Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department

Collective Monograph

Training of Specialists in Language Activity and Professional Communication

Dnipro, 2025

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INTERACTIVE TECHNOLOGIES IN THE PREPARATION OF FUTURE VETERINARIANS FOR PROFESSIONAL COMMUNICATION

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Abstract. *The article is devoted to the peculiarities of the use of interactive technologies in the process of preparing future veterinarians for professional communication where all participants interact, exchange information, solve problems, and evaluate their own actions. Interactive technologies are based on an activity-based approach and include the use of interactive learning methods, an organic combination in the learning process of various learning tools, traditional and innovative forms of learning based on the principles of their feasibility.*

The effectiveness of the use of interactive technologies in preparing the future veterinarian for professional communication has been proven. This kind of learning technology creates conditions for the development of independence, forms and develops creative abilities and communicative competences.

It was established that interactive learning technologies are teaching students so that they can actively participate in this process. This occurs through: teacher-student interaction, student-student interaction, use of images, audio and video materials, hands-on demonstrations and exercises. Some of the possible types of classes based on the use of interactive technologies are presented.

The use of interactive technologies in the professional training of future doctors of veterinary medicine will contribute not only to the improvement of the process of professional education of students and better assimilation of theoretical program material, but also to the general development of future doctors, providing each of them with optimal opportunities for personal development.

The advantages of using interactive teaching methods have been identified, namely: increasing student motivation, better memorization of educational material, development of critical thinking, practicing teamwork and cooperation skills, formation of communication skills.

Key words*: interactive learning technologies, professional communication, interactive learning, higher education institution, learning methods, interaction.*

Introduction. Modern education sets many tasks, the main of which is the training of qualified specialists, motivated, purposeful and able to adapt to market requirements, to the growing demands of consumers, who realize themselves in the professional sphere. An important component of the training of specialists in the field of agriculture is the formation of practical skills for performing professional functions. To ensure the conditions for training a future specialist in real conditions of future professional activity, practice is provided. Professional skills can also be practiced in classes in professional disciplines in conditions close to real ones. For this, it will be advisable to use active and interactive teaching methods that will

reflect the essence of the future profession and form the professional qualities of specialists.

A research problem. The use of effective forms and methods of interactive technologies in the professional training of future veterinarians requires testing optimal samples and models of interactive interaction that can be used by graduates in practical work in their specialty. We outline the justification of the feasibility and direction of using individual interactions in the training of future doctors of veterinary medicine as part of a general problem that requires in-depth research.

Relevance of the research. Future veterinarians must not only master the ability to understand and produce complex information on topics of personal, social, and educational aspects of life; use the language fluently, grammatically correctly, and effectively in conversation on personal and general topics, but also learn to use a foreign language for the purposes of professional communication within a specific specialty. Interactive teaching methods can be a means of increasing students' interest in learning foreign languages, making this process more exciting and rich.

Analysis of publications. In modern conditions, an important requirement of society for a person is not encyclopaedic knowledge, but the acquisition of certain skills and abilities that contribute to the development and self-realization of the individual. This task is largely solved by introducing innovative technologies, among which interactive teaching methods play an important role [1, p. 58].

Disclosing the essence of interactive technologies in higher education has been the subject of research by many scientists who consider interactive approaches to be the most effective, since they put the higher education student in an active position of independent learning [2, p. 225]. Analysis of publications on the use of interactive technologies makes it possible to note that a significant number of studies have been devoted to this problem. In particular, O. Pometun analyzes the possibilities of using interactive teaching technologies during classes at the modern level [3]. The psychological foundations of using interactive teaching methods in the process of training specialists with higher education are studied by T. Dutkevych [4].

Interactive technologies as a component of the educational process have also been studied by N. Hai, V. Melnyk, I. Pidlasyi, L. Pirozhenko, M. Skrypnyk and many others. Numerous works indicate that this problem has been comprehensively studied in domestic pedagogical science; however, the use of interactive technologies in the training of future veterinarians requires generalization.

The aim of the article is to investigate and determine the essence and specificity of interactive technologies in the educational process; to establish the conditions for their use in the formation of a professional personality and skills in the process of training future veterinarians.

Objectives of the research. To identify interactive technologies those ensure the effectiveness of teaching foreign language professional communications in the higher education institution. The main task of professional higher education at the present stage is to train a qualified employee of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards.

Scientific novelty. The use of pedagogical technologies in the professional training of future veterinarians is becoming more relevant, which will allow students to test effective models of interaction in order to master the skills and abilities of interpersonal, intercultural and mass communication in oral and written form, demonstrating the ability to apply knowledge in practical situations. Thus, the use of pedagogical technologies based on active interpersonal interaction, such as interactive learning, in the professional training of future veterinarians becomes important.

Research material. In the process of professional training of future specialists, teachers use various models of innovative technologies for teaching students. Scientists distinguish between passive, active and interactive learning models depending on the participation of students in educational and cognitive activities.

When using the passive learning model, the higher education applicant acts as an object that must learn and reproduce the material presented by the teacher or

contained in a textbook or manual or other source of knowledge. For example, during a monologue lecture, the teacher's explanation of new material, the use of demonstration methods, students mostly play the role of listeners and observers, and therefore only repeaters of the studied material.

Under the conditions of using the active learning model by the teacher, the use of methods that stimulate cognitive activity and independence of applicants is assumed. The student from time to time performs creative tasks, enters into a dialogue with the teacher. The main methods of work in active forms of learning: independent work, problem tasks, questions from the student to the teacher and vice versa.

The interactive learning model is widely used in higher education and is considered by scientists as one of the modern and productive innovative pedagogical technologies. The concept of "interactive learning" is based on the term "interactive" – capable of interaction, dialogue.

