

THE USE OF INTERACTIVE TEACHING METHODS IN THE PROCESS OF LEARNING ENGLISH FOR PROFESSIONAL PURPOSES IN A HIGHER MEDICAL EDUCATIONAL INSTITUTION

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INTRODUCTION

In the current conditions of reforming the higher education system of Ukraine, the problem of professional training of medical specialists has become relevant. Its solution lies in the revival of the national idea by Ukrainian society, openness to foreign experience, the implementation of promising technologies of development, training, and teaching in a higher education institution. In this process, the methodology, methods, technologies, and techniques of teaching disciplines in general and English for professional purposes in particular acquire special relevance and decisive importance.

There is a fairly widespread tendency to study academic disciplines in higher education at the level of mastering and reproducing basic theoretical provisions and practical recommendations. The goals of studying individual disciplines are purely pragmatic: to answer at a seminar, to earn points, to successfully pass an exam. Such knowledge does not become a guide to practical actions in practice, a regulator of the professional and pedagogical activity of a future specialist¹.

One of the most important conditions for the effectiveness of a practical lesson in professional English is a clear definition of its goals and the teacher's orientation towards their achievement.

Practical classes are classified based on the dominant method used in the class: practical class – role-playing game, practical class – business game, problem-based practical class, micro-teaching, analysis of pedagogical situations, class – travel, auction of ideas, etc. The methodology for conducting these classes is described in the textbook by O. A. Dubaseniuk and O. E. Antonova “Methodology of Teaching Pedagogy”².

The textbook by T. I. Turkot “Psychology and Pedagogy of Higher Education” examines the most modern teaching methods in a higher education institution, which can be successfully used to implement all the

¹ Каплінський В.В. Методика викладання у вищій школі : навч. посіб. Вінниця : ТОВ «Ніланд ЛТД», 2015. 224 с.

² Там само.

functions of practical classes: brainstorming, the “635” method, the Delphi method, the synectics method, the free association method, the didactic game, the “sananon method”, the case method, microteaching, the situational method, the “Circle of Ideas” method, the “Take a Position” method, the “Talk Show” method, the “Openwork Saw” method³.

Since in modern conditions there are two strategies for organizing the educational process: traditional and innovative, according to this principle, practical classes are divided into traditional and innovative. The traditional approach to conducting training classes can provide successful results if it does not “freeze in a stereotype”, but is constantly updated and improved. The innovative form is manifested in the special methods of teachers’ activities that go beyond the traditional ones, since innovations involve changes, updates in terms of creating something new or adapting something already known to new conditions. Considering this important issue in the context of the dynamics of modern social development, special attention should be paid to the fact that a teacher who ignores the innovative factor in his activities not only lags behind social processes, but also forms the corresponding complexes in students. Based on the scientific achievements of famous scientists, which analyzed innovative approaches in pedagogy (Pidlasy I.P., Selevko G.K., Dychkivska I.M., Slastyonin V.O., Burgin M.S., Morozov E.P., etc.), we note that innovations are not and cannot be an end in themselves. They are only appropriate when they ensure the quality of teaching and education.

1. Analysis of existing methods of teaching English for professional purposes to medical students

According to scientific provisions, generally accepted teaching methods can be classified according to the following characteristics: types of students’ educational work (oral, written; classroom, independent, extracurricular); general (collective, group, individual, etc.); source of knowledge acquisition and formation of skills and abilities (lecture, document analysis, work with the legislative framework, use of visual aids, Internet resources, etc.); degree of independence and nature of students’ participation in the educational process (active, interactive, passive); level of stability and novelty (traditional, classical, non-standard, innovative), authorship (original, author’s, general, didactic), etc.

In modern teaching methodology, the most acceptable classification is based on an effective approach to learning. According to it, there are methods:

³ Туркот Т. І. Психологія і педагогіка вищої школи в запитаннях і відповідях : навч. посіб. Київ : Кондор, 2011. 516 с.

a) which ensure mastery of the subject (verbal, visual, practical, reproductive, problem-solving, inductive, deductive);

b) that stimulate and motivate educational and scientific activities (educational discussions, problem situations, professionally oriented business games, creative tasks, search and research, experiments, competitions, quizzes, etc.);

c) methods of control and self-control in educational activities (survey, test, exam, test paper, test tasks, questions for self-control, including through computer educational systems).

