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## INTERACTIVE TEACHING METHODS AS A MEANS OF DEVELOPING KEY COMPETENCIES IN STUDENTS

***Abstract.*** *The article discusses the peculiarities of using interactive teaching methods in vocational (vocational and technical) education institutions during industrial training. Their role in implementing a competency-based approach and forming key competencies of students, in particular, future specialists in the working profession of a «Tailor» is analyzed.*

***Keywords:*** *interactive learning, vocational and technical education institutions, development of key competencies, training of qualified personnel.*

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## ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ЯК ЗАСІБ ФОРМУВАННЯ КЛЮЧОВИХ КОМПЕТЕНТНОСТЕЙ ЗДОБУВАЧІВ ОСВІТИ

***Анотація.*** *У статті розглянуто особливості використання інтерактивних методів навчання у закладах професійної (професійно-технічної) освіти під час виробничого навчання. Проаналізовано їхню роль у реалізації компетентнісного підходу та формуванні ключових компетентностей здобувачів освіти, зокрема майбутніх фахівців з робітничої професії «Кравець».*

***Ключові слова****: інтерактивні методи навчання, заклади професійно-технічної освіти, формування ключових компетентностей, підготовка кваліфікованих кадрів.*

**Introduction.** In the current context of educational reform, particularly in vocational education, it is imperative to develop key competencies in students that are necessary for their self-realization, professional mobility, and competitiveness in the labor market. Traditional teaching methods do not always ensure the proper level of activity and independence of students, so there is a need to introduce interactive teaching methods that involve active interaction between teachers and students.

The problem of applying interactive teaching methods has been considered by such scholars as O. Pometun [3], L. Pyrozhenko, I. Bekh, N. Bibik, and V. Sukhomlynsky, who emphasized the importance of a personality-oriented approach and cooperation in the educational process. Contemporary research also emphasizes the need to prepare teachers to use interactive technologies in vocational and technical education (O. Savchenko, L. Karamushka, T. Levchenko) [7].

**Statement of the problem.** The purpose of the article is to justify the feasibility of using interactive teaching methods in the process of training students in blue-collar professions and to determine their role in shaping the key competencies of future specialists in the sewing industry.

**Research results.** The State Standard for Basic and Complete General Secondary Education provides basic definitions related to the competency-based approach.

The competency-based approach is interpreted as the focus of the educational process on achieving learning outcomes, which are hierarchically related key, general subject, and subject (sectoral) competencies [2].

Competence is an integrated ability acquired through the learning process, encompassing knowledge, skills, experience, values, and attitudes that can be holistically applied in practical activities.

A key competency is a structured set of personal characteristics that ensures an individual's ability to act effectively in various spheres of life. Such competencies are part of the general content of educational standards [1].

Key competences are those that all people need to enhance their personal potential and development, increase their employment opportunities, social integration, and active citizenship. Such competences are developed through lifelong learning, starting in early childhood, through formal, non-formal, and informal learning.

All key competencies are considered equally important: each contributes to a successful life in society. Competencies can be applied in many contexts and in different combinations. They are intertwined and interrelated: by developing competencies that are important for one area of life, we simultaneously develop those that are important for another [8].

