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TABLE OF CONTENTS

1.	<i>Antonyuk O., Vovk Yu.</i> PHYSIOLOGICAL ATRESIA OF THE DUODENUM.	7
2.	<i>Antonyuk O. P., Vovk Yu. M.</i> THE PECULIRITIES OF INTRODUCTION OF DISTANCE EDUCATION OF STUDENTS IN HIGHER EDUCATIONAL ESTABLISHMENTS OF UKRAINE.	16
3.	<i>Banzak H. V., Bansak O. V., Kudryashov V. A.</i> SIMULATION OF MAINTENANCE PROCESS IN STATE WITH A FIXED CONTROL PERIOD.	20
4.	<i>Bardus I.</i> TRAINING FORMS OF FUTURE IT-PROFESSIONALS OF PRODUCTIVE PROFESSIONAL ACTIVITY (THEORETICAL BASIS).	24
5.	<i>Bohachenko M. M.</i> BASIC APPROACHES TO THE DEFINITION OF POLITICAL MARKETING.	29
6.	<i>Chechelashvili M., Berikashvili L., Zedginidze S.</i> FROM THE THEORY OF CLUSTERS - TO THE THEORY OF CLUSTER DEVELOPMENT OF REGIONS: EVOLUTION AND PROBLEMS.	32
7.	<i>Gorenko L. I.</i> CULTURAL VALUES AND PRIORITIES AS A STRATEGIC DIRECTION OF THE DEVELOPMENT OF UKRAINE AND EUROPE AT THE BEGINNING OF THE XXI CENTURY: NATIONAL AND CIVILIZATIONAL DIMENSIONS.	39
8.	<i>Huseynova F.</i> INDIVIDUALISM, COLLECTIVISM AND SOCIAL RESPONSIBILITY.	46
9.	<i>Ivanov Ye., Schutyuk V.</i> MALT EXTRACT AS A RAW MATERIAL FOR MODERN COFFEE DRINKS.	53
10.	<i>Komarnytska T. K.</i> HYBRID WORD FORMATION IN JAPANESE AS A MARKER OF THE INTERNET AGE.	56
11.	<i>Levachkova Yu. V., Yarnykh T. G., Chushenko V. M.</i> MICROBIOLOGICAL RESEARCHES OF INGREDIENTS OF COMBINED PESSARIES FOR THE TREATMENT OF INFECTIOUS AND INFLAMMATORY DISEASES IN GYNAECOLOGY.	67
12.	<i>Mukhamadieva M. M., Maksudova F. K., Kariyeva E. S.</i> ANALYSIS OF THE ANTIRETROVIRAL DRUGS MARKET IN THE PHARMACEUTICAL MARKET OF UZBEKISTAN.	72
13.	<i>Milyukova I.</i> THE PROBLEM OF AUTOMATION OF TEST TIME WHEN USING GOOGLE FORMS TO CREATE TESTS.	78