Interactive learning technologies in the training of specialists of various profiles attract the attention of many scientists. Thus, O. Pometun notes that since 1975, thanks to the German researcher G. Fritz, the term "interactive pedagogy" began to be used, who defined the main goal of the interactive process as changing and improving the behavior models of its participants. [5]. Interest in interactive learning technologies is due to the fact that "interactive approaches today are the most effective, since they put the knowledge seeker in an active position of their independent development" [2, p. 225]. Modern researchers often turn to designing interactive innovations in the educational process and using interaction in the training of future professionals to enhance learning, etc.

For the most part, the concept of "interactivity" means the relationship between two or more variables. Interactivity is the ability of people to interact with each other and direct their influence on each other.

The term "interactive" (from the English interact, where "inter" – mutual and "act" – to act) is used in the understanding of the ability to interact. The essence of this innovative technology is that the educational process takes place under the condition of constant, active interaction of all participants. It is believed that "the

developmental educational process in the context of dialogue is the active interaction and communication of its participants, that is, interaction" [12, p.15].

The main feature of interactive learning is the use of students' own experience when solving problem issues. They are given maximum freedom of mental activity when building logical chains.

The main features of interactive learning:

• expansion of cognitive activity – the learning process is built in such a way that everyone is encouraged to actively learn through multilateral communication, group work and creative interaction;

• a situation of mutual learning – everyone can express their opinion and reflect, relying on their experience and knowledge; truth and meanings are outlined in polylogy and interaction, and are not transmitted by ready-made knowledge;

• a situation of success – there is an atmosphere of goodwill and mutual support, which allows everyone to feel comfortable, actively act, celebrate their own successes, the achievements of others and the achievements of the entire group;

• a variety of forms of work that replace each other – individual, pair, group work, work in teams;

• variety of learning formats – research processes, business games, work with documents, various sources of information, creative tasks, etc.;

• combination of different types of activity of participants: physical (motor activity); social (activity in the social environment – communication, interaction, mutual perception); meaningful in relation to the topic of the training.

The purpose of interactive interaction is:

- creating conditions for involving all students in the learning process;

- providing everyone with the opportunity to understand and reflect on what they know and think;

- creating an atmosphere of cooperation, interaction, cooperation;

- creating comfortable learning conditions that would cause each student to feel successful, intellectually capable, secure, and significant;

- productive learning, constant interaction with real-life examples, the subject of activity, and the application of acquired knowledge in everyday life.

Interactive learning is a special form of organizing cognitive activity, which has a specific, predictable goal to create comfortable learning conditions in which each participant in the educational process feels their success, intellectual ability [5].

Interactive learning technology as a system contains the following components:

1) clearly planned learning goals – a clear qualitative and quantitative expected result of the process in the form of educational achievements of education seekers;

2) specially selected and structured learning content;

3) interactive forms, methods and techniques, with the help of which learning is organized and the active activity of education seekers is stimulated; learning tools adequate to the goals, forms and methods;

4) mental and educational actions and procedures in the form of a system of cognitive tasks, with the help of which education seekers can achieve the planned results;

5) organizational and psychological and pedagogical conditions that allow for effective planning and implementation of interactive learning.

The main pedagogical idea of using interactive learning technologies is to activate the mental activity of education seekers, update basic knowledge, individualize the educational process, provide the opportunity to independently comprehend the meaning of the acquired knowledge for its use in practice, and cultivate a positive attitude towards the subject.

Five main requirements for successful learning in the mode of interactive technology are distinguished:

1. Positive relationship – group members must understand that joint educational activities benefit everyone.

2. Indirect interaction – group members must be in close contact with each other.

3. Individual responsibility – each student must master the proposed material and be responsible for helping others, but more capable students should not do the work for someone.

4. Development of teamwork skills – students must master the interpersonal skills necessary for successful work, for example, distribution, planning tasks.

5. Evaluation of work – during group work, special time must be allocated so that the group can evaluate how successfully it is working.

Interactive technologies are a type of information exchange between students and the environment. The following three modes are characteristic of this exchange: extraactive – information flows are directed from the subject to the object of study, but circulate mainly around it, without penetrating inside the object; intraactive – information flows are directed to the object of study and cause active mental activity, locked inside it; interactive – information flows penetrate the consciousness, cause its active activity and generate a reverse information flow; they alternate in direction or have a two-way nature. This mode is characteristic of interactive technologies.

The use of interactive technologies in the process of training future specialists consists in bringing classroom learning closer to the practice of professional activity. In this case, the following factors become important: the student gets into such an educational environment where he takes an active cognitive position and, in cooperation with the teacher and fellow students, develops as a subject of activity; opportunities are created for combining the student's educational activity with his professional activities, and thereby for the formation of his professional competence.

The implementation of interactive technologies should be based on the following principles:

The principle of humanization. It means the orientation of higher education towards the development and formation of subject-subject relations between the teacher and students, the upbringing of national dignity and respect for other peoples in future specialists. Its essence lies in the affirmation of the priority of universal human values over economic, industrial, technocratic and other goals of society.

The principle of individual support in educational activities. It involves the creation of conditions for choosing an individual trajectory of studying educational material, regulating the pace of its assimilation, and deep adaptation in intellectual systems of learning support that correspond to the model of the learner.

The principle of awareness and responsibility. Awareness implies responsibility. It is important to move from the motivation of "avoiding failures" to the motivation of "achieving success", changing the direction "from" to the direction "to". The teacher's responsibility is to help the student discover what he is endowed with, what he can really dispose of to solve the tasks set, for the most complete self-realization of his potential. Through awareness, each student gains access to their own resources. Thus, the teacher is responsible for the process of achieving the result, and the student is responsible for the result and actions related to his achievements.

The principle of interactivity. Provides a multi-faceted presentation and consideration of any problem, transforming the traditional activity of the teacher into the activity of the students themselves, encouraging them to independently search for information, exchange knowledge, opinions, develop teamwork skills, and interact in a group.

The principle of dialogization. It manifests itself in the prevalence of dialogue in educational interaction, the development of the ability to see the strong and weak aspects of the interlocutor, be critical of the information received, distinguish between biased and unbiased information, identify differences in the positions of the dialogue participants, and understand the position of the interlocutor.

