



Psychological and pedagogical features of using interactive learning technologies in the process of professional development of teachers

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◆ **Abstract.** The relevance of the topic is conditioned by the growing role of interactive learning technologies in the development of pedagogical skills of teachers and the need to clarify the conditions for their effective use. The purpose of the study was to investigate the conditions for the effective use of interactive training technologies in the process of advanced training of teachers of higher military educational institutions. The methodological basis of the research was a combination of theoretical and experimental methods, which allowed substantiating the theoretical provisions and investigating the real conditions for using interactive technologies in the process of improving the pedagogical skills of scientific and pedagogical workers of higher education institutions. The paper analysed the specifics of organising educational activities of adults, in particular, teachers of higher military institutions. It was revealed that the personalisation of the educational process, the development of practical skills, and increasing motivation for learning contributes to the use of interactive learning technologies based on the active interaction of educational applicants with educational material, the teacher, and among themselves. The requirements for successful training using interactive technologies were justified: positive relationship, non-targeted interaction, individual responsibility, development of joint work skills, work assessment. The paper summarised the organisational, pedagogical and psychological conditions for the effective use of interactive training technologies in advanced training of teachers of higher military educational institutions. It was established that the effectiveness of using interactive technologies in the process of improving the pedagogical skills of teachers of higher military educational institutions increases under the condition of a holistic organisation of educational interaction, which was based on the subject-subject nature of training, a favourable psychological climate, motivational readiness of students, and professional significance of educational tasks. Important performance factors included consideration of the experience and professional stereotypes of students, focusing on overcoming the fear of failure, reflexive understanding of the results of educational activities, and proper methodological and organisational readiness of course teachers. The practical significance of the research lies in the possibility of using reasonable organisational, pedagogical and psychological conditions, forms and methods of interactive learning to improve the pedagogical skills of teachers of higher military educational institutions in the system of their professional development and advanced training

◆ **Keywords:** adult education; andragogy; interactive interaction; psychological and pedagogical conditions; pedagogical skills

◆ Introduction

The current stage of higher education development requires dynamic changes due to the introduction of digital technologies, the globalisation of knowledge, the innovative

nature of activities, and the growing requirements for training specialists in a competence-based approach. Conventional teaching methods are gradually losing their

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effectiveness, as they often do not provide an appropriate level of interaction in the “teacher-educational applicant” format, the development of critical thinking, creativity, and communication skills among educational applicants. Interactive learning technologies are based on the active interaction of educational applicants with educational material, the teacher, and among themselves. The use of multimedia tools, virtual simulators, adaptive learning platforms, interactive forms and methods of teaching in the educational activities of higher education applicants opens up new opportunities for improving the quality of knowledge acquisition, motivation for learning, development of practical skills, critical thinking. Research and teaching staff are faced with the task of improving the methods of teaching academic disciplines with a focus on a student-centred approach. The problem of adult education development was analysed by O.A. Dubasenyuk & O.A. Samoilenko (2020), who studied current trends in the management and organisation of adult education. The researchers analysed the essence, subject and tasks of andragogy as a branch of scientific knowledge about adult learning, and characterise an adult person as a subject of learning. A. Lytvynchuk *et al.* (2023) found that the effectiveness of distance education in Ukraine depends on a combination of conventional and innovative approaches, proper technical and legislative support, modernisation of information infrastructure, and continuous improvement of the system at all levels of education, which ensures the stability and continuity of the educational process. O.H. Hubar *et al.* (2023) focused on the impact of the use of interactive technologies on the quality of education of future teachers in higher education institutions. Professionalisation of teaching staff in the field of adult education in the context of formal and non-formal education was investigated by O.V. Anishchenko *et al.* (2022). The researchers analysed the psychological aspects of professionalisation of andragogs, the essence and features of the development of andragogical competence of teaching staff. A. Yermolenko (2022) identified the features of the subject-subject learning model, which contributes to self-improvement, self-realisation of the creative personality, and is a condition for the comprehensive development of the individual, identification and development of its creative potential. A. Yermolenko systematised approaches to the principles, features, technologies, and methods of interactive learning; organisation of training in cooperation and expansion of opportunities for interactive learning technologies in the educational procession based on the conclusions of A.V. Marchuk (2020), adult learning technology can be interpreted as a way to implement the content of adult education based on the interaction of content, procedural, motivational, organisational components, taking into consideration the competencies and professional experience of the course participant. Technical development puts the adult person in front of the need to get rid of outdated experience in order to acquire new ones. If life and professional experience is not relevant, it

