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**INTERACTIVE METHODS OF LEARNING FOR PHYSICAL EDUCATION
AND SPORTS UNIVERSITIES**

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Abstract. *The article proves the necessity of innovative educational technologies, presented by interactive methods, in professional training of the teacher of physical culture. Active forms and methods of teaching aimed at forming key professional competencies at future specialists are presented.*

Keywords: *education, interactive methods, students, teacher, physical culture.*

Actuality. The most important task of the higher education system is searching for active methods for optimizing and intensifying the educational and cognitive activity of students through the disclosure of their spiritual and physical potential. Innovative production requires from a future specialist the ability to see the actual-progressing reality in the daily labor process, anticipate the impending changes, i.e. flexible thinking and acting in the same innovative, reorganizing mode [7]. In this turn, it necessitates (in the process of professional education of the future specialist) *general cultural* (multilateral) development of a specialist as an individual [3]. Thus, in addition to the professional competencies it's necessary to perform a particular type of work, there is a need to form general cultural competencies, which are such personal abilities to realize their professional development in a production situation that are necessary for specialists in the conditions of frequent technology changes in production.

Interactive methods– these are teaching methods based on the student's interaction with each other. Interactive learning is a special form of organization of cognitive activity, a way of learning, carried out in the form of joint activities of students. All

participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of others and their own behavior, immerse themselves in the real atmosphere of business cooperation in resolving the problem. One of the goals is to create a comfortable learning environment, such as student to feel his success, his intellectual viability, which makes the learning process more productive. The educational process should be organized in such a way that practically all students should be involved in the process of learning, so that they can understand and reflect on what they are knowing and thinking. The peculiarity of interactive methods lies in the high level of mutually directed activity of the subjects of interaction, the emotional, spiritual unity of the participants. Interactive activity in the classroom focuses on five main elements [1]:

- positive interdependence;
- personal responsibility;
- facilitating interaction;
- teamwork skills;
- group work.

The aim of the article is to substantiate the relevance of the use of interactive educational methods in the system of high school physical education to improve the training of students.

Main material. In the system of higher education, the interactive method of teaching involves such a process of interaction between the teacher and students, in which the transfer of knowledge and acquisition of skills and skills by the teacher is not just in the mode of conversation and dialogue, but in the conditions of establishing interaction between students, the ability to work in a team, formation of tolerance to the point of view of each participant of the educational process, respect for the right to freedom of expression, respect for self-esteem. In addition, interactive teaching methods are based on the predominance of self-activity of students in the process of their learning and cognitive activity. The teacher at such classes directs the student's activities to achieve the goals of the class by developing interactive tasks, during which students, interacting with the teacher and with each other, studies the educational material [3].

In the modern scientific literature devoted to the problems of managing innovation processes in the field of educational activity, the complexity and multidimensionality of this process are noted [5, 6]. Special attention is focused on the fact that an innovative approach to teaching students should be systematic and cover all aspects of educational work in the preparation of future specialists. At the same time, theoretical and practical approaches to the content of education, professional and pedagogical training of teachers, the development of new technologies and teaching methods should be revised.

In modern psychological and pedagogical literature, it is noted that innovative methods are reflected in many learning technologies aimed at developing and improving the educational process and training specialists for professional activities in various spheres of modern society [5]. They create conditions for

the formation and consolidation of professional knowledge and skills of students, contribute to the development of professional skills of the future specialist. The use of innovative methods by teachers in the learning process contributes to overcoming stereotypes in teaching various disciplines, developing new approaches to professional situations, and developing students' creative and creative abilities.

The content of the training material of physical culture can be presented in electronic form (slides, videos, graphics), and students can master this training material by interacting with each other, conducting exercises in fitness, aerobics, etc. At the same time, teachers of specialized departments of the universities can develop methodological support for the managed independent interactive work of students on the development of various types of physical activity.

For example, as a result of the videotape, training videos can be created, referring to which, students can get acquainted and master the original techniques of aerobic gymnastics using dynamic and static stretching, fitness programs of various kinds, including treatment-and-prophylactic for students of special medical groups. The content of programs can be developed taking into account the individual-typological characteristics of students, the level of their physical and motor readiness.

Innovations in education are necessary because they require a creative approach to the teachers training, which qualitatively affects the personal growth of students. The following innovative methods can be distinguished: the portfolio method, the problem presentation method, the project method, the problem-search methods, the students' research activity built into the educational process, problem-

based learning, practice-oriented and creative activities, lecture-visualization, the use of information technologies in learning [2].

The portfolio method is a modern educational technology based on the method of authentic assessment of the results of educational and professional activities. A portfolio is a systematic and specially organized collection of evidence that serves as a way of systemically reflecting on one's own activities and presenting its results in one or more areas for the ongoing assessment of competencies or competitive entry into the labor market.

The problem presentation method – a method in which the teacher, using a variety of sources and means, before setting out the material, poses a problem, formulates a cognitive task, and then, revealing a system of evidence, comparing points of view, different approaches, shows how to solve the problem. Students become witnesses and accomplices of scientific research.

The project method is a learning system in which students acquire knowledge and skills in the process of planning and executing gradually complexing practical tasks-projects. Work on the project begins in the classroom, students continue at home, and the presentation is carried out in the classroom.

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When presenting a project, not so much knowledge is appreciated as the efforts of the students (each has its own “plank”). If a weak learner is able to state the results of the group's joint work, answer the questions, then the goal is achieved.

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

The use of interactive forms and methods of training in the process of practical training in the university allows you to:

1 – student to gain experience in actively learning the content of future professional activities in conjunction with practice;

2 –the training group to get the skills of communication and interaction in a small group, the formation of value-oriented unity of the group;

3 – the system *teacher – group* to acquire a non-standard attitude to the organization of the educational process, to form a motivated readiness for interpersonal interaction, not only in school, but also in professional groups.



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