Оскільки розв'язування простих задач залежить від розуміння ними суті арифметичних дій, то, класифікуючи прості задачі, виділяють три основні їх види: задачі, які розкривають конкретний зміст арифметичних дій; задачі, пов'язані з поняттями різницевого чи кратного відношення двох чисел; задачі, які розкривають зв'язки між компонентами та результатами арифметичних дій. До окремих видів віднесено задачі на ділення з остачею, знаходження частини числа, знаходження числа за його частиною [3; 4].

Важливо, як вважає К.Авраменко, щоб в умовах закладу вищої освіти майбутні педагоги набули досвіду роботи над простими та складеними задачами та були готові запропонувати школярам працювати над ними фронтально, індивідуально чи у групі [2]. Саме тому на практичних заняттях з методики навчання математики ми використовуємо ігрові та інтерактивні технології, моделювання та прийоми активізації розумової діяльності студентів.

Крім того, коментоване розв'язування задач дозволяє майбутнім учителям обґрунтовувати та відстоювати свої думки міркувань, що, в цілому. сприяє формуванню в них грамотної математичної мови.

Ми погоджуємося із думкою С. Скворцової, яка вважає, що самостійне розв'язування задач майже завжди є творчим процесом, тому важливо, щоб здобувачі освіти (школярі / студенти), яким ще складно працювати без сторонньої допомоги, розв'язували задачі «напівсамостійно» [3].

Таким чином, усвідомлення математики як специфічного способу мислення, розуміння ними діалектичного зв'язку із реальною дійсністю, уявлення про математичне моделювання сприяють розвитку творчої особистості майбутнього вчителя, формуванню його наукового світогляду.

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ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ ПРИ ПОДГОТОВКЕ БУДУЩИХ ВЕТЕРИНАРОВ

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THE USE OF INTERACTIVE TECHNOLOGIES IN THE TRAINING OF FUTURE VETERINARIANS

Аннотация.
В результате анализа научных педагогических источников, выяснено сущность, задачи, принципы, структуру, формы и методы интерактивного обучения в высшем учебном заведении. Раскрыто особенности применения интерактивных технологий обучения в профессиональной подготовке будущих ветеринаров. Обоснована целесообразность использования интерактивных технологий для реализации профессиональных процессов в университете.

Abstract.
As a result of the analysis of scientific pedagogical sources, the essence, tasks, principles, structure, forms and methods of interactive teaching in a higher educational institution have been clarified. The features of the use of interactive teaching technologies in the professional training of future veterinarians are revealed. The expediency of using interactive technologies for the implementation of professional processes at the university has been substantiated.

Introduction. Modern education has many tasks, the main of which is to train qualified professionals, motivated, focused and able to adapt to market demands, the ever increasing demands of consumers who realize themselves in the professional sphere. An important component of training specialists in the field of agriculture is the formation of practical skills to perform professional functions. To ensure the conditions of specialist training in the real environment of future professional activity, practice is provided. Professional skills can also be practiced in professional disciplines classes in conditions close to real. For this purpose it will be expedient to use active and interactive teaching methods (discussions, didactic games, modeling of production situations, etc.), which will reflect the essence of the future profession, form the professional qualities of specialists.

Analysis of recent researches and publications. In modern conditions, an important requirement of society to the individual is not the encyclopedic 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 through the introduction of innovative technologies, among which an important role is played by interactive teaching methods [1, p. 58].

Disclosure of the essence of interactive technologies in high school was the subject of research of many scientists who consider interactive approaches the most effective, because they put the student in an active position of independent learning [5, p. 225]. An analysis of publications on the use of interactive technologies provides an opportunity to note that a significant amount of research has been devoted to this problem. In particular, O. Pometun analyzes the possibilities of using interactive learning technologies during classes at the modern level [6]. T. Dutkevych explores the psychological foundations of the use of interactive teaching methods in the training process of specialists with higher education [2].

S. Kashlev considers interactive learning as an innovative pedagogical phenomenon and offers a theoretical justification for the peculiarities of the use of interactive teaching methods in the pedagogical process [3]. Interactive technologies as a component of the educational process were also studied by L. Ampilohov, O. Komar, V. Melnyk, L. Pavlov, L. Pirozhenko, M. Skrypnyk, N. Suvorova, etc.

Aim of research. The purpose of the article is to determine the features of the use of interactive technologies as an optimal learning environment for the training of future veterinarians.

Presentation of the main research material. To successfully study in a modern higher education institution, a student must be active and ready for intense mental activity. There will not be enough explanations and demonstrations to obtain stable and conscious knowledge. The search for conditions that would intensify cognitive activity at the level of innovations related to the organization, forms and methods of teaching, naturally leads to the introduction of interactive teaching methods in the educational process. In the process of finding a definition that would reflect the new content of learning interactions, the term "interactive learning" appeared.

