

**ABSTRACT**

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**The Concept of Interactive Teaching Methods and Their Characteristics**Associate Professor **Kovalevska I. V.**<sup>1</sup>, Professor **Ruban O. A.**<sup>1</sup>, PhD Student **Kutovyi D. S.**<sup>2</sup><sup>1</sup> National University of Pharmacy, Ukraine<sup>2</sup> National Technical University "Kharkiv Polytechnic Institute", Ukraine**Background:**

It is known that traditional teaching methods are mainly descriptive. Interactive teaching methods differ from others in that, that they allow the participants in high education to be personally involved in the functioning of the system research, gives the opportunity to "live" for some time in "real" living conditions. It should be noted that gaming technology is not a substitute for traditional teaching methods; it only rationally complements them, expands the pedagogical arsenal of the teacher, allows to more effectively solve the tasks of a particular lesson and the entire course.

**Results:**

The business game reproduces the subject context – the environment of future professional activity (conditional practice) – and the social context in which the participant interacts with representatives of other role positions. Thus, the business game implements a holistic form of collective learning activities on a certain object – on the model of conditions and dialectics of professional activity.

Modelling or simulating the conditions and dynamics of production, actions and relationships of professionals, business game is an instrument of updating, applying and consolidating knowledge and an instrument of developing practical thinking. This effect is achieved through the interaction of game participants in a given situation or production system. Business game is implemented on a simulation model as a joint activity to create and solve game learning tasks, in the preparation and usage of individual and collective solutions. Rules and norms of joint activity, language of imitation and connection are set in advance or arise during the game. Business game is conducted as a dialog; it is a two-track approach, as it is aimed to achieve two goals: gaming and pedagogical, which is a priority, but it should not dominate the first one though. In addition, the business game is to some extent a means of developing theoretical thinking. Namely, there are some aspects of the mechanism of mastering theoretical knowledge. a) deep analysis – search and exclusion in some integral subject of the basic and genetically primary relation from extraneous, insignificant features of a subject; b) informative planning – search and creation of a system of possible actions that meet the basic conditions for solving the

task. The designation of such mechanisms is a step towards identifying the structural features of theoretical thinking. c) meaningful reflection – search and consideration of significant reproductions of one's own actions. These three activities in the process of gaming practice are mandatory; moreover, without analysis, planning and reflection, it is basically impossible to conduct business games. The modern approach to the theory of business game allows to consider contextual training in connection with the general theory of modelling of pedagogical technologies. The model of educational activity reflects the real actions and deeds of the specialist: 1) analysis of the situation, 2) goal setting, 3) solution, 4) proof of the correct solution.

In fact, it is a generalized model of the organization of cognitive activity in active learning of the contextual type, involving the independent thinking starting from learning of the problem to the solution of it and confirmation of the correctness of the solution. It should be noted that not only the technological side of the activity is modelled, but also the social one – the ability to solve problems in the process of communication.

As the basic unit of educational process the educational module on a certain theme having invariant structure is presented. Each stage of the structure corresponds to a certain type of activity of higher education students to master educational information. Depending on the purpose of each stage, the appropriate forms of organization of the educational process are selected in the form of a lecture, conversation, seminar, workshop, test, business game etc. Eventually, each lesson gets its main didactic goal, loses its independent meaning as a unit of the educational process, but becomes a "basic element" of the module.

**Conclusions:**

Thus, in the business game in the most complete way the characteristic features of technologies (including gaming) are synthesized, which allows to use contextual training in educational process of university effectively.

**Information about the authors:**

**Kovalevska Inna Vyacheslavivna** – Doctor of Pharmacy, Associate Professor of the Department of Industrial Technology of Drugs, National University of Pharmacy, Kharkiv, Ukraine.

*Research interests:* higher education, education and training; <https://orcid.org/0000-0001-5610-8334>

**Ruban Olena Anatoliivna** – Doctor of Pharmacy, Professor, Head of the Department of Industrial Technology of Drugs, National University of Pharmacy, Kharkiv, Ukraine.

*Research interests:* higher education, management system, personality potential; <https://orcid.org/0000-0002-2456-8210>

**Kutovyi Dmytro Serhiyovych** – PhD Student, National Technical University "Kharkiv Polytechnic Institute", Kharkiv, Ukraine.

*Research interests:* personality potential, higher education; <https://orcid.org/0000-0002-9949-675X>