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THE ROLE OF INTERACTIVE METHODS IN THE STUDY OF PSYCHOLOGICAL DISCIPLINES BY STUDENTS OF THE SPECIALTY «LANGUAGE AND LITERATURE» (POLISH, ENGLISH)

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The article substantiates the problem of improving the quality of professional training of future specialists in the field of pedagogy. The use of interactive teaching methods in the study of professional psychological disciplines is analyzed. Features of practical training aimed at forming the personality of a specialist who would be competitive on the domestic and European labor market are highlighted. The importance of forming the ability to independently search for solutions to pedagogical tasks, making creative decisions in the conditions of future pedagogical activity is analyzed.

Keywords: *professional training, interactive learning methods, educational and professional activity, professional self-determination.*

The relevance of the study is due to the fact that educational and professional activity, as a leading type of activity, is the main stage of life and professional path and formation of personality, its socialization.

Admission to a higher education institution changes social status, social functions, roles, activities, enhances social development, includes a person in the sphere of social relations and future profession, requires the mobilization of internal

resources, natural inclinations and leads to a reassessment of values. The process of development and value-professional self-determination depends on the level and degree of social activity, self-activity and productivity of the personality oneself.

The purpose of the article is to analyze the psychological features of the use of interactive learning methods during the study of professional psychological disciplines by university students.

The results. Forms of lessons: lectures, conversations, debates, discussions of pedagogical situations, training exercises, introspection, role-playing games, etc. T. Kochubei, A. Ocheretyanyi emphasize the effectiveness of the use of interactive technologies in the formation of life values of students in the course of educational disciplines [3, 4]. In foreign psychology, interactive teaching methods are widely used in working with students. The format of coaching involves the use of interactive methods in the field of feedback-vector orientation. Feedback – in a broad sense – is a feedback in the form of a response, review, i.e. feedback on an action or event [6]. In particular, when a teacher gives a lecture, he or she will always wait for feedback to be found: when students will discuss the presented educational information and ask questions.

Used during lessons a form of group activity, which is determined by L.A. Onufriieva, as a cooperative form of activity during which students can share their goals [2]. In the group form of activity, group members are interdependent, influence each other for a certain period of time, pursue a common goal, they have a sense of belonging, they are involved in the process of interactive communication [5]. The subject of each lesson determined its form.

The main tasks, set by us, are as follows:

- 1) expansion of students' knowledge on the problem of psychology;
- 2) subjects' awareness of the coincidence of requirements of the future profession with their life goals and plans;
- 3) analysis of the main ways of formation of each student's own system of values, in particular, such as: primary socialization in the family; socially organized system of upbringing, education and culture, state-controlled system of ideological influence: the influence of formal and informal groups;
- 4) awareness of the existing conflict of values in modern society and for each student in particular and its causality with social transformations in Ukraine;
- 5) identification of each subject's ideas about the meaning of life as the dominant focus of the personality type on the implementation of certain life values;
- 6) the coincidence of the subjectively conscious meaning and the real direction of the student's life; compliance of the chosen meaning of life, the requirements of the profession to his capabilities and individuality.

We based our practical training on the system-forming factor of self-knowledge as a leading component of integration of psychological knowledge into the

consciousness of the future teacher, on the basis of which there is a transfer of meanings to their own actions and deeds, increased self-activity and, as a consequence, personal growth. Methods of formation and development of teams developed by V. Horbunova, which are based on the principle of axiology of the role approach [1], were important for us when using active teaching methods. After discussing the cycle of pedagogical situations, the task became more difficult to play their specific role. Certain conditions were set, and the respondents took turns playing the role of a teacher, demonstrating their own professional values by their choice. In the course of role-playing games, the subjects had a need to transform the values of the pedagogical profession from the phenomenon of «external» to the phenomenon of «internal», i.e. to become their own, personal. In the process of subsequent discussion questions, students analyzed the actions and behaviour of teachers and students, realized the importance of value orientations, reliance on which allowed to solve the pedagogical task positively and successfully.

Conclusions. Due to the activity of self-knowledge, the personality ceases to be a product of external circumstances and shows the ability to self-creation. Self-creation does not occur through a monotonous volitional effort, but grows out of the forms and content of communication with other people, and is determined by the nature of such communication.

Thus, the students: 1) paid attention to the prior professional values of the teacher and correlated them with their own; 2) reflected on the place and role of the teacher in society, the opportunity to be useful to society; 3) connect the chosen profession with the realization of their own abilities; 4) realized the importance of the teaching profession.

Effective forms of work are psycho-gymnastic exercises and analysis, solution of life and pedagogical situations, which would contribute to the development of positive motivation for future professional activity, to the growth of altruistic orientation of the teacher, to the expansion of cognitive interest in mastering the chosen profession, to shift the emphasis from professional and subject values to personality-oriented.

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RESEARCH ETHICS IN EDUCATION RESEARCH

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Universities take the lead in establishing a culture of academic integrity and research ethics within their institutions, and work to develop student attitudes towards commitment to academic integrity and research ethics to ensure scientific honesty and preserve the intellectual property rights of others. And that is by issuing ethical charters for learners and researchers and lists of standards for scientific research, and going beyond that, considering adherence to those standards and charters as a requirement for public and higher education institutions and research centers to obtain accreditation and quality certificates, and this increased the confidence of society, governments and financiers in graduate students and their research.

Introduction. Public and higher education institutions have increased interest in research ethics and academic integrity. Because of its importance in building the value system of researchers and future scientists, especially in an environment of scientific openness and technological development that facilitated the exchange of information and data and their transfer between individuals; Which made some learners and researchers invest this advantage in scientific theft, plagiarism of data and information, and academic fraud, intentionally or unintentionally, and hence the increasing interest in spreading awareness of academic integrity and scientific research ethics among university students, especially postgraduate students, Because it directs their behavior in all university and societal contexts (Bel Abbas, 2016).

Universities at the European level have taken measures to ensure academic