can be an obstacle to professional growth. N.A. Frolenko & M.O. Stupnytska (2020) identified global educational trends in the development of the system and content of learning in the modern world: orientation to the active development of cognitive activity by a person; orientation of learning to the individual, providing opportunities for its self-disclosure; mass nature of education and its continuity as a new quality; significance of education for the individual and society; adaptation of the educational process to the needs of the individual. The analysis of scientific papers on the problem under consideration gave grounds to assert that the research and substantiation of psychological and pedagogical conditions for the effective use of interactive technologies in adult education, in particular, when organising courses to improve the pedagogical skills of teachers of higher military educational institutions, remain without attention of researchers. The purpose of the study was to analyse the psychological and pedagogical conditions for the effective use of interactive learning technologies in advanced training of teachers of higher military educational institutions. The objectives of the study included the definition and theoretical substantiation of psychological and pedagogical conditions for the effective implementation of interactive technologies in the system of professional development of teachers of higher educational institutions, and the analysis of the results obtained to determine the requirements for the teaching staff of advanced training courses using interactive learning technologies.

◆ Materials and Methods

The theoretical basis of the study was research in the field of andragogy by I.V. Maslianikova (2020), A. Samko (2021) and M. Pashchenko *et al.* (2023). The subject of the analysis also included approaches of I.I. Bilous *et al.* (2022) on the forms of organising advanced training courses using interactive technologies. To develop the programme of pedagogical skills courses, the experience of organising advanced training courses for research and teaching staff was investigated. Generalisations and conclusions were based on direct participation in teaching at advanced training courses for research and teaching staff with the active use of interactive learning technologies to improve efficiency and pedagogical skills. The material base of the study was made up of educational and methodological complexes of advanced training courses, in particular Curriculum of the certificate programme in pedagogical skills for teachers of higher military educational institutions from 2025, curricula of interactive classes, and the results of students' activities – projects developed by them, presentations, cases and reflexive reports that are stored by the authors and are not available in open sources. The analysis of such a material base allowed substantiating theoretical provisions on the use of interactive training technologies, the organisation of advanced training and summarising the results of research on the problem of professional development of scientific and pedagogical workers.

The study of psychological and pedagogical features of the use of interactive learning technologies in the process of professional development was conducted in 2023–2025 during the organisation of courses for 27 scientific and pedagogical workers (methodologists and teachers of higher educational institutions) on the pedagogical skills of higher military educational institutions. The age range of participants ranged from 30 to 72 years, which allowed studying the specific features of perception and application of interactive technologies by specialists with different pedagogical experience. The pedagogical experiment had a formative character and provided for the introduction of a complex of interactive technologies: technologies of cooperative learning (working in pairs, “Two-four-all together”, “Carousel”, “Aquarium”, working in small groups); technologies of collective and group learning (discussion of the problem in the general circle, “Microphone”, “Unfinished sentences”, “Brainstorming”, “Jigsaw”, “Decision tree”); technologies of situational modelling (business and simulation games, playing the situation by role); technologies of working out discussion issues (“PRES method”, “Take a position”, “Change your position”, “Continuous scale of thoughts”, discussion, evaluation discussion). Targeted observation, surveys, and conversations in the process of organising advanced training courses helped to identify effective interactive learning technologies in adult education. The certificate programme on pedagogical skills of teachers of higher military educational institutions provided for the development of four modules with a volume of 94 classroom hours lasting 80 minutes each. Pedagogical observation was carried out during eight hours of lectures and 18 hours of practical classes with training elements and 6 hours of group discussions of the module “Pedagogical technologies as a component of the teacher’s pedagogical skill” in order to track the activity, level of interaction, manifestations of cooperation, and self-reflection of students. The study followed the ethical standards of the Helsinki Declaration of the World Medical Association (WMA, 2024).