The principle of tolerance (from Latin tolero – "to bear", "to hold", "to endure"). Tolerance is the leading quality of a person, which characterizes a tolerant attitude towards other people, regardless of their ethnic, national or cultural affiliation, a tolerant attitude towards other views, characters, habits; a sign of self-confidence and awareness of the reliability of one's own positions; it is expressed in the desire to achieve mutual respect, understanding and coordination of diverse interests and views without the use of pressure, mainly by methods of explanation and persuasion.

The principle of personal freedom. It is implemented by providing each student with the opportunity to self-realize in various types of interaction and role functions due to freedom of choice in accordance with one's own abilities and interests.

The implementation of interactive learning involves providing psychological and pedagogical support, individual support for the educational activities of each

student. We are not talking about any form of assistance, but about support based on preserving the maximum freedom and responsibility of the student for choosing a solution to the problem.

Psychological and pedagogical support involves the student's desire to receive help from a teacher or a more experienced friend. This manifests his subjective, personal attitude to a whole range of interrelated factors. This includes the attitude to the activity itself, which can be both significant and ordinary, sympathy for the teacher who offers his help, and to fellow students with whom direct communication and interaction takes place. In other words, the student must be programmed for cooperation, which is possible only in the presence of a special system of relationships and value orientations, harmonization of the personal and social spheres.

Providing psychological and pedagogical support, individual support for the educational activities of each student requires changing the position of the teacher from an informant, knowledge translator and controller to the following positions:

Teacher-consultant. It assumes the absence of traditional presentation of the material by the teacher, the replacement of the educational function with consulting both in real and remote mode. The main goal is to teach the student to learn.

Teacher-moderator. The basis of modeling is the use of special technologies that help organize the process of free communication, exchange of opinions, which lead the student to make a decision through the implementation of internal capabilities. The main methods of work of the teacher-moderator are those that encourage students to activity and activate them, identify their problems, organize a discussion process, and create an atmosphere of friendly cooperation. The teacher-moderator acts as a mediator who establishes relationships between students.

Teacher-tutor. Teacher-tutor provides pedagogical support to students. The activity of a teacher-tutor is aimed at working with the subjective experience of the student, analyzing his cognitive interests, intentions, needs, personal aspirations. Communication with tutors is carried out through tutorials, seminars, self-help groups, computer conferences. The task of a teacher-tutor is to help students get the most out of their studies, monitor the progress of their studies, provide feedback

during the completion of tasks, conduct group tutorials, advise students, maintain their interest in learning throughout the study of the subject, and provide the opportunity to use various forms of contact with them (personal meetings, e-mail, computer conferences).

Teacher-facilitator. A teacher-facilitator accepts and understands the inner world of his students, remains friendly, helps in solving difficult issues, and creates favorable conditions for interactive interaction in the learning process. There is no single classification of interactive learning technologies. Scientists combine them into different groups.

Regarding the dialogue participants, the following interactive learning technologies are distinguished:

1) the human-human system: business, role-playing games, group work, discussion, brainstorming, etc.;

2) the human-machine system: virtual reality, computer games, interactive tools, etc.;

3) the human-machine-human system: distance learning, local and telecommunication technologies, computer testing.

The introduction of dialogical and discussion technologies transforms educational co-learning, mutual learning (collective, group, cooperative learning), where the student and the teacher are equal, equivalent subjects of learning. The teacher acts as the organizer of the learning process, a leader.

Dialogic communication is characterized by equality of the parties, the subjective position of the participants, mutual activity, in which each not only feels the influence, but also influences the other to the same extent through mutual penetration into the world of feelings and experiences, readiness to accept the point of view of the other party, the desire for complicity, empathy. The signs of such communication are: openness, goodwill between the subjects of interaction, a common vision of a certain situation, mutual orientation towards solving the problem, mutual understanding and mutual penetration into the world of the partner. The leading role in organizing dialogic interaction is assigned to the teacher.

To implement dialogic communication, it is necessary to create a "dialogic space", which provides for the following areas of activity of the teacher: dialogization of the content of the educational course through integration, polyphony, pluralism of the presentation of educational material; ensuring dialogic interaction of participants in the pedagogical process; creation of synergistic temporary or permanent educational teams; introduction of a system of problem-based and dialogical learning; organization of purposeful reflection (dialogue with oneself) as a means of self-improvement.

Dialogic and discussion technologies include dialogue, conversation, dispute, and discussion.

The technology of situation analysis was developed in the United States of America, namely at the Harvard Business School, where in 1910, in addition to traditional classes (lectures and workshops), additional (discussion) classes were introduced into the educational process in order to analyze a real management situation.

In Ukraine, the technology of situational learning is most widely represented at the Institute of Public Administration and Local Self-Government by specialists from the J. Kennedy School of Public Administration at Harvard University.

Today, the technology of situation analysis has become widespread as an effective tool in the process of professional training of future specialists of various professional directions. The implementation of this technology contributes to: the development of analysis and critical thinking skills; the formation of skills for evaluating alternative options in conditions of uncertainty; the refinement of the argumentation of one's own opinion, the testing of various mechanisms of influence (infection, suggestion, persuasion, imitation); the invention of a line of behavior in communication, the formation of the ability to give communicative meaning to non-verbal manifestations of students and teachers, etc.; expression of students' personal position in each situation, which in a particular case plays the role of a specific educational and educational communicative tool. In addition to the above, in the process of working with situations, students develop competitiveness, develop personal and collective responsibility, hone personal values and attitudes and acquire skills in reputation management and the formation of a positive image.