Considering interactive learning technologies as innovative, it should be remembered that any pedagogical technology will not be effective if it is not considered as a holistic system in the unity of its components and relationships. The pedagogical literature describes many types of learning organizations (by the level of activity of subjects, the level of their involvement in productive activities, by didactic purpose, by methods of organization, etc.

The word “interactive”, explain O. Pometun and L. Pyrozhenko, came to us from English from the words “inter” – mutual and “act” – to act. Thus, interactive – capable of interaction, dialogue. Interactive learning is a specific form of organizing cognitive activity, which has an intended goal – to create comfortable learning conditions, in which each student feels his success, intellectual ability. Interactivity is understood, first of all, as the principle of building and functioning of pedagogical, psychological, computer communication in the dialogue mode. Implementing the technological principles of learning, interactive pedagogical technology provides for both the interactivity of computer learning tools and the interactivity of organizing the pedagogical process, when the basic conceptual position is defined as learning based on interactive communication.

During interactive learning, co-learning, mutual learning (collective, group, cooperative learning) takes place where both the student and the teacher are equal, equivalent subjects of learning, understand what they are doing, reflect on what they know, are able to and do. During interactive learning, the teacher acts as an organizer of the learning process, a consultant, a facilitator, who never completes the learning process on his own. The main thing in the learning process are the connections between students, their interaction and cooperation. Learning results are achieved through the mutual efforts of the participants in the learning process, students take responsibility for the learning results. The experience accumulated today in Ukraine and abroad convincingly shows that interactive methods contribute to the intensification and optimization of the learning process.

They allow students to:

– make knowledge acquisition more accessible;

- learn to formulate one’s own opinion, express it correctly, prove one’s point of view, argue and debate;
- learn to listen to another person, respect alternative opinions;
- model various social situations, enrich one’s own social experience through inclusion in various life situations and experiencing them;
- be creative in learning the learning material;
- find a joint solution to the problem; – develop skills in project activities, independent work, and creative work.

In addition, the use of interactive methods allows us to implement the idea of cooperation between those who teach and those who learn, teaches them constructive interaction, contributes to the improvement of the psychological climate in the lesson, and creates a friendly atmosphere.

O. Pometun and L. Pyrozhenko divided interactive learning technologies into four groups: pair learning (student working with a teacher or peer one-on-one), frontal learning, learning in a game, and learning in a discussion.

Cooperative (group) learning activity is a form (model) of organizing student learning in small groups united by a common educational goal. With such an organization of learning, the teacher manages the work of each student indirectly, through the tasks with which he directs the group’s activities. Cooperative learning opens up opportunities for students to cooperate with their peers, makes it possible to realize the natural desire of each person to communicate, and helps individuals achieve higher results in learning knowledge and developing skills. Such a model is easily and effectively combined with traditional forms and methods of learning and can be used at different stages of learning⁴.

Group (cooperative) learning includes: pair work, rotational threes, “Two-Four-All Together”, “Carousel”, work in small groups, “Aquarium”. While working in pairs, you can perform the following exercises: discuss the task, a short text; conduct an interview, determine the partner’s attitude (opinion) to a given issue, statement, etc.; critically analyze each other’s work; form a summary of the topic being studied, etc.

Frontal interactive learning technologies include those that involve the simultaneous joint work of the entire team. These include discussing a problem in a general circle (it is used with other technologies), and “Microphone” (everyone is given the opportunity to say something quickly, in turn, to express their opinion or position), and unfinished sentences (combined with the “Microphone” exercise), and “Brainstorming” (a well-known interactive technology for collective discussion, widely used

⁴ Туркот Т. І. Психологія і педагогіка вищої школи в запитаннях і відповідях : навч. посіб. Київ : Кондор, 2011. 516 с.

for making several decisions on a specific problem), and “Learning-learning”, and “Openwork saw”, and “Case-method”, and “Decision Tree”.

