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PROSPECTS FOR THE DEVELOPMENT OF INTERACTIVE LEARNING METHODS IN HIGHER EDUCATION

The issues of increasing the speed of learning of educational material, increasing the interest of students and optimizing the process of presenting information remain one of the most discussed issues in the field of pedagogy in recent years.

The interactive process is an important learning motivator for the modern generation of students, increasing their attention to the process.

By interactive learning we will understand a special form of organizing educational activities, in which students interact to exchange information, engage together in the process of solving problems, evaluate their actions and model situational tasks (Figure 1).
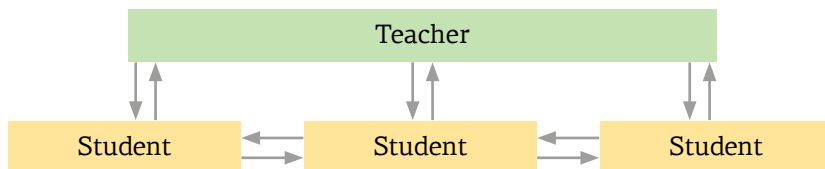
Figure 1 — *Student's educational activity model*

According to Korotaeva, interactive learning simultaneously solves three tasks:

1) educational and cognitive (extremely specific);
2) communication and development (related to the general, emotional and intellectual background of the learning process);
3) socio-orientation (the results of which are manifested already outside the educational time and space) [1, p. 103].

The main methods of interactive learning include:

— group work;
— business game;
— discussion panels;
— debate;
— brainstorming, etc.

The teacher in the interactive learning model could act in two roles:

— Teacher-observer (passive position);
— Participating teacher (active position).

The process of using interactive learning methods involves the intensification of creative activity in the decision-making process and the assimilation of material. The students implement their acquired knowledge in the process of active inclusion in the situation.

An important additional effect of interactive methods is to reduce anxiety during public speeches by constantly practicing this skill during classes. All this leads to increased motivation of students.

It is important to create a suitable educational space for business games, debates, brainstorming sessions and other forms of classes for the implementation of interactive learning methods.

Interactive methods and techniques could be used not only in practical classes. Today, teachers and students show great interest in lectures-dialogues, lectures-conversations.

These forms allow teachers to keep in touch with the audience during the presentation of the material. The dialog allows you to understand the availability of the information presented in time, and draw attention to the most important/problematic aspects.

This practice has long been used in European universities in Spain, Latvia, Sweden, etc. (the authors study the experience of the University of Cadiz (Spain), Rezekne Technological Academy (Latvia), Linnaeus University (Sweden)).

Lecture-dialogue implies the process of exchanging views between the teacher and students for the purpose of logical justification of the educational material.

Information and communication technologies in education can be used to improve the effectiveness of communications and the process of providing information:

— multimedia presentations;
— gamification technologies;
— interactive educational platforms;
— multimedia games, etc.

To date, many applications, programs, and platforms have been developed to improve the mechanisms for submitting material. However, many teachers consider their use impractical: the complexity of the application process may cause a decrease in the concentration of students.

Modern research has shown that students perceive the flow of digital information much faster. This should be taken into account when building the educational process.

The development of interactive learning using information and communication technologies has been successfully applied in European institutions of higher education.

Information and communication technologies make it possible to introduce elements of interactive learning into the distance form of education, which is becoming more and more popular today. The experience of the Open University in the United Kingdom shows a high interest of students in non-traditional forms of education developed on the basis of a student-centered approach.

In this approach, training is considered as "*a complex multi-level process, the decomposition of which into individual components is illogical and*

destructive. The student is considered not as a passive acceptor of information, but as an active participant, not an object, but one of the subjects of the educational process. The key feature of this role of the student is the adaptation of training to their individual abilities, qualities and preferences, and the corresponding structuring of the training schedule, its content and methods used" [2, p. 97].

Research in the field of pedagogy, primarily Western, demonstrates a positive relationship between the quality of education and the introduction of a student-centered approach [3].

In particular, the use of this approach contributes to a more intensive involvement of the audience in the educational process, the formation of an active life position and skills for effective independent decision-making.

At the same time, the natural psychological barrier between the student on the one hand and the teacher/expert on the other hand is overcome, which helps to activate the dialogue between the student and the teacher.

Finally, the practical orientation of students' accumulated knowledge is formed, since now it is based not on information imported from outside, but on the personal experience of the student [4].

Adapting modern educational programs to interactive methods is an important step towards reforming higher education.

Modern educational programs should include a mandatory interactive element with the possibility of implementation in all forms of education. Its construction should be based on a student-centered understanding of the educational process.

Let's present the results of implementing interactive methods in the learning process:

— increase motivation;
— increase the speed of material presentation;
— increase the speed of memorizing materials;
— development of public speaking skills;
— development of communication skills;

— development of analytical and self-analysis skills;

— improving assessment and self-assessment skills;

— development of conflict resolution skills;

— increase self-control, etc.

Thus, interactive learning has a great educational and developmental potential.

Summing up the above, it can be argued that the use of interactive learning methods in the modern educational process can be more effective than the traditional approach in terms of developing students' practical skills and abilities, as well as the ability to use them independently. On the other hand, the introduction of such methods into pedagogical practice requires a significant conceptual transformation of the existing educational process, in connection with the transformation of the roles of all its participants.

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