

TEACHING THE LESSONS IN INTERACTIVE METHODS AND USING GAMES

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Abstract: *This article deals with the characteristics of the main interactive teaching methods and using games. The processes of choosing a creative task and modeling students' behavior in certain interactive methods like organizing a game situation.*

Key words: *Methodology, training, teaching methods and techniques, creative activity, designing game situations.*

Creative tasks are understood as educational tasks that require students not to simply reproduce information, but to initiate creativity, since tasks contain a greater or lesser element of uncertainty and, as a rule, have several approaches. The creative task constitutes the content, the basis of any interactive method. A creative task (especially one that is practical and close to the students' life) gives meaning to learning and motivates students. The unknown of the answer and the opportunity to find your own "correct" solution, based on your personal experience and the experience of your colleague or friend, make it possible to create the foundation for cooperation, co-training, and communication of all participants in the educational process, including the teacher. The choice of a creative task in itself is a creative task for the teacher, since it is required to find a task that would meet the following criteria:

- does not have a clear and monosyllabic answer or solution
- is practical and useful for students
- connected with students' lives
- arouses interest among students
- serves the learning objectives as much as possible

If students are not used to working creatively, then they should gradually introduce simple exercises first, and then more and more complex tasks.

Working in small groups is one of the most popular strategies, as it gives all students (including shy ones) the opportunity to participate in work, practice cooperation and interpersonal communication skills in particular, the ability to actively listen, develop a common opinion, resolve problems and disagreements. All this is often impossible in a large team. Small group work is an integral part of many interactive methods, such as mosaics, debates, public hearings, almost all types of simulations, etc.

When organizing group work, you should pay attention to the following aspects. You need to make sure that students have the knowledge and skills necessary to complete the

group assignment. The lack of knowledge will make itself felt very soon - students will not make any effort to complete the task. You should try to make your instructions as clear as possible. It is unlikely that the group will be able to comprehend more than one or two, even very clear, instructions at a time, so instructions should be written on the board and/or cards. The group must be given enough time to complete the task.

Role-playing is the act out by group members of a skit with pre-assigned roles in the interests of mastering a certain behavioral or emotional side of life situations.

Role-playing is carried out in small groups (may be 3-5 participants). Participants receive a task on cards (on a board, sheets of paper, etc.), assign roles, play out the situation and present (show) it to the whole group. The teacher can assign roles himself, taking into account the characters and the number of the children.

The advantage of this method is that each of the participants can imagine themselves in the proposed situation, feel certain states more realistically, feel the consequences of certain actions and make a decision.

This form of work is used to model the behavior and emotional reactions of people in certain situations by constructing a game situation in which such behavior is predetermined by given conditions.

A mini-lecture is one of the effective forms of presenting theoretical material. Before it starts, you can conduct a brainstorming session or role-playing game related to the upcoming topic, which will help update it for the participants, find out their level of awareness and attitude towards the topic. The material is presented in a language accessible to participants. Each term needs to be defined. It is better to explain the theory according to the principle "from general to specific." Before moving on to the next question, it is necessary to summarize what was said and make sure that you were understood correctly.

It is important to refer to authoritative sources and emphasize that everything said was not invented by you, but studied and described by experts in the field. At the end of the presentation, you need to discuss all the questions that the participants have, then ask how you can use the information received in practice and what results this can lead to.

Mini-lectures are proposed to be conducted interactively: before announcing any information, the trainer asks what the participants know about it; After providing any statement, the trainer suggests discussing the participants' attitude to this issue.

Project development - this method allows participants to mentally go beyond the audience and create a project for their actions on the issue under discussion. The most important thing is that a group or individual participant has the opportunity to defend their project, prove its superiority over others and find out the opinions of friends.

Participants can seek advice and additional literature from specialized institutions, libraries, etc.

You can invite participants to collect newspaper publications, photographs, articles related to the topic, and then discuss these materials with the whole group.

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