The technologies of learning in the game include imitations, role-playing games, dramatization. Participants in the educational process, according to the game model, are in different conditions than in traditional learning. Participants are given maximum freedom of intellectual activity, limited only by specific rules of the game. Students themselves choose their role in the game; making assumptions about the likely development of events, they create a problem situation, look for ways to solve it, assuming responsibility for the chosen solution. The teacher in the game model acts as: instructor (familiarization with the rules of the game, consultations during its conduct), referee (corrections and advice on the distribution of roles), trainer (hints to students to speed up the game), chairman, presenter (organizer of the discussion)⁵.

Discussion learning technologies are an important means of students' cognitive activity in the learning process, since a discussion is a broad public discussion of a controversial issue. The experience of using discussion in teaching allows us to formulate some main organizational and pedagogical foundations that are common to all types of discussion:

- the discussion must begin with the proposal of a specific discussion question (i.e. one that does not have a clear answer and involves various solutions, including opposite ones);
- one should not raise questions like: who is right and who is wrong on a particular issue;
- the focus should be on the likely course of the discussion (What would be possible under a given set of circumstances? What could have happened if...? Were there other possibilities, ways, actions?);
- all students' statements must relate to the topic under discussion;
- the teacher should correct mistakes and inaccuracies made by students and encourage students to do the same;
- all student statements should be accompanied by reasoning and justification, for which the teacher asks questions like: “What facts support your opinion?”, “How did you reason to reach such a conclusion?”;
- a discussion can be resolved both by consensus (by adopting an agreed decision) and by preserving existing differences between its participants⁶.

⁵ Пометун О.І., Пироженко Л.В. Сучасний урок. Інтерактивні технології навчання. Київ : А.С.К., 2004. 192 с.

⁶ Ibid.

2. Analysis of interactive teaching methods in a modern medical institution of higher education

To study a foreign language for a professional purpose for medical students, interactive teaching methods should be used. One of them is the audiovisual teaching method. The concept of the method is implemented in the form of audiovisual courses, electronic textbooks, computer test tasks, trainings and practical manuals for individual and distance learning, video recording of various forms of learning for the purpose of analyzing and discussing the actions of participants in the educational process. The effectiveness of the method is determined not only by the minimum cost of study time, but also by saving the efforts of students and teachers during classroom lessons. Provided that the materials of educational disciplines are presented in the form of educational films, CDs, multimedia pickets for each topic of the course, and knowledge control is carried out using computer technology, the learning process significantly benefits both in quantitative and qualitative indicators.

Brainstorming or “Brain attack” (from the English. brain storming) is a method of organizing joint group and creative work in the classroom in order to increase the mental activity of participants and find fruitful ideas, constructive solutions, solutions to complex problems or non-standard situations. The essence of this active learning method is that to discuss a specific problem, a group of students is divided into two subgroups: idea generators and critics. Idea generators express all the ideas for solving a given problem that come to their mind. After the subgroup of idea generators has completed its work, a subgroup of critics begins to work. It analyzes, evaluates, synthesizes the proposed ideas, selects those that provide a solution to the problem. The essence of this method is first to clearly formulate an educational question or problem, and then to find options for the optimal answer based on the use of students’ knowledge, taking into account their points of view and degree of professional preparedness. To conduct a lesson, a scenario is drawn up, educational questions are selected, accurate answers to the questions are prepared, and questions are also prepared that help the teacher lead students to solve the problem.⁷

In the process of “brainstorming”, the participants’ proposals for ways to solve the problem are analyzed. At the end, the optimal solution to the problem is chosen. The main principles of “brainstorming”: 1) do not criticize; 2) stimulate any initiative; 3) strive for the largest number of ideas; 4) it is allowed to change, combine, and improve the ideas put forward.

⁷ Артикуца Н. В. Інноваційні методики викладання дисциплін у вищій юридичній освіті. URL: <https://ekmair.ukma.edu.ua/server/api/core/bitstreams/9fcfc05a-eaf4-496a-9458-ee944e4da984/content> (дата звернення: 18.01.2026).

