

## USING OF INTERACTIVE TRAINING METHODS IN THE EDUCATIONAL PROCESS

Chunakova N. Yu.

Scientific supervisor: lecturer Naumenko N. V.  
National University of Pharmacy, Kharkiv, Ukraine  
Nadinka199523@gmail.com

**Introduction.** Life changes in the modern world require changes in the content and objectives of modern higher education. The functional significance and attractiveness of the traditional learning organization reduces nowadays. The transfer of "ready" knowledge from a teacher to a student ceases to be the main task of the educational process. The purpose of professional training is to create a mobile, competitive personality, who is capable of solving complex professional tasks, taking responsibility for decision making, planning and organizing professional activities in accordance with modern requirements of society. Interactive training methods help to solve these problems.

The **aim** of the research is to study the impact of interactive teaching methods on training of specialists.

**Materials and methods.** Theoretical: the analysis of scientific literature to determine the state of the development of problem, which is being studied; practical: interviews, conversations, observations, testing for identifying the feasibility of introducing the interactive teaching technology in the training of specialists.

**Results and discussion.** Interactive teaching methods today are a present-day way of working as a lecturer in a class, a trainer in a group, and a teacher in any educational institution. Interactive training methods are aimed at broader interaction of students not only with the teacher, but also with each other and at the dominance of their activity in the learning process. The teacher`s activity gives way to the students` activity, and the task of the teacher is to create conditions for their creativity and initiative. Interactive methods are based on the principles of interaction, relying on a group experience, an obligative feedback; an environment of educational communication is being created and is characterized by openness of participants in the educational process, equality of their arguments, accumulation of joint knowledge, the possibility of mutual evaluation and control. The analysis of scientific research has made it possible to determine that interactive teaching methods are divided into: discussion methods (round tables, debates, conferences), methods of collective-group learning ("brain storming", "knowledge auctions"), methods of cooperative learning ("openwork", "snow ball", "mosaic") and methods of analysis of professional situations.

**Conclusions.** Thus, using of interactive methods in the training of specialists creates conditions for the intellectual development and self-realization of the individual, allows to model professional situations, to estimate the actions of the colleagues and one`s own, to take a look into the real atmosphere of the business cooperation for solving a number of problems in accordance with interests, needs and requests.

## USE OF THE COLLECTIVELY-GROUP TRAINING METHODS AT THE ADVANCED COURSES FOR TEACHERS

Drozhyk L. V.

National University of Pharmacy, Kharkiv, Ukraine  
m.l.drogik@gmail.com

**Introduction.** In the context of rapid development of the society, a necessity to upgrade professional knowledge and skills and abilities of the university and college teachers, to increase their professional level and pedagogical practices becomes priority. Therefore, in recent years the idea of using innovative training methods at the advanced courses for teachers has become dramatically acute.

**Aim** is to examine the efficiency of using the collective-group training methods at the advanced courses for teachers.

**Materials and methods** are theoretical: analysis of the scientific literature to determine the state of articulation of the problem under research.