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**METHODS OF PREPARATION OF FUTURE TEACHERS OF LABOR EDUCATION AND TECHNOLOGIES BEFORE PEDAGOGICAL INTERACTION**

In the article, it has been emphasized that there appears to be the need for updating methods in training future handicraft and technology teachers. The main approaches to classifying training methods have been analyzed. The main features used to classify training methods have been defined. The author’s classification of methods used in training future handicraft and technology teachers for pedagogical interaction has been considered. It has been stated that it consists of the following groups of methods: methods used to stimulate interaction, methods used to create experience of the subject-subject interaction, methods used to analyze the results of interaction. It has been indicated that stimulation methods ensure forming motivational and personal components of pedagogical interaction and comprise a method used to create a situation of interest, a method based on life experience and a method used to create a feeling of success. The importance of methods used to create experience of the subject-subject interaction while forming cognitive and activity-based components of pedagogical interaction has been revealed. It has been highlighted that implementation of this group of methods is carried out through group and pair forms of students’ learning organization.

This group consists of methods used to address controversial issues (a conversation, a discussion (a debate, a forum, a round-table discussion), a decision tree) and methods used to solve specific pedagogical and technological situations (a project method, a business game, a method of learning situation analysis, group consultations). It has been stressed that methods used to analyze the results of interaction include methods of mutual learning, monitoring, assessment. This group of methods is applied during lectures, practical classes, teaching placement at public schools and non-school institutions. It has been pointed out that great potential for this group of methods to be realized is incorporated into the programme of teaching placements that provides for attending lessons conducted by both peers and experienced handicraft and technology teachers. The peculiarities of using each of these methods in training future handicraft and technology teachers for pedagogical interaction during their studied in higher education institutions have been considered.

**Key words:** handicraft and technology teacher, training methods, pedagogical interaction, professional training.

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