◆ Results and Discussion

In the conditions of war and post-war reconstruction, when the training of qualified personnel becomes particularly relevant, it is also important to pay considerable attention to improving the skills of scientific and pedagogical workers of higher educational institutions. Higher education teachers need to develop professionally important personal qualities that will ensure the organisation of educational activities in the specific conditions of martial law; the development of a motivational sphere of personality in such circumstances; the development of a reflective culture associated with the ability to self-analyse, awareness of professional difficulties, and the search for ways to overcome them (Zadorozhna-Kniahnytska *et al.*, 2024). In the organisation of advanced training courses for scientific and pedagogical workers, it is important to take into consideration modern approaches and innovative

pedagogical technologies that provide for the development of creative potential of teachers, changes in the ways of activity, and thinking style of participants in the educational process. Professional development of teachers can take various formats: courses, internships, certificate programmes, etc. Comparison of different types of training helps to determine their distinctive features: with the conventional approach, the teacher transmits specific information to the education applicant, and education applicants must learn it and confirm the high level of acquired knowledge; with a programmable type of training, the educational material is reported and assimilated using programmable textbooks, computer technology; the problem type of training is characterised by creating problematic tasks for learning new things, discussing ways to solve these problems; interactive (dialogue) type of training is aimed at developing the creativity of the education applicant through the use of interactive technologies. L.Z. Rebukha (2022) distinguished between the concepts of “learning technology” and “pedagogical technology”. Accordingly, the training technology reflects the trajectory of assimilation of educational material. M. Pashchenko *et al.* (2023) defined the concept of “innovative pedagogical technologies” as a purposeful, systematic and consistent implementation in practice of original, innovative methods, techniques of pedagogical actions and means from goal definition to expected results”. The main current trends in the development of learning technologies at the present stage of modernisation of contemporary education include the development of personality-oriented learning; the use of learning technologies with elements of problems, scientific research, interaction of students; the creation of conditions for self-realisation, self-affirmation, and self-determination of the individual; the introduction of their own teaching and learning methods, etc. (Rebukha, 2022).

In the context of organising professional development courses for teachers, the conclusions of A. Yermolenko (2022) regarding the characteristics of interactive adult learning are relevant: structuring the educational process taking into consideration interests and requests, experience, and partner interaction. Interactive educational activities contribute to the development of social, emotional, and intellectual competence, increase motivation, involvement in solving educational problems, experience of dialogical cognitive activity, flexibility in evaluating the results of educational activities, the ability to simulate the realities of practical activities. For the effectiveness of organising advanced training courses, it is important to adhere to andragogical principles (Boyarska-Komenko, 2019; Tymchuk *et al.*, 2021). Among the principles of organising courses for improving pedagogical skills, continuity, ambientness, the value of living, the use of active forms of learning, reflexive support, modular structure, awareness of learning, reliance on subject experience, practicality and motivation were highlighted (Fig. 1).

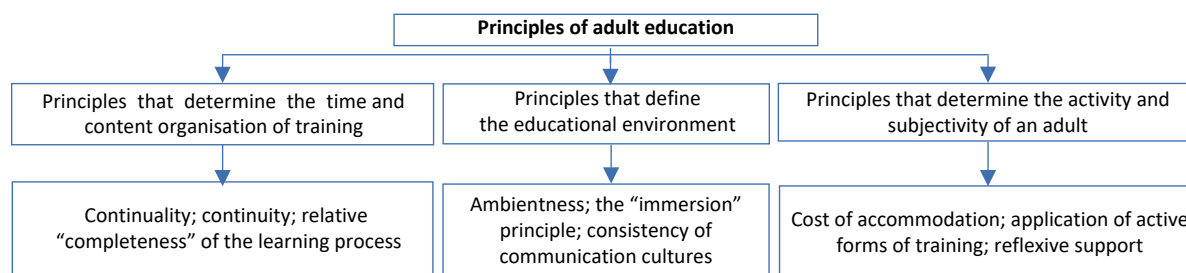


Figure 1. Principles of adult education

Source: developed by the author based on O.A. Dubasenyuk & O.A. Samoilenko (2020)