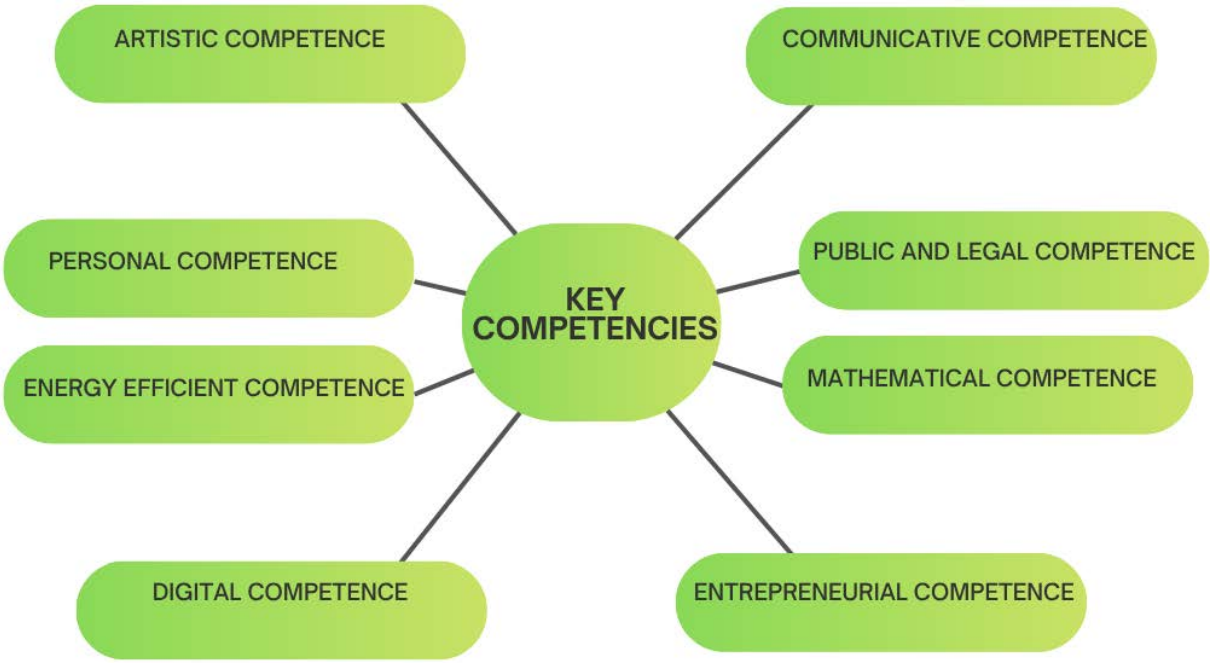
Renowned Ukrainian researcher O. Pometun has developed a classification of the system of competencies in education, identifying three main groups:

- key (supra-subject, inter-subject, basic) – determine a person's ability to perform complex, multifunctional, culturally appropriate activities and effectively solve diverse problems;
- general industry (general subject) – formed during the assimilation of the content of a particular educational field at all stages of learning;
- subject – acquired in the process of studying individual disciplines during training [6]. The development of key competencies in future tailors is a crucial aspect of their professional training, as these competencies enable specialists to operate effectively in the evolving conditions of the modern labor market, make informed decisions, take a creative approach to performing production tasks, and advance their professional careers.

According to the competency-based approach, the key competencies of a tailor cover the following main areas:

- Artistic competence. Developed artistic thinking, sense of style, color, form, and ability to apply elements of Ukrainian ethnoculture in contemporary design.
- Communicative competence. The ability to communicate effectively in the official language with colleagues, clients, and administration; the ability to listen, persuade, formulate thoughts, and present one's own ideas and products. It serves as the foundation for delivering quality customer service and fostering effective teamwork.
- Personal competence. Focus on continuous professional and personal development, the ability to self-educate, and mastering the latest technologies, styles, and trends in the fashion world.
- Public and legal competence. It implies a responsible attitude to work, respect for colleagues, compliance with work ethics, occupational safety, and environmental protection standards. It also involves understanding one's role in society and the significance of the profession to the community.
- Energy-efficient competence. It manifests itself in the careful use of resources, waste disposal, and the use of environmentally friendly materials. It also encompasses concern for one's own health, workplace ergonomics, and safe working conditions.
- Mathematical competence. Knowledge of mathematics, physics, and garment manufacturing technology, as well as the ability to perform accurate calculations, take measurements, construct patterns, and determine material and resource costs. It serves as the foundation for professional precision and cost-effective production.
- Digital competence. Proficiency in modern digital technologies, software for modeling, constructing, and designing clothing. Ability to find, analyze, and use information to improve the quality of products and technological processes.

- Entrepreneurial competence. It shapes the future tailor's readiness for independent activity – opening their own workshop, participating in a small business, promoting their own brand, and rational planning of time and finances. It includes the development of creative thinking and the ability to adapt to market conditions [1, p. 8].




*Source: developed by the authors based on* [6, 8].

*Figure 1.* **Key competencies for the profession of a "Tailor"**

An analysis of information sources shows that the terms "interactivity" and "interactive" come from the English word "interact", which consists of the parts "inter" – "mutually, jointly" and "act" – "to act". That is, in the literal sense, it means "to interact".

According to the concept of competency-based learning, interactive methods create conditions for:

- the development of critical and creative thinking;
- the formation of communication skills and communication culture;
- the cultivation of responsibility, independence, and initiative;
- the practical application of knowledge in real or simulated production situations;
- the cooperation and mutual learning within a group – essential components of professional training for tailors.

