USING ACTIVE-INTERACTIVE LEARNING TO DEVELOP RESEARCH SKILLS IN STUDENTS

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The modernization of higher education and the transition to the new Federal Education Standards require a higher quality training of the graduates. The training of highly qualified specialists must meet strict requirements: a high level of professional competence, the developed communication skills, the ability to predict the results of one's own activity, etc. Effective training is possible when the competency, practiceoriented approach, active and interactive teaching methods are used. Currently, a focus in teaching students is on the role of independent work, the organization of practice, physical training of the graduates, the fund of evaluation tools, inclusive education, quality training of the teaching staff, as well as the active and interactive teaching methods. The active and interactive methods allows sharing information, receiving feedback, solving together the arising problems, simulating the educational situations, evaluating one's own behavior and the actions of other participants, diving into the real atmosphere of business cooperation in solving problematic issues. Various methods exist of interaction between the teacher and students: cooperative learning methods, group discussions, debates, business simulation games, case situation analysis, project method, social-psychological training, moderation, computer simulations, and others. Thanks to interactive methods, the students form the professional competences, develop analytical thinking, mobilize the cognitive powers, an interest in new knowledge is awakened, and the creativity of personality is revealed. The use of the methods of active sociopsychological training contributes to self-development and emotional stability of the student's personality, development of tolerance and sensitivity to the mindset and behavior of other people. It should be remembered that the interactive forms and methods of teaching cannot be universal, and they need to be complemented by the traditional, classical methods; however, their effectiveness is undeniable. Not all learning methods are created equal. Teaching students while sitting at a desk has been the preferred method for decades. Now we know better and we know that active learning is more effective. Active learning is the opposite of passive (and former) teacher-led lecturing. There are a variety of strategies for developing students' research skills, including providing them with opportunities to practice their skills, conduct hands-on activities, and engage in problem solving. In addition, providing students with professional development opportunities such as seminars and lectures can help them learn about research methods and develop the technical skills needed to carry out independent research projects. Finally, access to resources such as research databases, books, and journals can help students become more knowledgeable about the topic they are researching.

Conclusion. The reforms carried out in education determine a particular importance of the issues of active and interactive training of schoolchildren and higher education students. The Federal State Educational Standards of the third generation necessitate the transition from the informative forms and methods of training to the active ones, reorientation from the knowledge to the activity approach, finding opportunities of connecting theoretical knowledge with the practical needs of trainees. Interactive methods are directed toward increasing interaction of students not only with the teacher, but also with each other and toward the dominance of the student activity in the learning process. The game methods of social-psychological training help to reduce mental tension, relieve psychological barriers, strengthen the motivation in the activities, develop the communicative and organizational qualities of the person, etc. While using the active group methods, the teacher can diagnose the personality traits of the students: the level of self-confidence, self-esteem, anxiety, motivation, etc.