Professional training of students involves the use of game technologies that ensure their independent orientation in the motives of the actions of the protagonist, the choice and embodiment of external manifestations of his inner world, and the prediction of pedagogical influence. It has been established that the game provides the assimilation of information by 70% more than a lecture (for comparison: a student can reproduce 20% of the material after a lecture, 90% after a business game). That is, in the conditions of the game, the level of memorization or reproduction is much higher than in work or educational mandatory activities. Therefore, the game allows you to reduce the time for studying some disciplines by 30–50%, which is especially relevant in the conditions of finding time reserves. The game is a certain type of active learning that has its own patterns and characteristics, where the teacher and student are equal partners, and the learning process takes place in conditions of goodwill and constant interaction at the student-student, student-student, and teacher-student levels. The implementation of the game involves modeling life and professional situations, joint analysis and problem solving, which contributes to the effective formation of relevant skills, the development of one's own values, and cooperation. This allows the teacher to become a desirable leader for students in the field of knowledge and to ensure deep assimilation of theoretical material. In the training of future specialists, game technologies perform the following main functions: socio-cultural (is an effective means of socialization, assimilation of the values of a certain environment, information society); communicative (allows you to model situations and choose different ways to solve them: individual, group, collegial; introduces the student to the world of complex professional relationships); self-realization (ensures the achievement of personal success, personal growth through interaction with others); diagnostic (in game conditions, the student gets the opportunity to navigate the level of his knowledge, the formation of communicative skills); corrective (capable of subsequently correcting real communicative activity through playing conditional professional situations); entertaining (contributes to the diversification of the educational process, evokes positive emotions, creates a favorable atmosphere for communication with fellow students and the teacher).

Game technologies have the following characteristic features: reproduction of the specialist's work process; presence of a game modeling object; distribution of roles between game participants; interaction of game participants who perform certain roles (occupy specific "positions"), imitate the activities of a specific team; diversity of interests of game participants; presence of a clear professionally directed goal; implementation of a "chain of decisions" in the game process; fixing of events that are modeled in the game to certain points in time; presence of an extensive system of individual or group assessment of the activities of game participants.

During the implementation of various types of games, students perform quasi-professional activities. This activity can be characterized as both educational and professional.

Participation in game activities involves a change in the role functions of the teacher: not only does the teacher influence those who are studying, but they also influence the teacher, who, resorting to a pedagogical game, changes the activities of students, who are focused mainly not on the method of performing an action, but on achieving a certain result; the teacher influences the personality of students, their psychological and personal qualities, which contributes to the development of their confidence, responsibility, intelligence, imagination, attention, memory; joint gaming activities have a certain impact on relations in the group, fostering mutual assistance, mutual support, and mutual understanding of its members. Among the gaming technologies of learning, we distinguish: business, role-playing, plot-role-playing, interactive, situational, and socio-psychological games. They provide an opportunity for each participant of the game to reflect on their own experience, individual characteristics, in particular those that serve as a source of communication barriers, to reveal alternatives to behavior in the proposed situations, to "try on" them and test them in practice.

When choosing a specific interactive gaming technology, the teacher must clearly determine its place in the educational process, which depends on: the didactic goal of the lesson; the goal of the technology (learning new material, increasing the level of motivation, activating students' cognitive activity, forming certain

professional skills, personal qualities, etc.); the clarity of the statement of educational tasks; the readiness and attitude of students to interactive, gaming activities; the skills and professional skills of the game "director" (teacher), etc.

Training is a planned process of modifying (changing) the attitudes, knowledge or behavioral skills of a student through the acquisition of learning experience in order to achieve effective performance in one type of activity or in a certain field.

Training originated in the 19th century in medicine as a method of conducting psychotherapeutic work. In the 20th century, it became widespread in professional education as a form of training and in practical psychology as an effective technology for personal development.

There are interesting attempts to implement this technology in pedagogy, where the concepts of "educational training" and "pedagogical training" exist.

Pedagogical training is a form of educational activity aimed at acquiring knowledge, developing skills and abilities, and forming attitudes in order to increase competence in a certain area of a student's life.

Educational training is a pedagogical technology of learning, since it has a clear algorithm for use and guarantees the achievement of the planned result. Educational training is considered as an active educational activity of students, during which future specialists perform training exercises adapted to future professional activities under the guidance of a teacher-trainer on the basis of specially prepared instructional and methodological materials that meet modern requirements for professional activities.

Training technologies should be considered in the context of activity-based learning, they are based on the basic principles of game modeling (effect, exercise, association, communication, achieving expected results, etc.), and most importantly, they are balanced due to traditional and non-traditional imitation methods of learning.

The feasibility of introducing training into the learning process can be explained by the following functions performed: educational – mastering the discipline and forming the necessary skills and abilities; developmental – creating conditions for revealing creative potential and developing individual abilities;

motivational – setting up for active learning and psychological readiness for learning large amounts of information; communicative – establishing and developing contacts between students, forming a desire for cooperation with a high level of trust and perception of other team members; relaxation - relieving emotional tension caused by the load on the nervous system in the process of intensive learning.

Training technologies are an active form of training, as a result of which theoretical knowledge and practical skills are learned in a complex. At the same time, the necessary abilities are formed, methods of appropriate behavior and actions are mastered and methods of overcoming typical difficulties are identified and developed. Trainings contribute to the improvement and development of practical skills, bringing them to automatism, the formation of interpersonal interaction skills and the development of reflective abilities, changing stereotypes that prevent individuals from coping with non-standard situations in professional activities. The special structure of training programs allows for diagnosis (identification of unproductive forms of behavior for the purpose of self-knowledge), correction (self-improvement), formation (self-development) and consolidation of new behavioral strategies, their transfer from a form of activity to a fact of personal development, which allows students to feel confident, reduces the level of their anxiety and aggressiveness, and activates creative possibilities.

Among the main training procedures are:

- identification and assessment of problem situations, modeling of similar situations and rehearsal of desired behavior (a method of behavioral therapy, the use of which is effective in cases where group members need to learn new or strengthen insufficiently expressed forms of behavior);

- instruction (any intervention as a result of which the teacher prompts, hints or advises students when they face a difficult problem) and reinforcement (a positive assessment by the leader or other group members is a fact of reinforcement, stimulates, increases the likelihood of reproducing the necessary action).