In accordance with the principle of continuity, the teacher in the process of active participation in the development of new things gets the experience of being in new mental states, a new social role. The principle of continuity involves lifelong learning and gaining new experiences. The principle of ambientness is implemented through the creation of a favourable educational environment for the effectiveness of obtaining new knowledge. In order to create conditions for positive self-realisation in the process of improving the skills of teachers, it is necessary to adhere to the principle of value living through modelling situations that will allow students to understand the specifics of the values of educational subjects, accept them at the personal level, in the process of understanding and conscious learning. Compliance with the principle of using active forms of training contributes to the rejection of certain stereotypes of professional activity, in particular, through participation in group interactive forms of educational activities. The process of professional development of research and teaching staff using active forms of training will be effective if there are positive attitudes and a general atmosphere of creativity based on subject experience. In order to reflect the personal role of course participants, objective planning, and analysis of educational activities, it is necessary to adhere to the principle of reflexive support for each course session, their practical nature, and the motivation of participants. I.V. Maslianikova (2020) and A. Samko (2021) summarised the provisions of andragogy that were taken into consideration for the effective implementation of the certificate programme for advanced training of teachers of higher military educational institutions:

1. The role of the teacher of advanced training courses in identifying, systematising, and formalising the personal experience of the course student, correcting and replenishing his knowledge.
2. Motivation for mastering new knowledge through its practical orientation and innovation, the ability to apply the results of training for professional growth and improving the quality of educational activities.
3. The use of interactive learning technologies is mainly innovative in nature through the exchange of knowledge, actions, and organisation of discussions in micro-groups/audiences.
4. Consideration of experience and certain stereotypes of professional activity, since some students are not ready

for changes. This is conditioned by the fear of being incompetent, anxiety about own authority.

5. Consideration of the availability of presentation and various professional areas of students in the selection of information for processing in the courses; the versatility of consideration of the material by both the teacher and students; flexibility in presenting the material; critical perception of the content, forms, and methods of teaching by students; selection of tasks to identify and reveal the personal potential of students.

6. Consideration of the individual learning style of students. For the development of subject-subject interaction, it is important to rely on an individual teaching style, including adult learning styles.

7. Dependence of the effectiveness of educational activities on temporal, spatial, everyday, professional, and social conditions.

In the development of the certificate programme on pedagogical skills of teachers of higher military educational institutions, it is also important to consider the following approaches to the use of interactive technologies: intensification of educational activities, increased motivation, involvement in solving educational problems, experience of dialogical cognitive activity, flexibility in evaluating the results of educational activities, the ability to simulate the realities of practical activities. The purpose of professional development in a higher education institution should be the development of skills and abilities of psychological implementation of pedagogical activity, its systematic vision, assistance in enriching the pedagogical experience of teachers, deepening knowledge on the theoretical foundations of pedagogy and psychology, innovative pedagogical technologies, culture of pedagogical communication; development and deepening of practical skills and teaching skills. Achieving the goal of professional development involves familiarisation with the theoretical foundations of the psychology of pedagogical skills of a higher school teacher; psychological features of pedagogical technology; and the skill of pedagogical communication. The curriculum of the certificate programme on pedagogical skills for teachers of higher military educational institutions provides for the study of the following modules: "Educational environment: challenges of the present" (lectures – 24 hours, practical classes – 8 hours), "Pedagogical technologies as a component of pedagogical skill of the teacher" (lectures – 8 hours,

practical classes – 20 hours), “Psychological foundations of pedagogical communication” (lectures – 6 hours, practical classes – 4 hours), “Psychological determinants of optimisation of educational activities” (lectures – 18 hours, practical classes – 6 hours). During the development of the

module “Pedagogical technologies as a component of the teacher’s pedagogical skill”, interactive technologies for organising educational activities were used, which allowed testing and generalising the effectiveness of their use in adult education (Table 1).

