

Vorotynceva A.A., Sarsekeyeva Zh.Ye.

E. A. Buketov University of Karaganda

BASIC RULES FOR THE ORGANIZATION OF INTERACTIVE LEARNING

The first rule. All participants should be involved in the work to some extent. For this purpose, it is useful to use technologies that allow you to include all participants in the discussion process.

The second rule. We need to take care of the psychological preparation of the participants. We are talking about the fact that not everyone who came to the class is psychologically ready to be directly involved in certain forms of work. In this regard, warm-UPS, constant encouragement for active participation in work, and providing opportunities for self-realization are useful.

The third rule. There shouldn't be many students studying interactive technology. The number of participants and the quality of training may be directly related. The optimal number of participants is 25 people. Only under this condition is it possible to work productively in small groups.

The fourth rule. Preparing the room for work. The room should be prepared in such a way that it is easy for participants to transfer to work in large and small groups. Physical comfort must be created for the trainees.

Rule five. Clear fixing of procedures and regulations. We must agree on this at the very beginning and try not to violate it. For example: all participants will show tolerance for any point of view, respect everyone's right to freedom of speech, and respect their dignity.

The sixth rule. Pay attention to the division of participants into groups. Initially, it is better to build it on the basis of voluntariness. Then it is appropriate to use the principle of random selection.

Interactive methods are by no means a substitute for lecture sessions, but they contribute to the better assimilation of lecture material and, most importantly, form opinions, attitudes, and behavioral skills. When using interactive forms, the role of the teacher changes dramatically, ceases to be Central, it only regulates the process

and deals with its General organization, prepares the necessary tasks in advance and formulates questions or topics for discussion in groups, gives advice, controls the time and order of implementation of the planned plan. Participants turn to the social experience of their own and other people, and they have to communicate with each other, solve tasks together, overcome conflicts, find common ground, and make compromises. Psychologists found that, in the conditions of teaching and communication has increased the accuracy of perception increases the performance of working memory, more are the rapidly developing intellectual and emotional features of personality, such as attention span, ability to distribute it; observation, perception; the ability to analyze the activities of the partner, to see his motives and goals.

First of all, interactive forms of conducting classes: arouse students' interest; encourage everyone to participate actively in the learning process; appeal to the feelings of each student; contribute to the effective assimilation of educational material; have a multi-dimensional impact on students; carry out feedback (the response of the audience); form students ' opinions and attitudes; build life skills; contribute to behavioral change. Note that the most important condition for this is the personal experience of the teacher's participation in interactive training sessions. You can only learn them through personal participation in a game, brainstorming session, or discussion. The essence of interactive learning is that the learning process is organized in such a way that almost all students are involved in the process of learning, they have the opportunity to understand and reflect on what they know and think. Joint activity of students in the process of learning, mastering the educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, and methods of activity. Moreover, this happens in an atmosphere of goodwill and mutual support, which not only allows you to get new knowledge, but also develops the cognitive activity itself, transfers it to higher forms of cooperation and cooperation.

The characteristic and essential feature of interactive forms is a high level of mutually directed activity of interaction subjects, emotional and spiritual unity of

participants. When using interactive methods, the student becomes a full participant in the process of perception, his experience serves as the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages students to search independently. In comparison with traditional forms of teaching, interactive learning changes the interaction between the teacher and the student: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes through educational information, and performs the function of an assistant in the work, one of the sources of information. Interactive learning is widely used in intensive learning. In order to master and apply these methods, the teacher needs to know various methods of group interaction. Interactive learning provides mutual understanding, interaction, and mutual enrichment. Mandatory conditions for organizing interactive training: a trusting, at least positive relationship between the teacher and the students; democratic style; cooperation in the process of communication between the teacher and students; relying on the personal ("pedagogical") experience of students, including vivid examples, facts, and images in the educational process; variety of forms and methods of presenting information, forms of activity of students, their mobility; inclusion of external and internal motivation of activity, as well as mutual motivation of students.

Interactive forms of learning provide high motivation, strength of knowledge, creativity and imagination, sociability, active life position, team spirit, value of individuality, freedom of expression, focus on activities, mutual respect and democracy.

References:

1. Burnyasheva L.A. Active and interactive teaching methods in the educational process of higher education. Methodological guide. - M.: KnoRus, 2016. - 219 p. [in Russian]
2. Voronkova O.B. Information technologies in education. Interactive methods. – M.: Phoenix, 2018. - 598 p. [in Russian]