The choice of a specific type of training always depends on the goals, characteristics of the group of participants (age, professional, etc.), the topic of the

classes and the level of complexity of the problems that need to be solved in the training process.

Training as a learning technology involves a certain phasing of actions.

1. Finding the grounds for dividing the content into parts, that is, choosing the principle by which the educational material will subsequently be structured.

2. Determining the number and nature of "steps", their orientation towards the content space of training.

3. Determining the appropriate method of transmitting educational information at each "step" of advancement.

4. Choosing feedback methods. This stage is a kind of "didactic password" for moving to the next "step". Training includes reflection and debriefing, as the most adequate and effectively operating feedback methods in this technology.

5. Formation of control systems based on comparing the real result with the standard.

Training using training technology has three main components: preparation for training; training itself (training activity); constant professional self-improvement.

The result of the training is considered positive when the training is over, and the group wants the classes to continue, and the students have the strength to work further.

Computer and communication technologies have become a completely obvious embodiment of the information revolution. The possibilities of computer communications are various forms of information interaction of remote subjects with each other (or subjects with remote resources), provided by one or another computer communication technology in the process of scientific and educational activities of subjects during the implementation of a certain pedagogical communicative task.

Interactive mode is a dialogic mode of communication between a person and a computer, as a result of which new information appears – the result of a person's action within the program.

There are four modes of cooperation with a computer as a communication partner: "passive use" (the computer performs only computational tasks); "reactive dialogue" (the computer issues tasks, and then evaluates them itself); "active

dialogue" (a combination of the first two); "interactive dialogue", in which the computer is more active than in other modes.

Computer communication includes all traditional types and forms of speech – oral, written, internal, monological and dialogical, which leads to the creation of a special form of communication – metacommunication, which removes space-time restrictions when working with various sources of information and determines a new pace and rhythm of the development of mental activity in the learning process. Computer communication can be deferred (e-mail, conferences) and interactive (personal and collective chats).

Information and communication technologies provide an interactive mode of working with educational material, a change in the professional position of teachers: from a carrier of ready-made knowledge and methods of work, the teacher turns into a leader, mediator, tutor, "architect of the learning environment", the educational contexts within which students spend optimal time discussing and solving creative tasks.

These technologies make it possible to create an atmosphere of mutual understanding, trust, and mutual demands between teachers and students, which contributes to the organization of unlimited dialogue with communication subjects, new business contacts, and analysis of solutions to common problems and achieved results.

Types of use of information and communication tools in the educational context:

• personal messaging. Electronic communication of students with other students, students with groups, groups with groups using e-mail, discussion groups, mailing lists as a single communication medium. Sometimes teachers and students use teleconferences, forums and Internet-connected "bulletin boards";

• free correspondence. The structure of telecommunication activities is similar to correspondence by regular mail. Since correspondence between students requires more attention than teachers can give, it is possible to develop a free exchange of information using e-mail between groups;

• global classroom. Correspondence using e-mail of two or more classes that study the same topic together, discussing what has been learned according to a predetermined schedule;

• electronic “meetings”. Synchronous, real-time communication between students and their “guest”, which occurs by alternately typing a message using the “negotiation” feature allowed by many e-mail systems;

• e-learning. Specialists of various profiles from FPE institutions connected via the Internet can act as electronic teachers who wish to familiarize themselves with special topics in an interactive mode (student communication with managers, politicians, writers, experts in a certain field of activity; as well as with electronic teachers-students of senior years of higher educational institutions);

• role-playing games. Participants communicate with each other, playing a certain role;

• information support. Construction of telecommunication projects based on the collection, processing, comparison of various types of information of interest;

• information exchange. Thematic exchange of information between students from all over the world who, together with teachers, collect folk games, slang words, expressions, jokes, proverbs, fairy tales, information about health protection, folklore material about local and national holidays, aphorisms, tourist information. In such activities, subjects of communication become both creators and users of the information they exchange;

• telecommunication excursions. This is an exchange of teachers and students' observations and impressions from excursions to virtual museums, historical sites, parks, zoos, etc. with teachers and students from other cities and countries. A monthly schedule of information transmission about excursions is compiled on the Internet, which is sent from educational institutions and sent to interested teachers;

• joint data analysis. Comparison and numerical analysis of information collected in different places; preparation of reviews, analysis of results, reports on what was discovered;

• joint solving of problems. Can take place both on the principles of competition and in cooperation;

• simultaneous execution of tasks (competitions, quizzes and olympiads).

• The communicative capabilities of information and communication technologies consist in the implementation of learning and education through collective cooperation, group interaction, discussion, dialogue between subjects of the educational process, which allows to cultivate in students the spirit of collectivism, mutual assistance, contributes to the formation of communicative, in particular dialogical, skills, self-control skills, and motivation for learning.

The essence of interactive learning is that the educational process of professional training of future doctors of veterinary medicine is organized on the basis of constant, active interaction of all its participants. The educational process is a collective, group, cooperative learning, where the teacher and the student are equal participants. Interactive learning effectively contributes to the formation of values, skills and abilities, creating an atmosphere of cooperation, interaction in the student community [5]. Training is aimed not only at obtaining ready-made scientific and practical knowledge, but also at the possibility of producing new knowledge, developing creativity, flexibility of thinking, modeling new ways of working, which is especially important in the professional activities of future veterinarians.

Interactive learning is a special form of organizing cognitive activity. It implies quite specific and predictable goals: increasing the effectiveness of the educational process, increasing motivation to study the discipline; forming and developing students' professional skills; forming communication skills; developing skills in mastering modern technical means and technologies for perceiving and processing information; forming and developing the ability to independently find information and determine its reliability; reducing the share of classroom work and increasing the volume of independent work of students.

Features of interactive learning:

1. The educational process is organized in such a way that all students are involved in the process of learning, they have the opportunity to understand and

reflect on what they know and think. The joint activity of students in the process of learning, mastering educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, methods of activity.

