
THE IMPORTANCE OF USING INTERACTIVE METHODS IN THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT

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ABSTRACT: This article presents information about the system of professional development in developed countries and their experience in using interactive methods.

KEYWORDS: Management, professional activities, interactive, educational technologies, professional, mentoring institutes, role-playing games, business Games.

INTRODUCTION

In the modern economic environment, management and professional activities are characterized by democratization and the establishment of partnership relations within the team, which is reflected in new approaches to training within the personnel qualification improvement system. To keep pace with the times, interactive teaching technologies are being introduced into the educational process, and there is a focus on organizational development of employees. This is achieved through creating a psychologically comfortable environment that provides learners with the freedom to choose forms and methods of education, thereby accelerating the process.

The priority methods of training in the personnel qualification improvement system are active methods, where the main focus is on the practical application of the knowledge, skills, and competencies acquired. In developed countries, the content of professional programs for developing educational personnel is considered multifaceted and advanced.

In Korea, the greatest demand among educational staff is not for ICT but for teaching methods and the content of the subjects taught. In Japan, the main forms of professional development are as follows: full-time, evening, and correspondence courses, along with regular conferences for novice educators at higher education institutions, pedagogical workshops, and mentorship institutes.

The experience of organizing the education system in South Korea is classic. Over the centuries, it has served independently, and today, higher education and qualifications here still serve as the foundation for personal growth and career advancement, as well as the main guarantee of further social development for society. The qualification improvement program consists of more than 180 hours, with 10% dedicated to general education disciplines, 16% to an introductory pedagogical course, and 74% to the specialty. Short-term qualification improvement courses are also included. The foundation of interactive teaching approaches lies in the relationships between teachers and learners, as well as among the learners themselves. Additionally, the key conditions for

interactivity are the achievement of goals, which requires communication between teachers and students, prompt and direct information exchange, and a scientific basis of equality in function distribution during problem-solving processes, all aimed at achieving the primary goal with high levels of knowledge and mutual understanding.

Interactive learning enables solving multiple tasks simultaneously, primarily aimed at achieving educational goals and developing communication skills. It helps establish emotional connections between students and ensures educational objectives, as it teaches teamwork and listening to peers' opinions.

The main rules for organizing an interactive lesson are as follows:

- All students should be involved, so technologies that encompass all interactive exercises should be used.
- Not all students are psychologically prepared to engage directly in various forms of work, so it's necessary to ensure psychological readiness by organizing psychological warm-ups, motivating students, and providing opportunities for self-awareness.
- The number of students in interactive technology-based learning should not exceed 15, making small group work more effective.
- The room for an interactive lesson should be prepared, with comfortable furniture arrangement and proper ventilation.
- For forming interactive class groups, an informal approach should be applied, using principles of volunteerism or random selection.

In the process of preparing lessons based on interactive teaching technologies, the teacher is given the opportunity not only to select the most effective and appropriate teaching technology for studying a specific topic but also to combine multiple methods and forms of instruction for problem-solving. This, of course, helps students gain a better understanding of the material.

The principles of working in an interactive lesson should be highlighted as follows:

- Professionalism is a collective effort.
- All participants are equal regardless of age, social status, experience, or workplace.
- Each participant has their own viewpoint on any issue.
- There is no place for direct criticism of the individual (only the idea may be criticized).
- Information provided to all is for reflection, not instruction.

Effective problem-solving in education and upbringing is enabled by the use of various interactive teaching technologies, such as business and role-playing games, in the educational process. These games often involve participants with different, often opposing interests, highlighting the need for decision-making at the end. They help students develop essential competencies such as communication skills, tolerance, teamwork ability in small groups, independent thinking, and more. As an interactive teaching method, business games aim to enhance students' professional skills and should be applied where necessary.

Master class. Its primary purpose is to acquaint others with pedagogical experience, work system, innovative discoveries, and all that helped the teacher achieve the best results. A master class can be conducted both within and outside an educational institution. The "Mentorship Session"

includes interactive communication, development counseling, and discussions (Q&A). The “Do it for me” principle doesn’t work here; instead, students respond to the teacher’s questions and find ways to solve problems. Confucius once said: “Let us instruct only those who seek knowledge. Help only those who cannot clearly express their cherished thoughts. Teach only those who, knowing one corner of the field, can imagine the other three.” In this process, students receive personal support, taking on tasks aimed at personal and professional growth and increasing personal effectiveness.

The interactive teaching technologies discussed above aim to increase the amount of independent work by students and improve the educational process, which ultimately enhances the outcomes of this activity and brings innovations into the educational process.

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