The Role And Importance Of Using Interactive Methods In The Education Of Professional Competence Criteria Of In-Service Teachers

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ABSTRACT

This article discusses the form, methods, and means of interactive methods used in educating the professional competence of teachers in advanced training, their role, and significance, as well as the effectiveness of using these methods in educating such professional criteria for teachers as general professional, personal, communicative, self-developing.

It is of particular importance that the training sessions, which incorporate the training of the professional competence criteria of the teachers, reflect the innovative technologies. Increasing the activity of teachers in training depends on the nature of teachers' internal activity, direction, and activity. It is the characteristics of teachers' activity, level of independence, and creativity that serve as important criteria for educational and educational methods conducted with teachers. Innovative methods of education are one of the important tools in training the criteria of professional competence of teachers in training. Comprehensive use of innovative pedagogical technologies in training sessions with teachers leads to high efficiency in the professional training of teachers. Also, we should emphasize that the use of interactive methods is of particular importance in training the criteria of professional competence of in-service teachers. The following methods and tools of interactive methods are used to educate the criteria of professional competence of teachers in training:

1. Techniques of discussions.

Competent orientation: these technologies of education educate teachers' social-personal and general cultural competencies and ensure positive and communicative interaction among teachers.

Dispute (discussion) is a collective (public) discussion of topics (problems) of scientific, moral, and societal importance.

Disputant - a person who participates in discussions (disputes).

Argumentation - being able to give proof.

Debate - exchange of opinions on some problem (question).

Usually, no less than 5 discussion questions are put forward for discussion (dispute). For example. "What are the differences between professional skills and professional competence of a teacher?" The dispute on the subject may include the following questions: 1. What is the professional competence of a teacher and how does it differ from professional skill? 2. What qualities unite and separate these concepts? 3. What are the criteria of professional

competence and professional skills reflected? 4. Which professional characteristic of a school teacher: professional competence or professional skill do you think should be highly developed? 5. How do you approach the idea that "a teacher's professional skills must be well-educated from his professional competence"?

The fact that discussions (disputes) had an effective effect on teachers in training can be determined by the development of professional competence indicators, such as activity, argumentation, confidence, the ability to leave one's position during the discussion and lead to the truth

2. Organization of group training using training technologies.

Pedagogical training used in training the professional competence of the teacher is considered one of the types of games organized to develop the correct model of the teacher's professional behavior and to train his professional skills.

The purpose of the pedagogical training is to educate the criteria of the teacher's professional competence and to develop the skills of the teacher's professional education**.**

Training for in-service teachers:
- education of communicative competence criteria of the teacher;
- overcoming various spiritual and spiritual obstacles;
- Formation of skills to overcome conflict situations encountered in professional activity;
- is held to train the skills of working on oneself.

Pedagogical training includes various activities. Including:
- Role-playing games;
- Group or teamwork;
- Interactive games;
- Practical assignments.

Pedagogical training is conducted in the following stages:

1. Organizational stage: begins with the introduction of the leader, explaining the topic and purpose of the training.

2. Motivational stage: the teacher incorporates various training exercises of professional competence criteria. For example, "I describe innovation", "Correction of professional stress" and others.

3. Theoretical stage: theoretical information on the selected topic is explained in the training, assignments are given, then pedagogical exercises are conducted, and the theoretical stage is completed with theoretical lectures.

4. Practical stage: organized with the help of interactive games and exercises. For example, the interactive game "Charkhpalak", and the interactive exercise "Mirror".

5. Reflexive stage: organized by the training participants wishing each other sincere wishes.

6. Pedagogical training ends with the participants' impressions from the training sessions and mutual exchange of ideas on increasing professional innovative activity.

3. **Design method**

Integrative pedagogic-psychological seminar - as the final stage of practical training on the topic "Socialization and education - a vector that educates the future of society and the individual".

In training sessions with teachers in advanced training, a binary lecture on the topic "Socialization and education - a vector that educates society and the future of the individual" will be organized in advance with the participation of two speakers: the first speaker - on pedagogy, the second speaker - on psychology.

Protecting the project *"Future person - future of the school - future society".*

Project protection time - 15 minutes.

Competing groups ask each other difficult questions one by one. One minute will be allotted to discuss the answers. In this, the questions asked by the group participants (completeness, content, originality) and answers (accuracy, proof, conciseness) are evaluated.

Evaluation criteria:
- meaningful composition of questions and answers;
- relevance - social and practical importance;
- quality of preparation - availability, clarity of ideas;

Each of the groups can also be asked the following questions:

✓ What qualities of professional competence should be formed in modern teachers in educating the young generation who are the future of our country?

✓ Development of existing options for the image of a modern teacher - a future teacher: 1) what personal qualities a modern teacher should have; 2) what kind of professional competence criteria should have - reflect professional competence criteria and qualities in a hierarchical sequence one by one: first, second, third, etc.

Such group work is important for the interaction of the participants in the group, for the education of the sense of responsibility in the participants, and for the education of the techniques of cooperation.

In conclusion, it should be said that the use of interactive and innovative technologies of education, rather than traditional teaching methods in training professional competence criteria of in-service teachers, leads to increased interest in their profession, more use of educational innovations in their professional activities, filling of informational gaps encountered in their professional activities, independent research, increasing interest in research activities, self-discipline, work on oneself, etc., are important in educating the criterion of several qualities.

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