to complete the assignment directly. Although of course, the volume and complexity of the task determine the time required to complete it. In the process of students' independent work, the teacher tries to direct their activities in the right direction, but does not suggest an answer. Summing up includes presentation of group decisions and reflection. After completing the task, each group reports on the results obtained (no more than 5-7minutes and the same amount of time is devoted to questions from students of other mini-groups and answers). According to the forms of intergroup communication, options for the presentation of group decisions are distinguished: 24 1) "fair" - jointly individual form implies that each mini-group presents a product of its activities, then decisions are discussed, and the best is chosen from them; 2) "ladder" - jointly consistent, in which the result of the activity of each mini-group becomes a certain step to the solution of a common problem; 3) "mosaic picture" - jointly interacting - the overall result of the group's activities is formed from a combination of proposals and the best elements of group decisions. Reflection begins with the concentration of participants on the emotional aspect, the feelings that the participants experienced during the lesson. The second stage of the reflective analysis of the lesson is evaluative (the attitude of the participants to the content aspect of the methods used, the relevance of the chosen topic, etc.). Reflection ends with the general conclusions that the teacher makes. A sample list of questions for reflection: what impressed you the most? What helped you during the lesson to complete the assignment, and what hindered? Is there anything that surprised you during the lesson? What were you guided by in the decision-making process? Was the opinion of the group members taken into account when making your own actions? How do you rate your actions and the actions of the group? If you played this game yete times for

you to change the model of your behavior? The final stage is feedback: self-, mutual and assessment of the teacher with explanations and intergroup discussion.

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