Table 1. Use of interactive technologies during professional development

No.	Title of the lesson topic	Name of the interactive technology
1	Methods of preparing and giving lectures: experience in updating educational activities	“Continuous scale of thoughts”, “Unfinished sentences”, “Brainstorming”
2	Forms and methods of updating educational activities	Working in pairs, “Microphone”, “Brainstorming”
3	Problem lecture: features of preparation and conduct	“Continuous scale of thoughts”, “Brainstorming”, “Decision tree”
4	Preparation and conduct of a seminar (practical) lesson	“Carousel”, “PRES” method, work in pairs
5	Educational and methodological support of the seminar (practical) lesson	Discussion of the problem in the general circle, “Microphone”
6	Teacher’s communicative behaviour style and its impact on class success	“Decision tree”, case method, “Microphone”
7	Organisation of a discussion on a specific topic as the main task of the head of the seminar session	“Take a position”, “Change your position”, evaluation discussion
8	Innovative pedagogical technologies	Case method, “PRES” method, “Snowball”
9	Attention, imagination and observation as the basis of innovation activity in a higher education institution	“Continuous scale of thoughts”, acting out the situation by role
10	Interactive technologies in teaching	Case-method, “Brainstorming”
11	Discussion “Conditions for effective use of interactive technologies”	Discussion, evaluation discussion
12	Didactic bases of diagnostics and quality control of the educational process	Case method, “Microphone”
13	Diagnostics of students’ mental activity, motivation to get a specific speciality. Evaluation criteria and evaluation motivation	“Aquarium”, “Take a position”, “Change your position”
14	Discussion “How assessment affects the effectiveness of the educational process”	“Six hats” technology

Source: developed by the author

One of the conditions for choosing methods of organising training is to consider the psychophysiological characteristics of students, their life experience, cognitive and educational style of activity. The activity and productivity of participation in the proposed interactive forms and methods of activity is determined by the needs, goals, motives of students, and the level of development of communicative, organisational, didactic, design (diagnostic and prognostic) skills. When organising classes with students of advanced training courses, it is important to adhere to a problem strategy. During the organisation of advanced training courses for teachers of higher military educational institutions, technologies of cooperative training; collective-group training; situational game modelling; technologies for working out discussion issues (Khomiuk *et al.*, 2020). Among the effective methods of discussion, students of the courses identified technologies of cooperative learning: working in pairs (91% of students), “Two-four-all Together” (67%), “Carousel” (95%), “Aquarium” (94%), working in small groups (92%); technologies of collective-group learning: discussion of the problem in a common circle (89%), “Microphone” (96%), “Unfinished sentences” (95%), “Brainstorming” (96%), “Jigsaw” (84%), case method (92%), “Decision tree” (84 %); situational modelling technologies: business and simulation games, acting out the situation by role (70%); technologies for working out discussion issues: “PRES method” (97%), “Take a position” (77%), “Change your position” (78%), “Continuous scale of thoughts” (68%), discussion (95%), evaluation discussion (82%). The use of interactive

technologies requires an appropriate training structure. 10% of the total time – announcement of the topic and expected results of activities; motivation for participation. 10-15% of the lesson time is information about forms and methods, which allows students to complete practical tasks in the shortest possible time. 65-70% – interactive interaction to solve the tasks set and presentation of the results. 10% – reflection of results, which allows evaluating achievements and summarising the results of individual tasks or classes as a whole. Observation of students of advanced training courses gives grounds to agree with the conclusions that an adult student as a subject of learning is characterised by the need to know, self-awareness, experience, readiness to learn, orientation in learning, internal motivation, which is implemented in such andragogical principles as awareness of learning, self-orientation, reliance on subject experience, contextuality of learning, practicality, and motivation, respectively (Tymchuk *et al.*, 2021). The analysis of the participation of teaching staff in the implementation of the course programme became the basis for generalising the features of teaching and research and teaching staff during their lifetime. These include the use of accumulated life experience for educational purposes, critical understanding of the content, forms, and methods of teaching, awareness of personal independence and the desire for self-realisation, taking into consideration time, spatial, everyday, professional and social conditions, independent choice of educational programme, applied utilisation of acquired knowledge and skills, disclosure of personal potential and solving specific life tasks.

