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Information Activity and Interactive Learning Method

Key words: *interactive forms of learning, knowledge, abilities, skills, formation, the subject of educational activity, interaction analysis.*

Annotation: *the article is devoted to interactive forms of learning. It discusses how the assimilation of knowledge, the formation of skills and abilities in the course of the relationship and interaction of teachers and students as subjects of educational activity. The essence of them is that they are based not only on the processes of perception, memory, attention, and above all, to creative, productive thinking, behavior, communication. This learning process is organized in such a way that the students learn to communicate, to interact with each other and other people, learn to think critically, to solve difficult problems based on the analysis of work situations, situational professional tasks and related information.*

In the psychological theory of learning called interactive training that is based on the psychology of human relationships, interactive learning technologies are regarded as ways of mastering of knowledge, the formation of skills and abilities in the course of the relationship and interaction of teachers and students as subjects of educational activity. The essence of them is that they are based not only on the processes of perception, memory, attention, and above all, to creative, productive thinking, behavior, communication. This learning process is organized in such a way that the trainees learn to communicate, to interact with each other and other people, learn to think critically, to solve difficult problems based on the analysis of work situations, situational professional tasks and related information.

The interactive teaching technologies significantly change the role of teaching (rather than informant role - the role of the manager) and trained (instead of object of influence - the subject of the interaction), as well as the role of information (the information is not a goal but a means for the development of actions and operations).

The case study method is training by solving specific cases. The essence of this method is a collective analysis of a situation, finding a solution and a public defence of said solution. In the process of reviewing the cases, students gain the skills of teamwork, independent modelling of the solution, independent reasoning and defending their opinion. The method was first applied at Harvard Law School University in 1870.

This method involves ambiguity in the solution of the presented problem, which creates a challenge for discussing the reasoning of proposed solutions and choosing the most appropriate

one. Therefore, the result is not only knowledge but also professional skills and a well-formed personality and set of values.

The case which is viewed by the students, is usually taken from a real professional area and is supported by visual materials, statistical data, charts and graphs, descriptions of how it is viewed by different people, reports, data from the media, Internet resources, etc.—i.e., the information that allows us to understand what is described in the case. When future teachers are trained a case may be, for instance, a conflict between a teacher and parent based on a student's progress recorded in the class register; the decisions of teacher's councils and boards recorded in the minutes; the student's character as described by classmates, teachers and a school psychologist; and other documents, including school statutes.

The structure of the case has three parts: two for the student and one for the teacher. The subject section describes the situation and allows the students to characterize all of its circumstances; the information section reflects the details of the support upon which a final decision is made; and the methodical section, designed for teachers, determines the location of the case in the structure of the course, tasks for students and pedagogical support for solving the situation.

The solution of the situations offered to the students involves a variety of analytical methods: problem-based, cause and effect, praxeological, axiological, situational, prognostic and other types of predictive analysis.

Application of game forms of teaching in the classroom has ample opportunities, as they are an important way of cognitive activity of students. The technology used in the classroom using techniques, tools and training methods that promote the formation of cognitive interest, a high degree of motivation, conscious approach to teaching students. As a final result is achieved by a significant increase in activity of student activities, as well as their knowledge and skills.

These technologies are in the complex and the role-playing and simulation games with different and often conflicting interests of its members. These technologies help to create such important key qualifications like communication skills, tolerance, ability to work in small groups, independent thinking, and so on. D. From the teacher takes a lot of preliminary methodological preparation during the role-playing games, the ability to predict outcomes and draw conclusions.

Game technology contributes to the thinking finding that requires the involvement of all the participants in the communication game. At its core, this technology training is a special form of communication.

Gaming technology provides an opportunity to test both new and old knowledge in a situation reminiscent of the real. During the game, participants perform their specified roles or selected by them.

Playing along with the work and teachings - one of the main human activities, an amazing phenomenon of our existence. By definition, the game - this type of activity in terms of situations, aimed at the reconstruction and the assimilation of social experience, which develops and improved self-management behaviors. An alternative and effective ways of learning and

obtaining new knowledge, is a technology workshops. It is a great alternative - a portion to the educational process. It uses a pedagogic relationship, comprehensive education, training, without rigid curricula and textbooks, the method of projects and immersion techniques bezotsenochnoe creative activity of students. The relevance of the technology lies in the fact that it can be used not only for the study of new material, but with repetition and consolidation of previously learned. Based on my experience, I have concluded that this form of lesson is aimed at both the all-round development of students in the learning process, and on the development of the teacher.

Induction (behavior) - is the stage, which is aimed at creating an emotional attitude and motivation of students to creative activity. At this stage, it is intended to include emotions, the subconscious and the formation of personal relationships to the subject under discussion. Inductor - anything that encourages the child to act. As word of the inductor can be a text, an object, a sound, image, form - everything that can cause a stream of associations. It may be a job, but unexpected, mysterious.

Deconstruction - destruction, chaos, inability to carry out the task available resources. This work with the material, text, models, sounds, substances. It is the formation of an information field. At this point, it puts the problem and separates the known from the unknown, you are working with information material, dictionaries, textbooks, computers and other sources, that is created by a request for information.

Reconstruction - a reconstruction of the chaos of their project to solve the problem. It is the creation of small groups or individually of their world, text, drawing, project solutions. Discuss and put forward a hypothesis, how to solve it, create creative works: drawings, stories, riddles. There is work on the implementation of tasks, which allows the teacher.

Boasting - is the hanging, a visual representation of the performance to students and masters. It can be text, scheme, design and introduce them all. At this stage, all students attend, discuss, distinguish original interesting ideas to protect their creative work.

Break - a sharp increment in knowledge. It is the culmination of the creative process, a new selection of the subject and student awareness of the incompleteness of his knowledge, the motivation for the new deeper into the problem. The result of this stage - Insight (insight).

Reflection - a student self-awareness in their own activities, it is the student analysis Implemented its activities, it is a generalization of feelings that arose in the workshop, it is a reflection of the achievements of their own thoughts, their own perception of the world.

The set of techniques - the area of pedagogical knowledge, reflecting the characteristics of the underlying processes of pedagogical activity, particularly their interaction, management of which provides the necessary efficiency of the educational process;

The collection of forms, methods, techniques and means of transmission of social experience, as well as the technical equipment of the process;

prepared communication skills, develop presentation skills, generate interactive skills to

effectively interact and take collective decisions, acquire expertise and skills, learn to learn, self-seeking the necessary knowledge to solve situational problems, change the motivation to learn.

Thus, the active participants of the situational training analysis are presented facts (events) associated with a situation in its state at a particular time. The task of students is to take a rational decision, acting in the framework of collective discussion of possible solutions, ie game interaction.

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