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THE ROLE OF INTERACTIVE METHODS IN PRESENTATION OF TEACHERS COMPETENCE IN OSH STATE UNIVERSITY, KYRGYZSTAN

Abstract: This article is describing teacher's competence and skills in daily interactive teaching educational process. Competent teachers experience and teaching methods were implemented through the experiments, which were aimed to train students and bringing them to the knowledge, forming abilities and skills, to raise and develop creative positions in personal level. Competent teacher is able to promote creative activities of students, which are key functions in strengthening students learning and creative approaches in gaining knowledges. Learning strategies, students activity phases, active and interactive teaching methods showing teachers competence have been explained schematically.

Key words: competence; recognition; understanding; psychology; pedagogy; subject; education process; action; reflection.

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Introduction

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Interactive classes and learning in the process of psychological and logical education are containing elements of three components such as: 1.Warming up; 2.Undesrtanding; 3.Thinking of the main problem and be able to arrange it. Possibility to establish these three elements in higher education, allows obtaining of student's psychological skills, education, and knowledge will be effective from the scientific point of view. These three phases of individual, pair and team works carried out through the use of interactive methods in pair with various strategies. Such creative activity among competent educators and students is temporary ability to organize and control activities, as seen in this article. At the same time, let us define effective learning process and the competence of higher learning. The science of learning (Weinstein et al. 2018) has made a considerable contribution to understanding the effective teaching and learning

strategies as represented in the Table 1. Teaching and learning methods can be categorized into active (Gleason et al. 2011; Baepler et al. 2014; Tharayil et al. 2018), interactive (Kennewell et al. 2018; Yakovleva and Yakovlev 2014) and innovative (Subramanian and Kelly 2019) methods.

A competent teacher is able to imagine technological map of teaching procedure and didactical methods (Bidabadi et al. 2016) in each stage of teaching used in particular psychological situation. It is important to define effectiveness and efficiency in higher education to achieve planned goals, as *quantity* of education is important, *quality* of education is measured by performance of students in standard international tests (Johnes et al. 2017). For the current period, as required by the competent teacher training to understand the evolution of new technologies, the subject of objective material can be considered as a "making reflection stage".

Connecting former situation with the new material can be referred to *invitation*, and

*understanding*s is characterized by subjects sympathizing to each other, treating with tolerance, and ability to feel thinking of each other, directing the actions to goals. Thinking is results prove *invitation*, and *understanding*s stages. Competence of professionals can be seen by their ability to use interactive methods in teaching and learning process. A number of scientists including: A.N. Leontiev, A.V. Berdilinskiy, P.Y. Galperin, L. Rubinstein, P.N. Landa, T.V. Kudryavtsev, B.R. Nedina, A. Matyuskin, M. Mahmutov, K. Imanaliev, B. Alymov, A.A. Sheyman, I. Bekboev, E. Mambetakunov, S. Baygaziev, N. Ishekeev, I. Saludinov and A. Muratov wrote a lot of books on this topic. However, the scientists' educated professionals improved creative thinking skills, knowledge, education; and secondary special educational institution teachers, professors have studied ways to improve the competence. One way to set the above issue is ability of professional to use new technologies in each class and their performance. This is because issue of improving the professionals' competence is required for globalization of modern education is important nowadays (Loyko et al. 2015).

This article is describing competence of specialists in secondary special educational institutions, their knowledge, ability and skills to be a strong in effective, competent teaching. As it was noted by H.Y. Liymets, L.V. Puglyaeva, R.T. Sverchkova, Y.A. Goldshtein, and T.K.Tsvetkova, there are a lot of ideas and strength of activity, resolution, and quality during group work than in pair work. Therefore, competent teacher is responsible for succeeding of students in the right direction and their psychological developments.

2. Research methods

Competent teachers' ability bringing students to the knowledge develop workmanship abilities and skills (Vermunt and Van Rijswijk 1988); raise of creativity in the personal level was implemented through the pedagogical experiment methods (Carter et al. 2017).

3. Results and discussions

Scientific presentations based on results of our study were presented in the national, regional and international conferences. Special training seminars for faculty staff were held and their provisions have been processed. Principles, skills were offered to teachers and upgrading technology manufacturing. Students' individual behavior is divided into 4 phases initiating action, individual, pair and group works, real action and implementation of given activity. Action stimulating is achieved by warming up; activity works are required understanding of each other, real action and implementing of activity are achieved by thinking of students, as shown in the Scheme 1.