The level of activity and involvement of students of advanced training courses in interactive activities is significantly affected by the development of professional competence of the teacher. Among its key components, cognitive, activity, and personal competence are highlighted. The cognitive criterion implies a high level of knowledge of didactic knowledge, argumentation skills, and eloquence. The activity criterion is characterised by the development of organisational skills, teaching skills, adequate self-assessment of the importance of a favourable educational environment in the organisation, the ability to adjust behaviour in accordance with the situation; the ability of the teacher to create an atmosphere of partnership, interaction, creativity in the classroom. The degree of development of professionally important qualities of the teacher's personality determines the personal criterion. Among these qualities are creativity, intellectual and emotional maturity, diligence, energy, authority, openness and friendliness. According to the conclusions of L.O. Nesterenko *et al.* (2022), the active use of interactive technologies in the implementation of the certificate programme on pedagogical skills of teachers of higher military educational institutions has become the basis for determining the conditions for their effective use. These conditions include organisational, psychological, and pedagogical ones. Organisational conditions include physical and hygienic conditions for organising educational activities, knowledge of regulatory documents on the organisation of courses and requirements for professional competence of the teacher; availability of a professional development system; professional competence. Psychological conditions: the ability of a person to implement their own internal changes, neutralise negative psychological attitudes and activate positive ones, readiness for interaction in a group; the ability to plan internal thinking activities, master the components of psychological adaptation in the course of interactive activities; the ability to implement internal dialogue, skills, and abilities to coordinate personal motives; group dynamics, beliefs, attitudes, perception stereotypes, value orientations. Pedagogical conditions: the level of education, cultural and moral values, the scope of professional activity, knowledge of the content of the subject of teaching, knowledge of the methods of organising, and conducting various forms and methods of educational activities.

Analysis of the use of interactive technologies in improving the skills of scientific and pedagogical workers confirmed that their effectiveness depends on subject-subject interaction, positive psychological climate, motivational readiness of students, relevance and professional content of tasks, and methodological and organisational readiness of teachers. The results of this study are consistent with the findings of I.I. Bilous *et al.* (2022), who considered interactive learning technologies as an organised approach to the development of an educational environment, which involves active interaction between all its participants to achieve educational goals and objectives. S. Sysoieva (2011) noted that effective active learning involves the transformation of a pupil (student) from an object to a subject of activity through

its inclusion in joint group work, and the need to take into consideration the individual characteristics of each student (temperament, character, abilities, interests, status in the group) when organising the educational process, so that tasks correspond to their potential and role in the team. The results also correlate with opinion of O. Druhanova & V. Bilyk (2024) regarding the fact that the effectiveness of adult education significantly depends on the ability of the teacher to create an atmosphere of partnership, interaction, creativity in the classroom; on the ability to model educational situations in which adults will be able to apply the acquired professional and social experience. As the authors noted, an important role is played by the teacher's ability to apply innovative technologies that ensure the acquisition of important and necessary knowledge, the development of new skills, other professional and communicative competencies, and contribute to the development of critical thinking and creativity. N. Volkova (2018) emphasised the role of game technologies as an effective means of professional training of students, which promotes active assimilation of knowledge, development of professional thinking, self-study, and forecasting of pedagogical impact, while reducing the time for studying disciplines and forming practical and ethical social experience through modelling real situations and decision-making. Thus, the comparison of the results of the study with the conclusions of the above-mentioned researchers confirmed that the effectiveness of interactive training and professional development of scientific and pedagogical workers is determined by active subject-subject interaction, positive psychological climate, motivational readiness of students, considering individual characteristics, the use of innovative game and interactive technologies, modelling of real educational situations, and the development of professional, communicative, and creative competencies.

