the age of children, the scale of knowledge, to the extent that they achieve their vision, conduct interesting conversations about nature, about the world of plants, about the animal world, about how to conduct, care for seedlings, grow flowers, as well as special television shows. Adult behavior is also an example, a lesson for young people.

Currently, environmental education and upbringing, contributing to the improvement of environmental legal awareness and culture of our youth, are an integral part of the general education system and occupy its main places.

So far, a lot of practical work has been done to improve the ecological culture. Among them are the development of the concept of environmental education, the creation of a state educational standard for ecology, the issuance of a number of programs, collections, the preparation of teaching aids, and the holding of a number of republican conferences. To solve a number of problems in Uzbekistan, along with new social movements, the Ecosan International Society of Ecology and Health was created.

At present, to improve the ecological culture, it is also necessary to pay attention to the fact that the work carried out by teachers and the public not only contributes to the environmental education of schoolchildren. Improving the effectiveness of environmental education depends on environmental education. Environmental education must be carried out on a large scale (in kindergartens, schools, institutions, on the streets, public organizations, higher and secondary special educational institutions). This work is one of the important problems of today and guarantees the future healthy generation.

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DOI 10.36074/29.05.2020.v3.01

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ORGANIZATION OF INTERACTIVE ADULT LEARNING (THEORETICAL ASPECT)

Introduction. The main task of the present time in the education system is to search for new and modernized techniques, tools and methods, technologies for teaching adults, capable of active life, personal and professional self-realization.

The world needs innovation, discovery, improvement of the education system, and this is possible only if the latest technologies are implemented into the learning process.

Nowadays, more and more attention is being paid to a person as a personality or individuality - his consciousness, spirituality, culture, morality, as well as highly developed intelligence and intellectual potential.

Accordingly, there is no doubt of the utmost importance, the urgent need for such professional training, in the process of which higher education institution would be graduated by educated intellectuals who possess knowledge, common culture, ability to think independently and flexibly, to take initiative, creatively and to solve their professional and life tasks.
Interactive learning technologies have become one of the most effective ways and means of implementing these principles, which are largely creative, unconventional and, at the same time, effective. In today's society, not only the teacher but also the computer, the TV, the video can be a source of knowledge.

Students should be able to understand the information received, interpret it, apply it in specific conditions; at the same time to think, to understand the essence of things, to be able to express an opinion. This is what interactive technologies contribute to.

Throughout the development of methodology, pedagogy and psychology, much attention has been paid to the study of using interactive teaching methods.


The methodological basis of work experience and its practical implementation are based on the scientific researches and theoretical developments of such well-known teachers as O. Pometun, I. Rodigina, L. Pyrozhenko, T. Remekh, O. Mokroguz, I. Yakimanska, M. Makhmutov and others.

**Aim of the work**: to find out methodological foundations of adult interactive learning and to characterize interactive methods of adult learning developed by domestic and foreign scientists.

**Materials and methods in work.** To realize the purpose of research and solve the set of tasks, a set of interrelated and complementary methods was used: general scientific - analysis of scientific and methodological literature, synthesis, comparison and generalization, which made it possible to find out the peculiarities of theoretical and practical approaches that underlie the development of the studied educational phenomenon, formulate baselines and generalized conclusions of the work; specific scientific method of terminological analysis has provided the disclosure of the essence of the studied phenomena by identifying and clarifying the meanings of fundamental concepts.

**Results and discussion.** The analysis of andragogic approaches to adult learning has shown the need for their use in the system of postgraduate teacher education, as they are based on knowledge about the adult person with regard to his / her age characteristics, educational interests and needs, life experience, abilities and opportunities.

It reflects the humanistic essence of the educational process, provides active functioning of the learner, high motivation, focus on creating the right conditions for continuous self-education, self-improvement, development of research skills, which contribute to improving professional skills, achieving the highest level of creativity [1; 3].

**Adult learning** has a number of specific characteristics and features that should be considered when designing the learning process on the andragogic model, preference in which is given to interactive learning technologies that most effectively provide communication links between the subjects of the educational process, facilitate the establishment of partnerships. Interactive learning is one of the destinations of active social and psychological teaching, which most closely corresponds to the psychological features and pedagogical regularities of adult learning.

**Interactive learning technology** provides not just a mechanical change of one method to another, but also provides a logical transition algorithm by means of active methods from one stage of the educational process to another in order to ensure its integrity and quality.

Therefore, **interactive learning technology aims at** conscious and systematic use of active learning methods and ensures their harmonious incorporation into the learning process [5].
The andragogs of the Nottingham group have found that the following teaching methods are most effective in adult learning: exposure, management, and search methods.

Andragogs of the St. Petersburg Science School prefer the teaching adults following active methods, such as: imitation (as a case method, modeling, business games) and non-imitative, orienting (dialog technologies) and stimulating (organization of activity) [4].