We have also noted several times about necessity in development of critical thinking skills of students for quality education. To achieve this objective, competent teacher should implement previously noted three of psychological and logical components shown in the Table 2 during the educational process, which are including: 1. Warming up; 2.Understanding; 3.Thinking of the main problem and be able to arrange it. Teaching methods are divided into *active* and *interactive* types as shown in the Scheme 2.

Here we gave descriptions of some interactive teaching and learning methods used in higher education classes.

Brainstorming: In this type of interactive method can it be a lesson or seminar; participants are divided into two groups: "generators of ideas" and "sub-assessment activities". In order to solve the problems, students find ideas, suggestions, and write them on a paper. This method cannot replace students' talents, knowledge and experience, but able to activate their minds and thinking.

Case-study: This method let students to analyze specific situation, where students' discussions find optimal solutions of problems (information search, evaluation and self-assessment) aims to characterize the analytical activity. For example, in development of manual for one discipline, practical situations for each subject will be considered, and inclusions of additional possibilities with their solutions will be observed and analyzed. According to recent requirements a video-case will form between students and competent teacher by using communicative technology. This method develops students' competent skills: analytical, practical, creative, communicative and social skills, and aimed to create specific knowledge in students, teachers and directed to the development of intellectual capacity.

Carousel method: In this method students sit as circles in front of each other, and the students who find the answers to the problematic questions will move to inner part of circle. Correct answers will be analyzed and necessary conclusions will be made.

Project method: Here students will be divided into subgroups to perform variety of tasks on the same topic. After each task is performed, results of research group make presentations. As a result, all students will be able to understand new topic in full. In the project-based learning students will be able to build up and direct their own learning, develop their creativity, prefer to solve problems in cooperation (Ergül and Kargın 2014). Interactive teaching is mainly achieved through dialogue, training, and as a result of interaction between student and the teacher, the student's response will be fulfilled.

Specific psychological site of teaching in warming up stage by teacher, is building a problematic situation. Because thinking process of student as a subject is starting from this situation. The new topic is the subject of any social events, and start thinking

about it, conflicts, contradictions, and its internal psychological problematic situation (Dostál 2015) occurring in a clear signal for the student is the most important component.

Understanding differs by special functional property than *warming up*. According to A.I. Krasilo and A.P. Novgorodtseva pedagogical phycology work it was explained that every cis dividing into four phases: 1st phase – exciting activity developing; 2nd phase – in various forms: individually, in pairs, in groups, by using the different kinds of strategies, combining two subjects in based on multi stage knowledge and strength of psychological contact. Psychological contact of any action is specified by the individual interests. 3rd phase – real activity; 4th phase – is carried out according to action. In our understanding, 1st and 2nd phases are knowledge essence given by a teacher, where students need to be practical and further deepened or is carried out by means of interaction between a teacher and a student. Mechanism of entity-relationship between two subjects is arising from the same action; same union and problem-solving peculiarities, tolerance and psychological well-being, depending on external behavior treating each other. The reason is that understanding stage in teaching process can be considered as individual, pair and group first stage of activity. The basis of effective learning process and joint ideas of this feature is competent instructor's teaching tribal practices, joint training activities, joint structure to facilitate collaboration, learning, etc. To achieve an effective teaching, higher education faculty members should be awarded of barriers and requirements as a way to improve teaching quality (Shirani et al. 2016). For competent teachers, the main idea of the joint promotion (Szadkowski 2019) is a subject of activity which includes three interacting with each other factors such as: listening to the opinion, thinking and making conclusions, resulted in the development of students' creativity shown in the Scheme 3.

Nowadays, game-based learning technologies are applied mainly in the field of STEM education, in which curriculum is based on four specific disciplines such as: science, technology, engineering and mathematics with an interdisciplinary and applied approach (Ceresia 2016).

Conclusions

The process of understanding issued by the competent teacher education and training process will be held with the two subjects with conventional organic connection. For the current period as required by the competent teachers training methodic to understand the evolution of new technologies and the subject of objective materials, it can be considered as "making reflection stage". Issue of improving the professional competence of specialist is required for globalized modern education. Regulations and provisions based on the results of this study have been proceeding in special trainings and faculty seminars.

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