◆ Conclusions

The analysis of the use of interactive technologies in professional development has identified the key conditions for their effectiveness: a focus on the practical application of knowledge, consideration of professional and personal experience, consideration of competing interests, overcoming stereotypes and preferences regarding learning styles, the use of a variety of activities, development of information processing and self-control skills, creation of a comfortable and safe atmosphere, overcoming fear of failure and difficulties in interpersonal interaction, and organisation of an information and educational environment for discussing tasks, ways to solve them and reflecting on the results at different stages of learning. In the course of the study of effective conditions for the use of interactive learning technologies in courses of improving the pedagogical skills of teachers, the effectiveness of using interactive technologies in improving the skills of research and teaching staff depends on certain conditions for their organisation and involvement of teaching staff was confirmed. It was established that the use of interactive technologies in educational activities had a significant impact on the level of

interest, involvement in activities, and perception of new things. The use of interactive technologies will be effective in the conditions of creating subject-subject interaction, a positive psychological climate, motivational readiness of students for interactive interaction, relevance and professional content of tasks, consideration of the experience of students, methodological and organisational readiness of course teachers. For successful learning in the interactive technology mode, the following requirements are identified: positive relationship, non-targeted interaction, individual responsibility, development of collaboration skills, and work evaluation. During the implementation of the programme of courses for improving the pedagogical skills of teachers, the activity and effectiveness of students' participation in learning new things through various kinds of

interactive interaction was traced. Prospects for further research are aimed at empirical study of the use of effective forms and methods of interactive learning, improvement of the content of the certification programme in pedagogical skills for teachers of higher military educational institutions using innovative interactive technologies.

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Психолого-педагогічні особливості використання інтерактивних технологій навчання у процесі підвищення кваліфікації викладачів

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♦ **Анотація.** Актуальність теми зумовлена зростанням ролі інтерактивних технологій навчання у розвитку педагогічної майстерності викладача та потребою уточнення умов їх ефективного застосування. Метою статті було дослідження умов ефективного використання інтерактивних технологій навчання у процесі підвищення кваліфікації викладачів вищих військових закладів освіти. Методологічну основу дослідження становило поєднання теоретичних і експериментальних методів, що дало змогу обґрунтувати теоретичні положення та вивчити реальні умови використання інтерактивних технологій у процесі підвищення педагогічної майстерності науково-педагогічних працівників закладу вищої освіти. Проаналізовано особливості організації освітньої діяльності дорослих, зокрема викладачів вищих військових закладів освіти. Виявлено, що персоналізації освітнього процесу, розвитку практичних навичок і підвищенню мотивації до навчання сприяє використання інтерактивних технологій навчання, що ґрунтуються на активній взаємодії здобувачів освіти з навчальним матеріалом, викладачем і між собою. Обґрунтовано вимоги для успішного навчання із застосуванням інтерактивних технологій: позитивний взаємозв'язок, неопосередкована взаємодія, індивідуальна відповідальність, розвиток навичок спільної роботи, оцінка роботи. Узагальнено організаційні, педагогічні та психологічні умови ефективного використання інтерактивних технологій навчання під час підвищення кваліфікації викладачів вищих військових закладів освіти. Встановлено, що ефективність використання інтерактивних технологій у процесі підвищення педагогічної майстерності викладачів вищих військових закладів освіти зростає за умови цілісної організації освітньої взаємодії, яка ґрунтується на суб'єкт-суб'єктному характері навчання, сприятливому психологічному кліматі, мотиваційній готовності слухачів і професійній значущості навчальних завдань. Водночас важливими чинниками результативності є урахування досвіду та професійних стереотипів слухачів, орієнтація на подолання страху невдачі, рефлексивне осмислення результатів освітньої діяльності, а також належна методична й організаційна підготовленість викладачів курсів. Практична цінність дослідження полягає в можливості використання обґрунтованих організаційно-педагогічних і психологічних умов, форм та методів інтерактивного навчання для підвищення педагогічної майстерності викладачів вищих військових закладів освіти в системі їх професійного розвитку та підвищення кваліфікації

♦ **Ключові слова:** освіта дорослих; андрагогіка; інтерактивна взаємодія; психолого-педагогічні умови; педагогічна майстерність