“Socratic dialogue” is a method based on the Socratic method, which forms the ability to ask questions correctly, direct the dialogue, compose its algorithm, anticipate possible answer options and prepare options for subsequent chains of questions in advance. The method stimulates creative (analytical and synthetic) thinking, independent search for answers, and teaches how to logically build a chain of questions that bring you closer to the final answer.

“Decision tree” is a simple practical way to weigh the advantages and disadvantages of different options for action, solutions, etc. The pros and cons are recorded in special tables placed in the classroom. Option 1: + -. Option 2. + – Option 3. + – Students increase their competence by analyzing and evaluating alternative solutions to the problem and predicting the consequences of each of them. They are helped by working questions formulated by both the teacher and the students themselves. The ability to ask the right questions is the key to a comprehensive and objective assessment of possible solutions.

A business (role-playing) game or game method is a method in which learning is carried out through the search for the optimal solution to a problem. At the first stage, the teacher fixes the problem. At the second stage, students are divided into competing groups and look for a solution to the problem. The third stage is the last, at which students must publicly defend the developed solutions. Thus, game projects ensure high student activity in classes, form skills in developing ways to solve a problem situation, and also develop flexibility in decision-making.

Game methods include:

- business games;
- role-playing games.

A business game is one of the most popular types of educational work among students, because it is built on creativity, competition, and collective cooperation. But the effectiveness of this method is determined by the quality of the teacher’s and students’ preliminary training. The main goal of any business game is to create a situation as close to real as possible, in which the student must perform the necessary professional actions, correctly apply the acquired knowledge, demonstrate skills in working with clients and colleagues, and also the ability to work with regulatory documents. The game script is usually prepared by the teacher himself, but under certain conditions it can be developed by a student or several students (for example, it can be a special project). As for the possible roles in business games, the list of its participants is determined depending on its nature, content, and purpose.

“Take a Stand” is a methodological technique that helps to determine one’s own position in professional discussions, especially when solving problematic issues and conflict situations. First, a discussion question is formulated that involves opposing answers. By answering the question, students learn to select and express valid arguments to defend their position in front of their classmates and the teacher. It is recommended to use this technique at the beginning of debates, colloquiums, and seminar classes.

The method of commenting or practical training is one of the promising areas of modern education, as it provides the organization of a self-learning environment. This method of training allows students to effectively solve problems of educational and training work. It is implemented in a group of students. During joint work on a practically-oriented problem, students develop their own way to its comprehensive solution, justify this solution and present their proposals⁸.

Master class is a method of training and a specific lesson on improving practical skills, conducted by a specialist in a certain field of creative activity for people who, as a rule, have already reached a sufficient level of professionalism in this field of activity. The master creates an atmosphere of openness, friendliness, co-creation in communication. The master works together with everyone, the master is equal to the participant of the master class in the search for knowledge and methods of activity.

Situational analysis consists in the fact that the students, having familiarized themselves with the description of the problem, independently analyze the situation, diagnose the problem and provide their ideas and solutions in a discussion with other students. Depending on the nature of the coverage of the material, situations-illustrations, situations-evaluations and situations-exercises are used. The Situation-Illustration contains an example from management practice (both positive and negative) and a way to solve the situation. The Situation-Evaluation is a description of the situation and a possible solution in a ready-made form: you only need to assess how legitimate and effective it is. The Situation-Exercise consists in the fact that a specific episode of management activity is prepared so that its solution requires some standard actions, for example, calculating standards, filling in tables, using legal documents, etc.

Situational analysis includes the method of analyzing specific situations, the “case study” method, the “incident” method, and the analysis of business correspondence (“basket method”). Analysis of specific situations is a traditional analysis of specific situations, which includes a deep and detailed

⁸ Артикуца Н. В. Інноваційні методики викладання дисциплін у вищій юридичній освіті. URL: <https://ekmair.ukma.edu.ua/server/api/core/bitstreams/9fcfc05a-eaf4-496a-9458-ee944e4da984/content> (дата звернення: 18.01.2026).

study of a real or simulated situation. Using the method of analyzing specific situations allows you to solve the following educational goals: development of analytical thinking, application of analysis in dynamics; mastering practical skills in working with information: isolating, structuring and ranking problems by significance; making management decisions; mastering modern management and socio-psychological technologies; expanding communicative competence; forming the ability to choose optimal options for effective interaction with other people; stimulating innovation; increasing motivation to study the theory of the problem.