Interactive is a special form of organization of cognitive activity, one of the tasks of which is to create comfortable learning conditions in which each participant in the process feels his intellectual ability. "Interactive" means the ability to interact in a conversation, dialogue with something (computer) or someone (person). Thus, interactive learning is first of all dialogical learning, during which the interaction of teacher and student is carried out.

The main purpose of the pedagogical process from the standpoint of humanistic philosophy is to reveal and create conditions for the maximum development of individual capabilities. One of the components of the pedagogical process, according to S. Kashlev, is "pedagogical technologies as a set of ways of pedagogical interaction, the consistent implementation of which guarantees the solution of pedagogical problems" [3, p. 8].

The word "interactive" (from the English interact, where "inter" – mutual and "act" – to act) means the ability to interact, to engage in dialogue. Interactive learning is a special form of organization of cognitive activity, which has a specific, predictable goal – to create a comfortable learning environment in which everyone who learns feels his success, intellectual ability. The essence of interactive learning is that the learning process takes place under the condition of constant, active interaction of all participants.

The term "interactive learning" began to be used from the end of 90s of the twentieth century and, according to scientists, has the following classification features: from the point of view of philosophy – it is a dialectical process; by focusing on personal structures, it can be described as informational and operational at the same time; by the nature of the content – general, social, psychological, pedagogical, cultural; by the mechanism of assimilation – as associative and reflex; by the main factor of development – as sociogenic; by approach to personality – as anthropocentric; by the prevailing methods – as a problem-oriented, explanatory and illustrative; by cooperation of participants – as group, pair, frontal, individual; by organizational forms – as an alternative to traditional classroom, as innovative, in which classes are held in the active form of problem lectures, seminars, brainstorming, psychodrama, debate, dialogue, polylogue, press conference, business and didactic games, trainings, etc. (in general, more than 2000 types of interaction are used in business and education today) [4, p. 16].

Thus, interaction can be interpreted as enhanced activity between subjects of the educational process, and the use of interactive teaching methods – as ways of purposeful enhanced interaction between teacher and students, the interaction of participants in the pedagogical process through the prism of their own individuality, personal life experience to create optimal training conditions for future professionals. Pedagogical interaction is characterized by a high level of communication intensity of its participants, their communication, exchange of activities, change and diversity of their types, forms and techniques, purposeful reflection by participants of their activities and interactions. Interactive forms of learning help to make each student not only a listener or observer, but also an active participant in the learning process. We agree with the opinion of T. Dutkevych that the psychological essence of interactive learning is interpersonal interaction in the process of communication and cooperation between participants in the educational process [2].

Among the basic conceptual bases of effective introduction of pedagogical innovations of interactive character in educational process of higher educational institutions are defined as follows:

- systematic analysis of technological processes, techniques, means of interactive technologies as an optimal educational environment for the training of specialists in agriculture, which includes the profession of veterinarian;

- systematic study of information on the use of interactive technologies in the training of future veterinarians, which has theoretical and practical significance for their professional growth;

- development of methods for the use of interactive technologies in the training of future veterinarians;

- determination of optimal pedagogical conditions for effective implementation of interactions in the process of professional training of future veterinarians, which provides not only professional training of students, but also their direction to the fullest self-realization, development of individuality, independence, openness to self-improvement.

All this determines the strategy and tactics of building a modern system of professional training of future veterinarians in higher education institution and the creation of a set of optimal conditions for teachers to self-development of students, their self-realization in the conditions of interactive learning. After all, the use of interactive methods gives students the opportunity to test their professional abilities and skills in practice in the process of active participation in professionally oriented interactions.

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

When using interactive technology in the professional process training of future veterinarians, it is advisable to take into account the leading function of these innovations in pedagogical interaction. According to this criterion, interactions are classified into the following groups of methods:

- creating a favorable atmosphere, organization of communication;

- organization of activities exchange;

- organization of thinking;

- organization of reflective activity;

- integrative (interactive games) [3, p. 23].

Conclusion and propositions. Thus, integrative methods (interactive games) are ways of pedagogical interaction between teacher and students, which integrate all the leading functions of interactive teaching methods. It is simulated game situations can be a prototype of professional activity of future veterinarians, which allows students to actively test such actions of agriculture sphere specialist while studying in higher education institution by actively participating in such interactions. Thus, higher education institutions must create conditions for specialists quality training, introduce new pedagogical methods, technologies, interactive teaching methods aimed at developing practical skills, creativity, abilities and inclinations of the individual.

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