

DEVELOPING STUDENTS' COMPETENCE IN ANALYSING PEDAGOGICAL SITUATIONS THROUGH INTERACTIVE TEACHING TECHNOLOGIES

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Abstract. *This study examines the potential of interactive teaching technologies in developing students' competence in analysing pedagogical situations. Using theoretical analysis and pedagogical modelling, it explores case-based learning, microteaching, SWOT analysis, situation modelling, and reflection. A five-stage instructional sequence is proposed to develop students' ability to identify pedagogical problems, analyse diagnostic information, make evidence-based decisions, and evaluate outcomes. The approach emphasises practice-oriented learning, formative feedback, and active student participation in developing professional diagnostic competence.*

Keywords: *pedagogical diagnostics, pedagogical situations, interactive teaching technologies, analytical competence, prospective teachers, case-based learning, microteaching, reflection.*

Contemporary education requires teachers not only to possess subject-specific knowledge but also to identify learners' individual characteristics, recognise educational difficulties, and make appropriate pedagogical decisions based on diagnostic information. Consequently, the ability to analyse pedagogical situations is an essential component of prospective teachers' professional competence. Its development requires

the integration of theoretical knowledge with practical experience, independent reasoning, and reflective activity.

The purpose of this study is to substantiate the pedagogical potential of interactive teaching technologies in developing students' competence in analysing pedagogical situations. The research focuses on how the integrated application of interactive methods can support students' analytical, diagnostic, decision-making, and reflective abilities. The methodological basis comprises theoretical analysis, comparative analysis, synthesis, and pedagogical modelling.

Case-based learning enables students to examine educational problems, identify their underlying causes, analyse relevant information, and propose appropriate solutions. Microteaching provides opportunities to practise pedagogical responses in controlled situations and improve performance through feedback. SWOT analysis supports the systematic examination of strengths, weaknesses, opportunities, and threats associated with a pedagogical situation. Pedagogical situation modelling allows students to practise diagnostic reasoning in scenarios resembling professional teaching contexts, while reflective practices help them evaluate their decisions and identify areas for improvement.

The proposed methodological approach integrates these technologies into a coherent sequence consisting of five interrelated stages: identifying the pedagogical problem, collecting diagnostic information, analysing and interpreting the available evidence, developing and justifying pedagogical decisions, and reflecting on the process and its outcomes. This sequence enables students to approach pedagogical diagnostics as an integrated process rather than a collection of isolated procedures. The teacher's role is to facilitate independent inquiry, encourage evidence-

based reasoning, and provide formative feedback throughout the learning process.

The theoretical analysis suggests that the purposeful integration of interactive teaching technologies can create favourable conditions for connecting theoretical knowledge with practical pedagogical tasks. Their educational potential depends on clearly defined learning objectives, realistic problem situations, systematic feedback, and opportunities for students to justify and critically evaluate their decisions. However, the effectiveness of the proposed approach requires further empirical investigation.

In conclusion, interactive teaching technologies should be used not merely to facilitate the acquisition of theoretical knowledge but also to support the practical development of prospective teachers' competence in analysing pedagogical situations. Their systematic integration into teacher education may strengthen students' readiness to interpret diagnostic information, develop reasoned pedagogical solutions, and reflect critically on their professional actions.

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