The interview method (interviewing) is an auxiliary method of forming and practicing practical skills of communication with a client, which is most often implemented in the form of a conversation. During a training interview, the student learns to ask questions to the client, records answers to his, as a rule, pre-prepared questions, formulates situational questions. For a written interview, a questionnaire or questionnaire should be prepared.

In addition to the considered methods, techniques and forms of work, the following are also very effective in the educational process: discussions with the invitation of specialists; public speeches on a given topic (improvisation); targeted observation of a certain process in order to identify its compliance with the desired result or given parameters (monitoring); analysis and diagnostics of the situation; based on them – forecasting; interpretation (in all its varieties) and commenting; assessment (or self-assessment) of the actions of participants; analysis of errors, collisions, incidents, etc.

The essence of the project method implements differentiated, individually creative and active-active approaches to learning. The project can be of a research, search, creative, predictive, analytical and game nature. The basis of the project method is orientation on the interests and wishes of the participants. The author of the project as a special educational task can be both a teacher and a student (if he expresses his proposal). Since the project is planned and implemented by the student independently or by a group of students, this method provides favorable conditions for activating their responsibility, forming partnership relations between the project performers and the teacher.

This method consists of:

- stimulating students' interest in a specific problem;
- students' mastery of the necessary knowledge and skills to solve it;
- organization of project activities to solve the problem;
- practical application of the obtained results.

For adult education, the most interesting are:

1. Information projects aimed at collecting information about an object, phenomenon; involve familiarizing project participants with this innovation,

its analysis and generalization of facts intended for a wide audience. Such projects are often integrated into research projects and become their organic part, a module.

2. Applied (practice-oriented) projects, which are distinguished by a clearly defined result of the activities of its participants from the very beginning. This result is necessarily focused on the social interests of the participants themselves. Such a project requires a carefully thought-out structure, a scenario of the activities of its participants with the definition of the functions of each of them, clear conclusions, that is, the registration of the results of project activities and the participation of each in the registration of the final product.

Behavioral modeling is a universal method of studying any objects and phenomena on their analogues (models) in order to study their characteristics, predict actions and consequences, find the optimal option, etc.; it is a method of teaching interpersonal skills and professional behavior. With the help of a certain abstract or material model, visual or verbal, one can not only reproduce certain properties of an object or phenomenon, but also consider in detail its components, general structure, system of internal and external connections, functional parameters.

The method is carried out in the following sequence: 1) presentation of a model of professional behavior that must be studied; 2) the most accurate reproduction of the proposed behavioral model; 3) feedback indicating the degree of success in mastering the corresponding behavior. The behavioral model must correspond to real professional situations so that future specialists have the opportunity to immerse themselves in professional activities as much as possible and quickly adapt to certain conditions.

For example, a student can develop interview skills, conflict or emergency management, discussion of career prospects, etc. In the teaching process, it is advisable to visualize models using various means (diagrams, graphs, drawings, graphic and virtual images, for example, using computer graphics, animation, multimedia equipment, etc.). Ideal models and images can also be verbalized using linguistic constructions, mainly figurative, metaphorical.

In practical classes, the modeling method can be applied to a specific situation, possible consumer behavior, search for cause-and-effect relationships in activities, predict consequences, and even modeling the nature of the educational actions of the teacher and students. Behavioral modeling is effective under the following conditions: 1) the proposed situation is attractive to students and arouses their trust and willingness to adhere to the proposed behavior model; 2) the situation demonstrates the desired sequence or correct procedure of actions; 3) students see that

adherence to the desired sequence of activities is rewarded (saving time, insurance against errors, solving problems, etc.).

Thus, the presented method of behavioral modeling can improve the quality of learning by promoting appropriate behavior in a manner typical of future professional situations PRES-formula (from the English. Position – Reason – Explanation or Example – Summary).