Domestic andragogs consider the following interactive learning technologies effective in accordance with the traditional or distance form of adult learning: technologies of developing the ability to analytical activity, case-method, problem-solving technologies, dialog technologies, project method, methods of stimulating creative activity, creative situations, educational and creative tasks; collaboration in collaboration, small group training, training, brainstorming, method “Delphi”, game method [6].

Comparative characteristics of interactive techniques and teaching methods in domestic and foreign practices allowed to state that the characteristic features of adult learning are: non-directive nature of training; problem statement and acquisition of necessary knowledge; orientation of learning to achieve results in solving problems; practice communication and validation of learning outcomes; constant discussion of the content, forms and methods of training in the training group; taking responsibility for the learning process of all group members and educators; the process of evaluating learning outcomes with the participation of all team members [7].

The principles of organization of adult learning are defined: activity (in order to achieve the set goals, each student should actively participate in the communication process and actively interact with others); open feedback (expression by a participant or all participants in a group of thoughts, ideas, or objections to the tasks assigned; it is through active use of that communication that the group members learn how others perceive their communication style, thinking style, behaviors); experimentation (active search by students for new ideas and ways of solving the set tasks; this principle is very important both as an example of a strategy in real life, and as an impetus to the development of creativity and initiative of the individual); trust in communication (this is specifically aimed at the special organization of group space in the course of classes: commonly used in the work of receiving the arrangement of the student and the teacher in a circle face to face, to change the students stereotyped attitudes and ideas about how the classes should be conducted and organized and what role the teacher should play in them); equality of positions (meaning that the teacher does not seek to impose his or her thoughts on the students, but acts together and on an equal basis with them; in turn, each student has the opportunity to be in the role of organizer, leader) [8].

Conclusions. In the course of theoretical analysis and comparison of the experience of organizing adult learning, the following conclusions are drawn.

Features of adult learning include the unity of all subjects of learning, the content of the tasks assigned to the learning, methods and means of carrying out this process, forms of organization of lectures, thematic discussions, special courses, in accordance with new achievements of the pedagogical thought.

The effective conditions of organization of adult learning are determined: learning is focused on solving specific production problems; is based on the life experience of the listeners, with maximum use; is aimed not at the formal transfer of knowledge, but at the development of participants’ activity in their acquisition; is carried out in an informal, non-authoritarian atmosphere of interaction, understanding and mutual respect, that is, the pedagogical worker treats each of the trainees as a colleague.

The basic requirements to the teacher-andragog are revealed: the presence of pedagogical and methodological competence, which implies the possession and purposeful improvement of subject and methodical competences in teaching a specific subject and requires the modern andragog to improve his pedagogy and lifelong skills; psychological competence, which implies
the ability of the andragog to take a person-centered approach to learning, to create a creative atmosphere during class, to stimulate interest in learning, to resolve conflicts in the group and to provide counseling and social support, to have a system of knowledge about the laws of communication management of the individual and the group, adequately behave in the adult team, perfectly master the knowledge of psychology, have the skills of psychological and pedagogical diagnostics and psychological counseling; to have a system of knowledge about the adult as a subject of the educational process, his age, individual characteristics, social factors and patterns of mental development, to help the self-actualization of the listener, to show confidence in the adult person during the training, to openly express their feelings, to be able to manage themselves; general scientific competence (ability of the andragog to obtain the necessary information about scientific discoveries, to track new developments of scientists, to predict the possibilities of application in the educational process, also with adults to participate in the project activity, to receive results and to report about them at the scientific conferences; to know the history of the development of andragog concepts; a system of knowledge about the philosophy and sociology of adult education; organizational foundations of adult education; adult learning); information and communication competence (orientation in the flow of information, ability to work with different types of information, find and select the necessary material, classify it, summarize it; be critical of it, on the basis of the acquired knowledge to solve any information problem related to professional activity); professional and personal qualities (morality, intelligence, skill, physical excellence, professionalism, initiative, creativity, ability to adapt, ability to generate new ideas, ability to be a dynamic and optimistic personality).

It was found out that interactive learning is a special form of organizing the cognitive activity - creating a comfortable learning course when all students have been involved into the process of cognition and they have a possibility to reflect on what they know and think.

Accordingly, it was found out that the experience accumulated in Ukraine and abroad, which uses interactive adult learning, is intensively facilitating the educational process and activating students' educational and cognitive activity. This concerns the need to use scientific information, creativity approach to the scope of learning, and so to have the opportunity to absorb knowledge in more accessible way; independently find possible resources to solve the problems; implement a strategy that achieves goals and plan the concrete actions; learn to formulate your own opinion, express it correctly, prove your own point of view.

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