2. The main methodological principles of interactive learning: careful selection of terms, educational, professional vocabulary; comprehensive analysis of specific practical examples of managerial and professional activities, in which students perform various role functions; support for continuous visual contact with each other; active use of technical educational tools; prompt intervention of the teacher in the course of the discussion in the event of unforeseen difficulties, as well as in order to explain new provisions of the curriculum for students; intensive use of individual lessons and individual abilities in group lessons; implementation of interaction as strict adherence to the norms, rules, incentives (punishments) formulated by the teacher for the achieved results.

3. Interactive learning involves: regular updating and use of electronic educational and methodological publications; use of modern multimedia teaching aids for conducting educational classes; formation of electronic lectures with cases; conducting classroom lessons in real time via the Internet, when students and teachers have the opportunity not only to listen to lectures, but also to discuss a particular topic, participate in discussions, etc. The use of interactive technologies is becoming a necessary component of any educational process, especially during pandemics for distance learning. Interactive technologies open up unique opportunities in various fields of professional activity, offer simple and convenient means for solving a wide range of tasks, including in the field of education. Interactive technologies as a set of means and methods of interaction between teachers and students, the purpose of which is to help each student, using modern information technologies, transform general information into personal knowledge and skills, for the further formation of competencies.

The main task of using interactive technologies is to improve the quality of education, create comfortable learning conditions with active interaction of all

participants in the educational process. With the constant use of interactive technologies in the educational process, feedback with students improves, which in traditional teaching is reduced only to checking knowledge, skills and abilities. Elements of an interactive learning model should include techniques and methods that make classes rich and interesting, for example, creative tasks.

Interactive technologies involve the organization of cooperative learning, when individual tasks grow into group tasks, and each student makes a unique contribution to the joint efforts of the group, the efforts of each group member are necessary and indispensable for the success of the entire group. The use of interactive technologies in the educational process of an agricultural higher education institution involves avoiding stereotypes of thinking, developing the foundations of students' non-standard thinking, imagination and communication skills, intellectual, emotional, motivational and other components.

The existing system of professional training of future doctors of veterinary medicine in a higher educational institution, which is mostly based on traditional education, is able to give the future specialist quite deep theoretical knowledge. However, transforming professional knowledge into practical skills and abilities, the primary culture of professional activity, promoting the development of not only theoretical but also practical thinking, and gaining experience in interpersonal and group interaction is possible through the use of interactive technologies.

Interactive learning technologies are pedagogical technologies built on the basis of humanization and democratization of pedagogical relations, activation of the activities of future specialists and the effectiveness of the organization and management of the learning process. The problem of interactive learning is actively studied in theoretical and methodological aspects.

In the studies of A. Adamova, interactivity is considered as a direct dialogue, and interactive learning is considered as one that is based on communication. Forms of learning are modified from translation (transmission) to dialogue based on mutual understanding and interaction [6, p. 9].

P. Shevchuk and P. Fenryh identify the features that characterize interactive methods:

1) implementation is possible only through joint activity of the teacher and students;

2) activation of the student's thinking, the student must be active regardless of his desire;

3) ensuring the constant involvement of students in the learning process, since their activity must be sufficiently stable and long-term;

4) independent decision-making, increasing the motivation and emotionality of students;

5) constant interaction of the teacher and those who are learning in the process of dialogical and polylogical forms of organizing the educational process;

6) identification of reflective self-organization of the teacher and students in joint educational activities [7].

According to O. Pometun, the effectiveness of any technology depends on the chosen method of interaction, the form of communication of the participants of the educational process. In the existing education system, the main form of communication is a monologue. The teacher transfers knowledge to the students in a monological form, and then reflects the acquired knowledge in the form of monological answers. Communication of the participants of the educational process is concentrated around the teacher. Thus, in practice, a model of one-way communication is implemented [5, p. 29].

The use of interactive technologies assumes that the lesson is built on the basis of a technological approach, since it necessarily has a planned result, is a set of interactive methods, techniques, and learning tools characteristic of a specific situation; consists of a set of learning models developed by the teacher on the basis of interactive learning.

The structure of an interactive lesson consists of the following elements: motivation – focusing students' attention on the problem of the lesson, stimulating interest in the topic under discussion; message, presentation of the topic and expected

learning outcomes – ensuring students' understanding of the content of their activities; providing students with brief information in the shortest possible time for performing practical tasks through interactive interaction; interactive exercises – the central part of the lesson, which involves the use of individual interactive technologies by the teacher, which are selected depending on the expected results; summing up, evaluating the results [8, p. 358-359].

Since the organization of interactive learning is based on conceptual approaches to communication, first in the educational environment, and later in professional situations, all interactive methods can be grouped into certain categories that are in harmonious interrelation, namely:

1) information that promotes the exchange of spiritual and professional values of future veterinarians in the process of their dialogical interaction;

2) cognitive, which are designed to acquire and systematize new knowledge, creative improvement of professional skills and abilities of students in higher education;

3) motivational, which encourage future agricultural workers to active personal growth in professional activity;

4) regulatory, with the help of which each student determines his own position regarding the activities of the group, the role functions of individual participants and himself, thanks to which certain rules of dialogical interaction of future veterinarians are realized, determined, accepted or denied.

To ensure interactivity, higher education institutions now use primarily testing, pair work, multimedia lectures and practical classes, trainings, master classes, electronic textbooks, manuals, methodological recommendations, role-playing games, case methods, situational tasks [9, p. 159].

It should be noted that with the help of interactive, game methods, students perceive information better than through traditional learning. Interactive learning technologies allow for better adaptation to the needs and learning styles of different students. These technologies make it easier to encourage students to be active by stimulating their creativity and independence.

Let's consider some of the types of classes based on the use of interactive technologies.

Problem Solving. Identify a problem on a specific topic, pair students together, and ask them to find a solution. Each pair of students should be given enough time to come to the right conclusion. They should present this conclusion to the rest of the class. This will keep all students engaged, and it will be easier for them to communicate and remember the content of the lesson than usual.

