

## USE OF INTERACTIVE METHODS IN UNIVERSITIES

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**Annotation:** According to the standards of the new generation, a verbal teacher should be competent in his field and transmit a huge number of messages to the audience of students, as well as interest students in educational information, involving them in the educational process.

**Keywords:** individual work, opinions of children, educational activities

Interactive teaching methods include: group interaction, which includes educational discussions, solving case problems, performing creative tasks, writing essays, a round table, compiling a Portfolio folder, using verbal and visual presentations in PowerPoint — this is not a complete list that contributes to optimal effective learning. These teaching methods increase the ability of students to identify and structure problems, collect and analyze information, prepare alternative solutions, if necessary, and choose the most optimal option from a number of alternatives, both in the process of individual work and in group interaction. The purpose of the interactive method is to create comfortable learning conditions in which the student feels his success, his intellectual viability, which makes the learning process itself productive, to give knowledge and skills, as well as to create a base for further work.

The number of training techniques that can be used in the learning process is quite large. A linguist can also develop new techniques depending on the purpose of the lesson, i.e. actively participate in improving, improving the educational

process and their own professionalism. For example, in textbook of M. T. Baranov.

Role-playing is a methodical method of teaching speech by a communicative method. It consists of such situations in which each participant in the pedagogical process receives a fictional role, i.e. the projection of knowledge into life [3].

Students are asked to choose the role of one of the morphemes. The student with the role of the root starts the game first. He suggests any of the roots, and the rest of the students with the roles of prefix, suffix and ending take turns complementing his root. Thus, children can clearly see how the meaning of a word changes after joining morphemes. Many teachers believe that the "What do you think?" technique is productive, thanks to which students can express their opinions, learn how to build their speech competently. This type of interaction may include elements of discussion, since the opinions of children on a particular issue will differ from each other.

This technique allows the wordsmith to take full advantage of his professional imagination. Thus, interactive techniques in teaching the Russian language: step-by-step reception, search for correspondences, the "right-wrong" technique, classification, role-playing, brainstorming are active ways of joint activity in which the situation is modeled, actions are evaluated, students self-actualize in various types of training sessions.

The key concept defining the meaning of interactive methods is interaction. It is understood as direct interpersonal communication, the most important feature of which is the ability of a person to accept the role of another, to imagine how he is perceived by a communication partner or group, to interpret the situation and design his own actions. Such an essential feature of interactive interaction as mental activity allows the teacher not to translate ready-made knowledge into the consciousness of students, but to organize their independent cognitive activity, independent performance of various mental operations (analysis, synthesis, comparison, generalization, classification), as well as to combine various forms of

organization of mental activity: individual, pair and group. It is the activation of my activity that should contribute to improving the quality of students' knowledge.

Analyzing the effectiveness of the use of interactive methods of teaching the Russian language and integrated teaching technology, I have developed a model for the use of interactive methods that allows students to activate their mental activity and contribute to increasing their responsibility for the level of knowledge. I present the model according to the stages of the lesson.

When choosing and applying interactive teaching methods in the classroom, general didactic factors should be taken into account: the purpose of the lesson; the features of the educational material; the individual pace of class work; the relationship between the teacher and students; the number of students.

The use of interactive teaching methods makes the learning process diverse, increases students' motivation to learn and interest in the subject, develops creative activity and teaches them to think independently, creates conditions for the full development of personality.

One of the most effective ways to mobilize knowledge and show how it can be applied in practice is the project method. Since the project method is based on the development of cognitive skills of students, the ability to independently construct their knowledge, navigate the information space, the development of critical and creative thinking, then it (the project method) is used not only in the development of projects, but also in the classroom, using elements of creative technology.

The possession of interactive learning technology and its use in the educational process, including in Russian language lessons, will undoubtedly contribute to the development of students' qualities that meet the processes taking place in life today and the requirements prescribed in the state standards of the new generation.

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