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APPLICATION OF INTERACTIVE TEACHING METHODS AT THE POSTGRADUATE STAGE

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The quick development of information and communication technologies, their significant potential in every sphere of life of modern human has long and fast changed the learning processes of all segments of society. Starting from a school desk a person today cannot imagine himself without the Internet. It has probably become another dimension of human existence. The rapid introduction of information and communication technologies in the educational process contributes to the development of new perspectives in the continuous professional development of a specialist in any profession. Given the working conditions of higher education institutions in 2020, (long-term quarantine related to COVID-19) there should be changes in traditional approaches to the provision of educational services, their improvement and modernization. Therefore, the modern educational process is organically transformed into a "blended model of learning." Blended learning means a purposeful process of acquiring knowledge, skills and abilities carried out by educational institutions of various types in the framework of formal education, part of which is implemented remotely using information and communication technologies and teaching aids used for storage and delivery of educational material. Implementation of control measures, organization of interaction between the subjects of the educational process (consultations, discussions), during which there is a self-control of the pupil (student) over the time, place and pace of study [1].

The described conditions require the search for a form of learning that creates a comfortable learning environment in terms of the dynamics of the learning process, the flexibility to achieve goals on the topic of the lesson. In our opinion, interactive learning partially solves this problem. Interactive learning is a specific form of organization of cognitive activity, which has a predictable goal - to create a comfortable learning environment in which each student feels his success, intellectual ability [2]. The word "interactive", from the English words "inter" - mutual and "act" - to do something, so interactive - is able to discuss, to a dialogue. The basis of this technique is organized creative cooperation of equal individuals. All cadets and the teacher actively interact with each other, analyze their actions and the actions of other

participants in the learning process, and change their behavior. Cadets and teachers are equal and equivalent subjects of study. The teacher during the interactive learning acts as an organizer of the learning process, a consultant. The teaching process passes into the process of self-study, which is controlled by the teacher and realized by the cadet [3].

Today in high school such interactive methods are mainly used as: trainings, situational tasks, master classes, press conferences, testing, case methods, game training, round tables, multimedia lectures and practical classes, electronic educational publications. All this helps to form the professional potential of future professionals [4].

Interactive learning, in the structure of blended learning, helps to: create educational materials for visual demonstration of educational information; store them on specially designated resources, with the ability to quickly access them; control and correction of knowledge and skills acquired in the learning process; to build an individual scenario of conducting the lesson; access information from various online resources on personal mobile devices at any time. Internet services provide the ability to use process and transmit data regardless of the specialist's location, while providing communication between participants in the educational process [5].

Here is an example of a lesson on the cycle of thematic improvement:

Round table (group discussions) on "Emergency care for pulmonary edema of various etiologies." Mini-presentation of the teacher on the main points of the topic with the help of multimedia Internet presentations (Prezi, SlideShare, SlideBoom, PowToon, Emaze, Prezentit, Menti, etc.). Division of cadets (students) into groups in separate rooms of the electronic platform. Distribution of cards for grading groups. Groups are invited to prepare on pre-suggested questions according to the topic (various forms of pulmonary edema) in the form of an online poster, business card or video message (Glogster, VectorPaint, ThingLink, etc.). After the performance of each group, the other cadets and the teacher ask questions. Together, after discussing the reports, a unified approach to the tactics of management and treatment of patients on the topic is formed, in parallel involving Internet administrative resources with guidelines, protocols, orders and recommendations of Ukrainian, European and American societies (Jamboard, Padlet). Separately, you can offer to prepare an interesting case from practice to visualize the topic. It is also proposed to make a test final control on such platforms as Edmodo.com, Quizlet.com, Kahoot.com, Moodle.com, etc. The teacher summarizes by making comments and arguing their conclusions.

Therefore, the use of various forms of interactive learning is a promising area to ensure the introduction of blended learning in higher education institutions, especially for continuing professional development of specialists, including doctors and pharmacists.

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