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## **INTERACTION OF PARTICIPANTS IN THE EDUCATIONAL PROCESS**

Today, the problem of finding innovative technologies for the training of future specialists has become actualized. Scientists have proven that the effectiveness of modern education depends on the implementation of democratic principles, values of partnership and cooperation between the teacher and students. That is why, in order to activate the educational activity of students, special attention should be paid to the organization of pedagogical interaction in the educational

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process. The problem of the interaction of participants in the educational process has worried scientists for a long time. At the current stage of the development of domestic science, this problem is being investigated by scientists in various aspects: the organization of students' educational activities; pedagogical interaction and pedagogical communication as the interaction of a teacher and a student; "educational interaction" aimed at forming the student's personality; didactic interaction of subjects of study - teacher and student; didactic interaction between teacher and student as a factor in optimizing the learning process. The purpose of the work is to characterize the features of pedagogical interaction, its styles and models in the context of the current task of pedagogical science - improvement of classical didactic theory in accordance with new educational realities and conditions of the pedagogical process.

The main features of interpersonal interaction are: the presence of a goal (object) external to the interacting individuals, the implementation of which is due to the need for mutual efforts, situational approach, reflective ambiguity. It should be noted that the democratic style of pedagogical interaction is the most consistent in the organization of the educational process. It promotes a "major" psychological climate and is distinguished by a high level of cohesion. Long-term or constant use of an authoritarian style of interaction can lead to a negative attitude towards the teacher. An authoritarian teacher can achieve blind obedience rather than respect and understanding. The liberal style of pedagogical interaction has no authority among students, they feel his psychological weakness: he is inconsistent in his actions, inattentive, does not bring his thoughts to a logical conclusion. We support the opinion of S. Goncharov, who supplements this classification with an interactive learning model. The essence of interactive learning is that the learning process takes place under the condition of constant, active interaction of all students. During

interactive learning, students learn to be democratic, to communicate with each other and with others. Interactive interaction between the teacher and students, and between the students themselves, is at the same time productive in the sense that it allows to successfully solve developmental tasks, namely: it contributes to the formation of the student body as a whole, the formation of traits of a creative personality of each student. In the writings of US researchers, the idea of the widest possible use in the learning process of social mechanisms for the transmission of experience from generation to generation is substantiated, which is interpreted as a process of self-reproduction of society. The psychological basis of the effectiveness of such practical training is the inclusion of the student in active social connections, in practicing communities, where an interactive environment is created. It is assumed that the activation of social ties in the conditions of theoretical training should also have a positive effect. Therefore, the interaction of the participants of the educational process, which is built on the principles of equality and mutual respect of partners (students and teachers), ensures the inclusion of students in the process of learning the truth and the mutual development of the teacher and student.

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