Therefore, interactive methods are an effective tool for implementing a competency-based approach, as they facilitate the transition from simple theory acquisition to activity-based learning – "learning by doing" [5, p. 13].

To develop key competencies, let us consider the use of interactive methods in vocational training lessons for the profession of a "Tailor".

During vocational training lessons, it is advisable to use the following methods:

- Brainstorming;
- Group discussion of the problem;
- Situational modeling;
- Role-playing;
- Working in pairs;
- Gamification [4, p. 53].

The brainstorming method is suitable for stimulating creative thinking among students, exploring unconventional solutions to production tasks, and generating proposals for improving technological processes. The use of this method contributes to the activation of cognitive activity, develops the ability to express one's own opinion, work in a team, and justify proposed ideas. For example, when studying the technological processing of patch pockets in products, students can be asked to design their own pocket and think through the technological processing within a limited time frame.

Discussing the problem in a general circle serves as a method of preventing mistakes during the performance of tasks. Analysis of defects during the manufacture of products not only influences the active interaction of all participants in the educational process, but also helps to prevent the occurrence of certain defects in the process of work. Each student expresses their thoughts, listens to others, and participates in the discussion. If, during such an analysis, a student identifies and corrects their own mistakes, they will be able to avoid them in the future when performing daily tasks.

The use of the situational modeling method in vocational training classes allows you to create a learning environment that is as close as possible to real production conditions, which increases the effectiveness of training and prepares students for successful professional activity. A striking example of this interactive method is the conduct of a production meeting. Students are assigned roles: enterprise manager, technologist, cutters, and tailors. The vocational training instructor can also be involved and act as the customer. The simulated situation takes place at a sewing enterprise, where participants must develop a technological sequence for manufacturing a vest, as well as produce samples of outerwear pockets and agree on them with the customer. In accordance with the task at hand, the manager must organize the production process efficiently in order to complete the task. Each participant must demonstrate their acquired knowledge, abilities, and skills to solve the task at hand. This method not only develops professional competencies in students but also equips them with a wide range of key skills necessary for future work in the manufacturing sector. In particular, situational modeling contributes to the development of professional skills and abilities, the formation of communication skills, the development of critical thinking and decision-making skills, the cultivation of responsibility and discipline, the formation of organizational and leadership qualities, and professional socialization.

Role-playing is an interactive teaching method that involves simulating real or simulated professional situations with roles assigned to participants. During such activities, students not only reproduce the actions of garment production workers but also learn to make decisions, interact with colleagues and customers, and apply their acquired knowledge in practice. This method is particularly effective in vocational (technical) education, as it promotes active learning through hands-on experience, closely approximating the real working conditions of a tailor.

Working in pairs method promotes the development of communication skills, the formation of organizational skills, and the cultivation of mutual support during the performance of a joint task. Its use enhances the effectiveness of the learning process, helps students adapt to collaborative activities, and contributes to the development of teamwork skills. It is advisable to use this method when working on the topic "Making different types of pockets", when students jointly perform individual stages of the technological process, discuss ways of processing details, and mutually evaluate the results of their work.

The gamification method is proper when introducing students to digital sewing equipment. For example, learning new material related to the functionality of a universal sewing machine with electronic control can be organized in the form of an educational game. Students are given tasks to complete in stages: correctly select the type of stitch, adjust the length or

width, and set the operating mode. For each completed task, they receive points or move on to a new level. This form of work not only makes the learning process enjoyable and dynamic but also contributes to a better understanding of the equipment's functions and the formation of lasting professional skills.

**Conclusions.** Interactive teaching methods are an important tool for modernizing the educational process and an effective means of developing key competencies in students. They promote active learning, critical thinking, communication skills, cooperation, and independent decision-making. The interaction between teachers and students fosters an environment that promotes creativity, responsibility, and increased motivation to learn. Interactive methods are particularly relevant in the professional training of tailors, where it is essential not only to understand technological processes but also to be able to work effectively in a team, demonstrate initiative, communicate with clients and colleagues, and make informed decisions in non-standard production situations. The use of role-playing games, project technologies, brainstorming, and case studies of production situations enables the combination of theoretical knowledge with practical skills, thereby developing the professional competence and creative thinking of future specialists.

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