14.	<i>Pernebekov S., Dzhunusbekov A., Tortbayeva D., Aralbay A.</i> FACTORS AFFECTING THE CONSUMPTION OF ENGINE OIL IN CARS.	85
15.	<i>Shtets V. O.</i> MULTIMEDIA DESIGN IN A MODERN MUSEUM EXHIBITION.	89
16.	<i>Sukhonosov R., Lebedieva A., Shafranetska V., Lopushniak L.</i> THE USAGE OF INTERACTIVE TECHNOLOGIES DURING THE STUDYING AND TRAINING OF HIGHER EDUCATION TEACHERS.	95
17.	<i>Sokolnyk S. V., Nechytailo D. Yu., Miheeva T. M.</i> PECULIARITIES OF MICROSOCIAL FACTORS IN CHILDREN WITH ARTERIAL HYPERTENSION.	99
18.	<i>Tkach V. V., Kushnir M. V., Ivanushko Ya. G., Silvio C. De Oliveira, Yagodynets P. I., Kormosh Z. O., Lucinda Vaz dos Reis</i> THE THEORETICAL DESCRIPTION FOR THE PERYLALDEHYDE ALDOXYME ANODIC ELECTROCHEMICAL DETERMINATION, ASSISTED BY THE NOVEL POLY(SQUARAIN DYE-CO-NAPHTHOQUINONES) COMPOSITE WITH RUTHENIUM OXIDE.	104
19.	<i>Yakubov B.</i> INCREASING THE ROLE OF WOMEN IN SOCIETY THROUGH POLITICAL PARTIES.	107
20.	<i>Байгушев В. В.</i> ФОРМУВАННЯ СТАЛОЇ ГОСПОДАРСЬКОЇ ДІЯЛЬНОСТІ ОБ'ЄДНАНИХ КОРПОРАТИВНИХ СТРУКТУР В УМОВАХ НЕВИЗНАЧЕНОСТІ.	115
21.	<i>Басараба Р. Ю.</i> ОСОБЛИВОСТІ ВИКЛАДАННЯ «РОЗРОБКИ ЛІКАРСЬКИХ ЗАСОБІВ» ДЛЯ СТУДЕНТІВ ФАРМАЦЕВТИЧНОГО ФАКУЛЬТЕТУ.	124
22.	<i>Волохова А. О.</i> ЧИННИКИ ЕФЕКТИВНОСТІ ПРОФЕСІЙНО-ОРІЄНТОВАНИХ ТЕХНОЛОГІЙ НАВЧАННЯ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНИХ МОВ: ІНШОМОВНІ ЧИННИКИ.	128
23.	<i>Гурбанова Т. С.</i> ПОШИРЕННЯ СУПУТНЬОЇ ПАТОЛОГІЇ У ХВОРИХ НА ПЕРЕЛОМИ ПРОКСИМАЛЬНОГО ВІДДІЛУ СТЕГНА.	138
24.	<i>Джанпаизова В. М., Асанов Е. Ж., Муталов Н. Б.</i> УЛУЩЕННЯ КАЧЕСТВА ПРЯЖИ ПУТЕМ ОТБОРА ЗРЕЛЫХ ХЛОПКОВЫХ ВОЛОКОН.	148
25.	<i>Дічек Н. П.</i> ШКІЛЬНА ОСВІТНЯ ПОЛІТИКА В НЕЗАЛЕЖНІЙ УКРАЇНІ В ОСОБАХ: СТАНІСЛАВ НІКОЛАЄНКО.	154
26.	<i>Кліна Ю. В., Рідей Н. М., Титова Н. М., Павленко Д. Г.</i> АРХІТЕКТОНІКА ТА МЕТОДИКА ОРГАНІЗАЦІЇ ПРОФПІДГОТОВКИ ФАХІВЦІВ ДЛЯ ПІДПРИЄМНИЦТВА ЗА ВИДАМИ ЕКОНОМІЧНОЇ ДІЯЛЬНОСТІ.	159

27.	Король М. М. ІПОТЕЧНЕ КРЕДИТУВАННЯ В КАНАДІ.	167
28.	Кошелева Л. Є. ОСОБЛИВОСТІ ПРОЦЕСУ ТИМБЛДІНГУ ПУБЛІЧНОГО АДМІНІСТРУВАННЯ.	173
29.	Перепелиця О. О., Яремій І. М., Купчанко К. П., Труфен Л. І. МІЖДИСЦИПЛІНАРНІ ЗВ'ЯЗКИ ХІМІЧНИХ ДИСЦИПЛІН ПРИ ВИКЛАДАННІ БІОХІМІЇ НИРОК МАЙБУТНІМ ЛІКАРЯМ.	180
30.	Попелюк В. П. ФУНКЦІОНУВАННЯ ПРОФЕСІЙНОЇ ЛЕКСИКИ У МОВЛЕННІ ВІЙСЬКОВОСЛУЖБОВЦІВ.	191
31.	Таджибаев И. У. АНАЛИЗ НАБЛЮДАТЕЛЬНЫХ ДАННЫХ СИСТЕМ ШАРОВЫХ СКОПЛЕНИЙ НЕПРАВИЛЬНЫХ ГАЛАКТИК.	197
32.	Ткач В. В., Кушнір М. В., Мінакова Т. Г. ЦІКАВА МОЖЛИВІСТЬ РЕАЛІЗАЦІЇ МІЖПРЕДМЕТНОГО ЗВ'ЯЗКУ МІЖ ХІМІЄЮ ТА ГЕОМЕТРІЄЮ ПРИ ВИВЧЕННІ ТЕМИ «ХІМІЧНІ ВЛАСТИВОСТІ МЕТАЛІВ».	203
33.	Чернюх О. Г. МОЖЛИВІ ФОРМАТИ ТА СЦЕНАРІЇ ПРОВЕДЕННЯ ОСВІТНЬОГО ПРОЦЕСУ В МЕДИЧНОМУ УНІВЕРСИТЕТІ У 2020/21 Н.Р.	205
34.	Човнюк Ю. В., Кравчук В. Т. ВДОСКОНАЛЕННЯ РЕОЛОГІЧНОЇ МОДЕЛІ ЦЕМЕНТНО-ПІЩАНИХ РОЗЧИНІВ ТА БЕТОННИХ СУМІШЕЙ У ПРОЦЕСАХ ЇХ ВІБРАЦІЙНОГО ФОРМУВАННЯ.	213
35.	Шевченко О. Л. БРЕНДИНГ В ЕПОХУ ЦІННОСТЕЙ АБО МАРКЕТИНГУ 3.0: РОЗВИТОК ТА СУЧАСНІ ВИКЛИКИ.	223
36.	Яковлев Р. Н. ВЗАИМОСВЯЗЬ МЕЖДУ ИНФЛЯЦИЕЙ И ЭКОНОМИЧЕСКИМ РОСТОМ В ЭКОНОМИКЕ УЗБЕКИСТАНА.	230
37.	Янішен І. В., Доля А. В., Ярова А. В., Мовчан О. В. ПОРІВНЯЛЬНА ОЦІНКА ФІЗИКО-МЕХАНІЧНИХ ВЛАСТИВОСТЕЙ ВІТЧИЗНЯНОГО ТЕРМОПЛАСТИЧНОГО ВІДБИТКОВОГО МАТЕРІАЛУ «ОРТОКОР-СТ» З АНАЛОГОМ.	235
38.	Янішен І. В., Ярова А. В., Доля А. В., Мовчан О. В. ПОРІВНЯЛЬНА ОЦІНКА ЯКОСТІ МАТЕРІАЛІВ ДЛЯ ВИГОТОВЛЕННЯ ТИМЧАСОВИХ НЕЗНІМНИХ КОНСТРУКЦІЙ.	243