Brainstorming. Interactive brainstorming is usually done as a type of group work. This process is useful for generating creative thinking and ideas. Brainstorming helps students work together, communicate, and most importantly, learn from each other. Mind maps can be used to structure the ideas expressed.

Teacher-student pair work. Students paired up take on two roles. One is the teacher, the other is the student. The teacher's task is to outline the main points of the lesson, and the student's task is to cross the points off their list and find two or three points that their partner may have missed.

Present a partner's work. After completing an individual task, students pair up to share their results. One of them then reports what information they found particularly interesting or exemplary when sharing information with their partners. Students are often more willing to publicly share feedback on their peers' work than on their own.

Forced debate. It means discussing an issue in pairs. Students are asked to defend an opinion that is opposite to their own. This forces them to distance themselves from their own beliefs and teaches them to look at things from a different perspective from time to time. You can suggest modifying this task. Half of the group defends one point of view; the other half defends the opposite point of view. Each student is allowed to speak only one sentence and once, so that all students on both sides can engage with the topic.

Optimist and pessimist. In pairs, students perceive opposite emotional sides of an example, statement, or topic. They should be encouraged to show empathy and truly "live" the case study. In addition to communicating and finding appropriate solutions, they acquire social skills.

Interactive learning by stations. Students are divided into groups and receive tasks written on large sheets of paper or separate boards located in the room. Each board-station has one topic or question. After the group has written the answer, it moves to the next board. Here it writes its answer under the first answer from the previous group. And so on, until all groups close all the boards. Given that young people actively use gadgets, you can try using, for example, tablets.

Choose a winner. Students are divided into groups and work on the same topic or problem. They record their answer in the form of a proposed solution strategy on paper or digitally. The groups then switch and evaluate the answer of the next group. After a few minutes, each group comes together and chooses the best answer from two options to present to the general audience.

Scrabble. Use the title of the section (or topic) as a group of letters that form words (for example, “mitochondrial DNA”). The task of the teams is to collect as many words as possible that are relevant to the topic. You can play Scrabble by asking students to create words from newly learned vocabulary.

Mind mapping is a great tool because it can be adapted to different audiences and used for almost any type of content. You can use this technology when introducing a new concept to encourage students to think, or if they have already studied the topic, to help them review and summarize what they have learned. Concept mapping involves drawing a circle on a physical or virtual board and writing the topic being discussed. You can then create lines to other circles that contain related or subordinate concepts. The result is a branched diagram that includes a series of interconnected concepts. This encourages students to think more deeply about the topic, deepens their ability to associate and synthesize, and promotes more active participation in the lesson.

Writing texts and articles. This simple exercise will develop students' imagination and improve their language skills. This exercise is especially suitable for first-year students. After the teacher has introduced several new topics or tasks, the teacher can ask students to write an article within 15-20 minutes that highlights the new topics they have learned. The teacher can give them a prompt, for example, to

write a fact-based text or a newspaper article. He can also leave the topic open-ended and let students decide what they want to write about. When students are finished writing, you can ask them to read their work aloud. Depending on the group in the classroom, you can have pairs share their stories with each other.

Questions and answers. This activity requires only a few flashcards or an online tool like Slido, which allows students to anonymously ask questions and then vote on the ones they like. After introducing a new topic, ask each student to come up with 3-5 questions and write them on their cards or enter them online. Then read some of them aloud and answer them. The anonymity of this activity can help shy students feel more confident and encourage them to ask questions that would otherwise put them in an awkward position. It also forces students to be critical of the ideas presented.

Interactive teaching methods are indispensable for successful e-learning. Anyone who uses the advantages of digital media automatically integrates interactivity. Interactive teaching methods have a number of advantages, which are related, in particular, to the diversity of media and methods. The possibilities of interaction with a computer or smartphone are diverse and are expanding in parallel with the technical development of devices. A wide variety of media formats are available to present educational content and ensure interaction, such as images, video and audio files. Accordingly, the set of methods is also quite wide.

It is also important to specifically appeal to multiple senses. Interactive tasks are ideal for involving vision, hearing and touch within an e-learning program. This helps to ensure better assimilation of educational content. It is worth noting their accessibility. Since there are different media formats, and with the help of interactive teaching methods, multiple senses can be involved, e-learning programs can be made accessible.

Interactive learning methods have been proven to increase the desire to learn and help maintain high motivation for e-learning. As a result, tasks are completed more efficiently and educational content is better remembered.

Interactive learning improves student achievement and helps them become more independent. This learning method allows students to remember educational

materials more easily and improves independent learning. Interactive learning promotes collaboration in the classroom, as it turns students into active participants in the educational process. They acquire skills to manage their own learning, collaborate and communicate with others.

Interactive learning promotes the development of critical thinking and information synthesis skills, as it allows students to form their own opinions, rather than simply perceive and reproduce the words of the teacher. Activities such as free thinking, teaching and idea generation help students generalize information, think critically and develop understanding of the educational material.

During interactive learning, students are constantly completing tasks or preparing for active actions with the information they are learning. For this reason, students remain more engaged in the learning process in an interactive learning environment than in more traditional situations. They are more interested and better able to absorb information.

Despite different approaches to classification, scientists note that all types of interactive technologies have common features that can be used to activate cognitive processes, increase the speed of obtaining and processing information; develop the ability to analyze complex situations and prevent their occurrence, and form readiness for making important decisions in professional activities.

The choice of interactive learning technologies is influenced by the characteristics of the academic discipline, the nature of the educational material, the amount of time allocated to studying the material, the level of general preparedness of applicants, the features of the educational and material base of the educational institution, and many others. To a large extent, the choice of technology is determined by the number of students, since most of the methods are most effective with a small number of participants. Meanwhile, first of all, the choice of technology is determined by the didactic goals of the lesson, the type of information being mastered, that is, the selected technologies must be adequate to the properties of educational information and educational goals [10, p. 49].

