Using by the Interractive Method of the Teaching at the Universities

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The Abstract: In this article, has been revealed the role of interactive forms and methods of teaching in the implementation of the competence-based approach in the university, showed the possibility of their use in teaching subjects for students. Our first experience has shown that the use of interactive forms and methods of teaching requires a teacher of serious methodological training, creativity and organizational skills.

Keywords: Interactive, independent, planning, context teaching, investigation, search.

The introduction of interactive teaching methods is one of the most important directions for improving the preparation of students in a modern university and a prerequisite for the effective implementation of a competency-based approach.

Interactive teaching is a special form of organizing cognitive activity. The student, acquiring knowledge and skills, thereby creating the basis for work on solving problems after the training is over.

In difference active methods, interactive ones are focused on a wider interaction of students not only with the teacher, but also with each other, on the students' activity in the learning process. The role of the teacher in the interactive lesson is reduced to the direction of the students. At the same time, the efficiency is ensured by the student's activity not only in relation to the teacher, but also in relation to other students, which allows students to exchange ideas and methods of solving problems, which, in turn, leads to better learning.

Efficiency is ensured by more active involvement of students in the process of not only obtaining, but also direct use of knowledge. If forms and methods of interactive teaching are applied regularly, then students develop productive approaches to mastering information, the fear of expressing an incorrect assumption disappears (since the error does not entail a negative assessment) and trust is established with the teacher. Based on a large amount of educational research found that one of the most effective teaching methods is it is the interactive technology method. It promotes optimal assimilation of new and consolidate the old material. This method makes student subject of the educational process and in this case the student will be easier understand and memorize new material.

All sorts of methodical developments relating to the teaching of any discipline should include interactive teaching methods, thanks to which all students will be included in the learning process.

In contrast to active methods, interactive ones are focused on wider interaction of students not only with the teacher, but also with each other and the dominance of student activity in the learning process. Interactive teaching methods at the university imply constant interaction, the participants of which are in the mode of continuous dialogue and conversation. Moreover, the students should take the dominant position, the role of the teacher is reduced to directing their work towards the achievement of the main goals of this lesson. Note that in modern research interactivity is also understood as interaction with a computer and through a computer. Learning model based on interactive methods changes role teacher in the learning process. If earlier the teacher was source of knowledge and information, he is now transformed into an assistant and consultant, organizer and co-ordinator of classes. The content part of the subject being studied is also changing, as well as the form for submitting assignments.

Accents in the formulation of goals and tasks shifting from consolidation of acquired knowledge and skills in the direction of setting new goals and considering new problems of interactive learning should include a specific algorithm for conducting. At the stage of preparation for the lesson, the teacher is recommended to carefully consider possible scenarios.

Additional material is being prepared for this purpose. Interactive teaching methods in the teaching of any subject create an environment in the classroom in which the relationship between teacher and students lends active learning to the classes in a cognitive manner and allows students to develop information-competent and professionally-oriented skills.

In the process of developing and disseminating forms of interactive teaching, serious shortcomings have emerged: poorly developed theoretical foundations for the use of forms and methods of interactive learning; lack of methodological support for the use of interactive learning in high school; the lack of an integrated use of various forms, means and methods of interactive learning in organic combination with traditional ones; weak inclusion of teachers, interactive teaching remains for them a field of advanced pedagogical experience. As a result, the creation of conceptual foundations of interactive learning is an objective necessity of today.

But not all student activity is an indication that interactive forms and methods are used in the class. There are many methods by which a teacher can maintain

a high activity of students, but at the same time they will remain passive spectators and listeners. To better understand the features of interactive teaching, participants can be divided into physical activities (students change jobs, change places, speak, write, listen, draw, etc.), social (students ask questions, answer questions, exchange opinions, etc.) and cognitive (make additions and amendments to the statement of the presenter, act as one of the sources of professional experience, they themselves find a solution to the problem).

Interactive teaching implies a different from the usual logic of the educational process: not from theory to practice, but from the formation of a new experience (skill) to its theoretical understanding. The experience and knowledge of the participants serve as a source of their mutual education and value enrichment. By sharing their knowledge and experience, the participants take on some of the teaching functions of the teacher, which increases their motivation and contributes to greater learning efficiency.

Interactive teaching, regardless of the forms and methods of its organization and the subject zero of the content of training, will actively develop both theoretically and practically. This is a methodical dictation of time, which is associated with a new (or maybe well forgotten old) type of interaction between a teacher and a student, implying an active sincere interest in each other, in understanding the problems, contradictions and riddles existing in the world, in comprehending the meaning, searching for the truth through communication and reflection in the process of educational and cognitive activity.

In interactive teaching, there are three main forms of student activity and many intermediate ones. The main ones are: educational activities, imitation activities, social activities. The intermediate forms are specific forms of student learning, in which the features of the professional activities of specialists are manifested and which provide a transition from one basic form of student activity to another.

In educational activities, the procedure for transmitting and assimilating information is mainly reproduced. The essence of imitation activity is the re-establishment in the student audience and in the scientific language of the conditions, content and dynamics of production, the relations of people employed in it (for example, a business game).

The effectiveness of interactive forms of education is an indicator of student and teacher performance measured by criteria, which is manifested in the formation of professionalism, the development of the personality of the student and the quality of professional knowledge and skills. The following criteria were selected for effectiveness: satisfaction with professional training; level of learning; quality of professional knowledge and skills; learning; cognitive activity; personal activity; criterion of individual and personal development.

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