PRES-formula (from English Position – Reason – Explanation or Example – Summary) is an auxiliary learning method aimed at developing and consolidating the skills of reasoning, substantiation and defense of one's own position in a discussion, dialogue, during business meetings. This formula has a programmed algorithm of logically sequential actions: Position (opinion) – justification – example – conclusion (consequence). The method forms the skills of effective professional communication, primarily the ability to make a short speech (1-2 min.) of 4 sentences when the time for discussion is limited. Typical models of statements are offered: 1. Position (what is your point of view) – I believe that... 2. Substantiation – because...; due to the fact that... 3. Example – for example, ... 4. Consequence – that's why...

The method of creative search (research) is also effective. Among the various types of tasks that the teacher of each discipline offers to students, tasks of a creative nature occupy a particularly important place. By offering such tasks to students for work in seminar and practical classes or for independent work (with sufficient time for its implementation), the teacher seeks to increase the interest of students in his subject, to explore more deeply certain issues of the course, to involve them in scientific research work. 3 positions of didactics It is important to gradually move from simple tasks to more complex ones.

This method is leading in the modern educational process, as it embodies the most important, individual-creative approach to learning. Applying it, the teacher helps the student in choosing his educational trajectory by: 1) clarifying and formulating the goal to be achieved; 2) listing the skills and abilities that the student will master while completing the tasks; 2) rational planning of activities (educational, scientific-research and professional-practical); 4) consulting on the most effective methods and techniques for independent study and analysis of the material.

Maximizing motivation for students to acquire new knowledge independently is an extremely important component of modern scientific and methodological support for the educational process, which provides a special atmosphere of creativity and innovative search in a higher educational institution.

Public speaking is the transmission of a message, so it is necessary to prepare a certain message that the speaker will convey to the audience and which will show what a product or idea is for a person. The classical scheme of oratory is based on 5 stages: Selection of the necessary material, content of a public speech; Drawing up a plan, distribution of the collected material in the necessary logical sequence; Verbal expression, literary processing of speech; Learning, memorizing the text; Proclamation.

Cooperative learning is aimed at developing team cooperation skills, constructive interaction with colleagues, adequate perception of the actions of others and one's own behavior. Tasks for groups can be the same (at the end of the lesson, group participants, under the guidance of a teacher, compare the results of completing the task in different groups, analyze, evaluate, determine the best option), or they can be selective (each group chooses a task according to its interests). Within the group, the roles are distributed: leader (facilitator), secretary, timekeeper (monitors the time allocated for work), etc. The less time there is to complete the tasks, the smaller the group. Later, the roles are changed.

The main idea of cooperative learning can be expressed by the following thesis: to learn together, and not just to do something together. In addition, cooperative learning is aimed at: – the formation of certain skills and abilities; – the assimilation of concepts; – the assimilation of academic and professional knowledge; – the organization of project activities. The cooperative learning method in all its modifications corresponds to the ideology of personally oriented learning. The “team learning” method is based on the following principles: – the team (group) receives a “reward” one for all in the form of a score (incentive, badge of honor, etc.); – individual (personal) responsibility of each member of the group: the success or failure of the entire group depends on the success or failure of each of its members; – equal opportunities for each student to achieve success: each student brings points to his team that he “earns” by improving his own previous results. Reward (incentive) of the entire team and personal responsibility of each team member are essential components of the successful formation of the skills and abilities of each student in the group. individual and group trainings (both individual and complex skills)⁹.

The purpose of such a method as training is to provide the student with practical knowledge, skills, abilities necessary for performing specific tasks by training (repetition and consolidation) of certain actions. If the study of the discipline as a whole provides the student with a certain theoretical and

⁹ Артикуца Н. В. Інноваційні методики викладання дисциплін у вищій юридичній освіті. URL: <https://ekmair.ukma.edu.ua/server/api/core/bitstreams/9fcfc05a-eaf4-496a-9458-ee944e4da984/content> (дата звернення: 18.01.2026).

conceptual system, a holistic understanding of the system of concepts of a particular field, internal and external connections between the components of the system, then training as a rather mechanistic process is aimed at developing more or less uniform and predictable patterns of professional behavior, automatic reproduction of certain professional actions. In order for the training to be successful, the teacher-trainer needs to remember the pragmatic orientation of this method of training, adapt the training program to specific educational needs, taking into account the individual characteristics of the participants, show activity, openness, good reaction, professionalism and encourage participants to self-improvement.