The use of interactive methods will contribute to the formation of a comprehensive understanding of the future profession among students of agricultural specialties, as well as the importance of the cultural aspect in professional activity, and will ensure the mastery of a set of knowledge and skills necessary to improve the communicative culture of future veterinarians. A key role in this is played by updating the content of profile disciplines, enriching them with theoretical and practical material aimed at mastering knowledge of linguistic and sociocultural features, mastering the subtleties of professional intercultural interaction by applicants, and focusing on the development of tolerance, empathy and professional ethics [11, 2014].

Thanks to the use of interactive methods in the educational process, the presence of multilateral, bilingual, professional communication is guaranteed, which involves taking into account the opinions, views, and positions of the interaction participants. Applicants are given the opportunity to analyze modern trends and factors that complicate professional activity. Consideration and general discussion helps to actualize the needs of applicants for self-realization and to feel like active participants in the educational process and make their own unique contribution to joint efforts, indispensable for the success of the entire group [12, 2015].

The examples given prove the relevance of using interactive methods in the process of training future translators for intercultural interaction in professional activities and the formation of their translation competence. It should be noted that the effectiveness of interactive learning depends on certain conditions that are created in this process. In particular, if students do not have developed group interaction skills, it is necessary to first clearly explain to them the main rules for organizing pair and group work. It is important to clearly formulate tasks, ensure constant feedback and support from the teacher, and explain the criteria for evaluating collective work. Due to the active use of various interactive methods during the training of future veterinarians, we can confidently say about expanding opportunities for improving the knowledge and skills necessary for students in professional activities; forming interest and confidence in intercultural communication. It is also important to note the

development of personal qualities and strengthening motivation for continuous improvement and updating of knowledge in professional activities, the evolution of critical thinking and the ability to self-analysis.

It is worth noting that interactive teaching and learning not only has its advantages, but can sometimes be a real challenge for the teacher. Although interactive technologies are generally beneficial for both students and teachers, as they create a collaborative environment that empowers students, there are certain problems associated with this learning model. Here are some of them.

Technical difficulties. A number of interactive teaching methods use technologies such as interactive whiteboards, social networks and other virtual solutions. While these solutions can be extremely useful for empowering students in the classroom, they can be difficult if the teacher is new to this type of technology. However, technical difficulties should not be an obstacle to interactive teaching. Many virtual tools have video tutorials, virtual assistants and other aids that can help overcome difficulties along the way.

Increased workload. If the teacher is using interactive learning for the first time, he may face an increased workload as he has to consider and decide which methods are more appropriate to apply in the classroom and how best to use them. The development of a new curriculum, introducing new technologies and acclimating students to interactive learning take some period of time. However, you can reduce the stress of transitioning to interactive learning by gradually introducing new learning technologies rather than trying to do it all at once.

Resistance to change. Some students may be reluctant to transition to an interactive learning model and may resist new methods or technologies rather than embrace them. This can be exacerbated if they are expected to participate more in interactive learning methods and are used to being more passive participants in class. You can help such students get used to an interactive learning model by giving them a choice of activities and making them more interesting. Introducing new technologies can also engage students and motivate them to make the proposed changes.

There are a number of online resources and apps that can help you implement interactive learning and expand its capabilities. A tablet or laptop will help you use many apps while still being mobile.

Dotstorming. This innovative app combines the functionality of interactive whiteboards with a number of other useful features. It has a collage feature that allows students to draw individually or collaboratively, as well as a voting feature that can speed up decision-making and give students more opportunities to express themselves.

Pixton. This tool allows students to create comics together. It is a great way for them to integrate new topics and material they have learned, as well as to express their creativity during their learning.

Nearpod. This innovative learning tool allows you to import existing content, such as YouTube videos, presentations, etc., and make the entire lesson interactive. You can add quizzes, polls, virtual reality simulations, and other fun interactive elements to your lessons, giving students more ways to engage in the lesson and the teacher more options to check their progress.

Socrative. This app has a number of features. It allows you to ask students some quick questions for instant feedback, create quick quizzes and tests, assign students to virtual rooms, and much more. You can use this app as a resource for virtual learning or as a feedback channel during in-person learning.

Thus, in the context of interactive learning, a future veterinarian with developed confidentiality shows reasonable optimism about his potential success in the future, is confident in his professional competence, is free and open to professional communicative positions, is ready to work hard, set realistic professional goals, does not react painfully to criticism, is ready to take some responsibility for professional problems, shows respect for the personality of others, is willing to put forward new ideas and plans, etc. The use of interactive methods initiates in students the process of considering the possible correction of certain qualities or forms of behavior that hinder the development of a positive character of a future veterinarian.

Conclusions. The use of individual, pair, group and collective interactions makes it possible to prepare a future veterinarian for various forms of professional activity, to feel the difference and master the features of communication in pairs, large and small groups. The introduction of interactive technologies into the process of training future veterinarians ensures the maximum approximation of educational activities to the conditions of the profession and the development of research qualities of the future specialist, mechanisms of analysis, synthesis, comparison, generalization, critical and creative thinking. The use of interactive technologies in the training of future veterinarians makes it possible to solve communicative and cognitive tasks by means of professional communication. Thus, interactive methods of teaching professional communication will help to solve tasks of a communicative, cognitive and educational nature: to develop communicative skills, establish emotional contact with interlocutors and teach students to work in a team, take into account the opinions and statements of others, etc.

Prospects for further research. The testing of interactive tasks in the process of professional training of future veterinarians has shown the feasibility and effectiveness of creating an optimal interactive environment in the educational process of higher education institutions. Prospects for further scientific exploration are determined in such areas as the creation of a set of interactive tasks aimed at forming various components of the readiness of future veterinarians for professional and communicative interaction; the development of interconnected interactive situations of professional content, which will make up the program of educational training, ready for use in the training of future veterinary specialists.

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