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**THE USAGE OF INTERACTIVE TECHNOLOGIES DURING THE
STUDYING AND TRAINING OF HIGHER EDUCATION TEACHERS**

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Annotation. From a range of tasks that are given to the higher educational institutions the most important is the improvement of the professionals' training quality and especially of teachers who are responsible for the education of others. The future teachers have to become knowledgeable according to the program of educational discipline, obtain skills and understand how to use them, possess methods of scientific and research work. Moreover, teachers have to improve their self-development and creative thinking. That is why the usage of interactive educational technologies becomes more and more important. Their aim is to create necessary professional competences for the higher education teachers.

Key words: interactive technologies, methodic, training, teacher.

The research of literature sources allows to claim that the term «technology» (techne – proficiency, technique, craft; logos – science, study) is the combination of knowledge in the methods and ways of information processing. The technology contains also the mastery of process learning and as a result it makes personification. Technological process always has a certain order of operations with the usage of required arrangements (materials, instruments) and circumstances. The technology in a procedural meaning answers the question: «How to do and in what ways?». To the existing technological signs refer standardization, process unification and possibility of its realization according to asked conditions [1-4].

Pedagogical technology is a systematic method of creation and determination of the whole educational process and receiving of knowledge with technical and human resources and also their interaction that has a purpose of educational optimization. Among modern interactive educational technologies the special attention refers to the combination of methods that are aimed to the interaction of all members of the educational process, especial during seminars and practical lessons.

Thus, the analysis of concrete situation related to the organization of active cognitive teachers' working is one of the most effective and widespread educational method. This method develops the skill of analyzing of life and professional tasks, critical thought; gives the possibility to connect theoretical knowledge with practical, to formulate proficiencies of assessment of alternative variants in the unknown conditions, to express correctly own opinion and to know how to give arguments, to solve complex tasks. All these aspects have the important meaning for the practical working of the future higher education teacher. At present two methods are used most of all, such as the method of situational analysis that contains the analysis of particular situations (situational tasks, situational exercises) and the method of situational studying – the method of cases.

From the point of view of pedagogical working improvement play-based methods are quite effective. They are characterized by the presence of game models of the process or of the teacher's work; by the activation of thinking and student's behavior; by the high level of the involvement of students into the educational process; by the

obligation of cooperation of students between each other and teacher; by the emotionality and creative character of lesson; by the self-sufficiency of students in making decisions; by their desire to receive different skills in a relatively short period of time. In the process of preparation to the business game future teachers become motivated for an active research of diagnostic information according to its role, teachers receive skills of working with this information. The consignee of pedagogical education also develops the skill of controlling the own behavior, learns how to accept and analyze adequate others opinion.

The methodic with usage of interactive technologies contains the following stages:

1. Preparation for the lesson when the aim and the time limit of the game are clearly set, its educational potential has to be assessed, the plot and time structuring of game stages (motivational, efficient, reflexive, control-assessing) are formed, all needed materials and equipment are chosen, instructions for players are developed (tasks, rules, conditions, game actions) etc.
2. Conduct of the game that gives students different types of work, such as physical, psychological and intellection activity. Such efforts are regulated by a target and have the following characteristics: prediction of the final result and understanding the possibility of its achievement, assessment of the process and results of the work, planning of the actions, harmony of internal and external actions.
3. The step of analytical assessment that means the summary of game results, determination by the students positive game results for their professional and personal development, formulation of outcome, detection of disadvantages and research of ways to improve game interaction and usage of this methodic in the future.

So, the usage of interactive technologies during the educational process and training of future teachers successfully allows to develop pedagogical proficiency, to stimulate and to activate cognitive activity, to achieve better results in learning of the educational material by students.

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