Common to these methods is that they all have a practical focus and allow students to set tasks, the solution of which will contribute to the formation of relevant competencies in students. In particular, on the basis of the above-mentioned interactive methods, students are formed with the ability to collect and analyze the necessary information, perform calculations of economic and marketing indicators, make an economic justification of certain management projects and assess their level of risk; use modern digital information technologies; demonstrate skills of independent work and work in a group, show flexibility and stress resistance. The variety of means and methods that can be used in the educational process to increase its efficiency, including the introduction of new standards, bringing the educational process to the level of compliance with modern requirements put forward by participants in the educational process, customers of personnel: entrepreneurs and enterprises, state and social institutions and other entities, leaves the course of development of educational activities, in particular university activities, towards the comprehensive use of active learning methods and the application of interactive technologies, without alternative. Thus, interactive learning is precisely the means that contributes to the activation of students' educational and cognitive activities, because it is based on the broad and comprehensive use of didactic and organizational and managerial tools.

Digitalization of education – introduction of modern information and communication technologies into the educational process at all levels in order to develop 21st century skills in young people (including analyzing the reliability of received information, applying critical thinking), maximum use for educational purposes. Use of information and communication technologies: computer modeling; multimedia and telecommunication technologies; computer testing; web conferences.

An online seminar or webinar is a collective term for online conferences, online meetings, or presentations over the Internet in real time.

Web conferencing is an Internet service that allows a user to post messages on a specific topic for viewing and responding to other Internet users. A web conference is a hierarchical structure in which each node that receives a new message transmits it to all nodes with which it exchanges news. Many people can participate in the discussion of a Web conferencing topic, regardless of where they are physically located. A web conferencing is the second most common Internet service that provides offline services. News is divided into hierarchically organized thematic groups, and the name of each group consists of the names of sublevels. The set of groups defined by the local Web conferencing server is determined by the administrator of this server and the presence of groups on other servers with which this server exchanges news.

CONCLUSIONS

Therefore, interactive learning is precisely the means that contributes to the activation of students' educational and cognitive activity, because it is based on the broad and comprehensive use of didactic and organizational and managerial tools. Accordingly, such a combination allows not only to ensure a high level of material mastery, but also increases the practical orientation of the educational process.

The use of such teaching methods allows, through the implementation of one of the principles of effective provision of educational services, to increase the competitiveness of individual specialties and HEIs as a whole. After all, non-standard (interactive) approaches to teaching within a separate discipline, HEI, and the country as a whole become one of the elements of the communication policy of an educational institution as a synthesis of PR and viral marketing, which do not require additional capital investments in the formation of a media budget, which is quite relevant in the modern realities of financing state HEIs.

Accordingly, we can say that the use of interactive technologies in professional English classes allows us to achieve a comprehensive result, which can manifest itself in improving students' practical skills for specific professional activities and strengthening the readiness of future specialists for continuous professional self-improvement.

SUMMARY

The study provides a detailed analysis of commonly accepted traditional and innovative teaching methods English for professional purposes for medical students. The introduction of interactive learning technologies is a promising direction of education. Their implementation contributes to the creation of additional opportunities for updating the content of education,

methods of teaching professional English and the dissemination of knowledge, which are based on modern multimedia technologies. Interactive learning makes it possible to diversify the educational process, which is also a factor in increasing interest in the discipline and motivation. The analysis of the issue of interactive learning is also due to the requirements of the standards, which are aimed at developing the ability, readiness of medical students for self-development, the realization of creative potential in subject and productive professional work. They make it possible to differentiate and individualize the learning process. In addition, it helps to form the internal strength of active perception, absorption and transmission of information, promote the development of students' communicative qualities and activate their psychological activity.

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