

# **SPECIFICS OF THE USE OF INTERACTIVE TEACHING METHODS AT THE PREPARATION OF THE FUTURE MEDICAL LABORATORY ASSISTANTS**

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**Introduction.** The public need for proactive, authoritative, comprehensively educated specialists, capable of further development and self-education, spiritual and professional development, realizes the social order for the introduction of interactive learning, as it allows you to move away from the standards of thinking, the stereotype of actions, and contributes to the formation of character.

Scientific research shows that the process of training future medical laboratory assistants should model their future professional activity as best as possible. The readiness of future specialists for active duty arises from the acquisition of necessary theoretical knowledge, practical skills, and a positive emotional attitude (motivation).

**Aim.** Theoretically justify the introduction of interactive teaching methods in the preparation of future medical laboratory assistants.

**Materials and methods.** It is proved that the interactive method of teaching is an ordered image of active subject-subject interaction between all participants of the educational process aimed at achieving the goals and objectives of education, which contributes to the accumulation of social experience among participants. Scientists focus on the possibilities of using situational exercises in the teaching practice. During their resolution, the student needs to put himself in the place of a specialist and make his own decision, in spite of certain circumstances. One of the varieties of interactive teaching methods are trainings with their unique abilities to motivate, stimulate, create success situations, provide personal and professional growth, form and develop the necessary qualities of future medical laboratory assistants.

**Results.** Interactive teaching methods play an important role in modern vocational education. Their advantage is that students acquire all levels of knowledge (knowledge, understanding, application, analysis, evaluation). The number of students in a group who consciously assimilate the educational material increases. Students take an active position in mastering knowledge. There is a cognitive interest in obtaining them.

**Conclusion.** Thus, as a result of theoretical research we found out the nature and feasibility of different interactive teaching methods (methods of collective-group learning, methods of cooperative learning, situational modeling techniques), determined specifics of their implementation, and methods of their execution.