# ENGAGING IN INFORMATION ACTIVITIES AND EMPLOYING INTERACTIVE LEARNİNG TECHNIQUES

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| The article focuses on interactive learning methodologies, highlighting the acquisition of knowledge and the development of skills and abilities within the context of teacher-student interactions in educational settings. Central to these methods is their emphasis on not only cognitive processes like perception, memory, and attention but, more importantly, on nurturing creative, productive thinking, behavior, and effective communication. This instructional approach is structured to enable students to enhance their communication and interaction skills both among their peers and with external individuals. It also fosters critical thinking and problem-solving, utilizing the analysis of workplace scenarios, situational professional tasks, and relevant information as key components of the learning process. | Interactive Learning Approaches, Acquisition of Knowledge, Skill Development, Competency Building, Educational Focus, and Analyzing Interaction. |

## Introduction

Within the realm of interactive training, a psychological theory of learning deeply rooted in the psychology of human relationships, interactive learning technologies are perceived as vehicles for acquiring knowledge and fostering the development of skills and abilities through the dynamic teacher-student interactions inherent to educational activities. What defines these technologies is not only their reliance on cognitive processes such as perception, memory, and attention but, most importantly, their dedication to nurturing creative, productive thinking, behavioral adaptation, and effective communication. This instructional process is meticulously structured to empower learners to cultivate their communication and interpersonal skills, encouraging critical thinking and problem-solving through the analysis of workplace scenarios, situational professional tasks, and relevant information.

Interactive teaching technologies bring about substantial transformations in the roles of both educators, shifting them from mere informants to active managers, and learners, transforming them from passive objects of influence into proactive subjects of interaction. Additionally, these technologies alter the nature of information, redefining it as a tool for facilitating actions and operations rather than an ultimate objective in the learning process.

The case study approach entails instructing through the resolution of particular scenarios. Central to this method is the collaborative examination of a situation, the identification of a solution, and the public presentation and defense of that solution. As students delve into case studies, they acquire essential skills in teamwork, the autonomous development of solutions, independent critical thinking, and the articulation and defense of their viewpoints. This educational technique was initially implemented at Harvard Law School University in 1870.

This approach introduces an element of ambiguity in resolving the given problem, which in turn fosters a challenge in deliberating the rationale behind suggested solutions and selecting the most suitable one. As a result, the outcomes encompass not only knowledge acquisition but also the development of professional competencies and the shaping of a well-rounded personality with a defined set of values.

The case examined by students is typically sourced from a real professional context and is supplemented with visual materials, statistical data, charts, graphs, accounts of various perspectives, reports, media coverage, and internet resources, among other information sources. This diverse array of information serves to provide a comprehensive understanding of the situation described in the case. For instance, in the training of future teachers, a case might revolve around a conflict between a teacher and a parent stemming from a student's academic performance as documented in the class register. It could also encompass decisions made by teacher councils and boards as recorded in meeting minutes, the student's character as portrayed by classmates, teachers, and a school psychologist, and various documents including school regulations.

The case structure comprises three segments: two geared towards students and one for teachers. The subject section outlines the scenario, enabling students to assess all its nuances and context. The information section delves into the specifics that underpin the ultimate decision-making process. Meanwhile, the methodical section, intended for teachers, establishes the case's placement within the course framework, outlines student assignments, and provides pedagogical guidance for addressing the given situation.

Resolving the scenarios presented to students necessitates the application of a range of analytical approaches, encompassing problem-based, cause-and-effect, praxeological, axiological, situational, prognostic, and various other forms of predictive analysis.

Utilizing game-based teaching methods in the classroom offers extensive possibilities, serving as a vital avenue for students' cognitive engagement. The implementation of this technology in the classroom leverages various techniques, tools, and instructional approaches aimed at cultivating cognitive interest, fostering high levels of motivation, and encouraging a conscious approach to learning among students. The ultimate outcome is a marked enhancement in student participation, along with the augmentation of their knowledge and skills.

These technologies encompass complex elements such as role-playing and simulation games, where participants often have divergent and conflicting interests. They play a pivotal role in nurturing essential competencies like communication skills, tolerance, teamwork, independent thinking, and more. For teachers, these methods demand substantial prior methodological preparation, the ability to foresee potential outcomes, and the capacity to draw meaningful conclusions during role-playing games.

Game technology promotes critical thinking by necessitating the active engagement of all participants in the communicative gameplay. Essentially, this educational approach represents a distinctive form of communication. Gaming technology offers a chance to apply both fresh and existing knowledge within a context that closely mirrors reality. Within the game, participants assume predetermined roles or ones they have chosen.

Play, along with work and education, constitutes one of the fundamental activities of humans, representing a remarkable facet of our existence. By definition, a game is a form of activity within situational contexts, directed at reenacting and assimilating social experiences, thereby enhancing self-regulatory behaviors. An alternative and effective approach to learning and acquiring new knowledge is the use of workshop technology, which serves as a valuable adjunct to the educational process. It relies on pedagogical relationships, holistic education, and a training method that operates without rigid curricula and textbooks, emphasizing project-based and immersive techniques that encourage students' creative engagement without grading. The significance of this technology lies in its applicability not only for introducing new material but also for reviewing and reinforcing previously learned concepts. Based on my experience, I have concluded that this instructional format is geared toward fostering both the holistic development of students throughout the learning journey and the professional growth of the teacher.

Induction of behavior is a phase designed to cultivate an emotional disposition and motivation among students for creative endeavors. During this stage, the objective is to elicit emotions, tap into the subconscious, and foster

a personal connection to the subject being discussed. An inductor, in this context, is anything that stimulates a student's actions. Inductive triggers can take various forms, including text, objects, sounds, images, or shapes—essentially, anything capable of sparking a train of associations. They can also involve tasks, provided they are unexpected or possess an element of mystery.

Deconstruction involves disassembly, disorder, or the inability to complete a task with the available resources. It pertains to the dissection of material, text, models, sounds, or substances and contributes to the establishment of an information field. During this phase, the objective is to pose a problem and distinguish the known from the unknown. This process involves working with informational resources such as dictionaries, textbooks, computers, and other sources by generating specific information queries.

Reconstruction involves the organization and restoration of order from the prior chaos, with the aim of addressing a particular problem or project. This phase centers on creating individual or small group responses, including text, drawings, project proposals, and deliberation. Participants engage in discussions and offer hypotheses on how to resolve the issue, while also producing creative works such as drawings, stories, or puzzles. The process may include working on task implementation, often guided by the teacher's instructions.

Boasting is the act of showcasing and visually presenting one's accomplishments to both fellow students and instructors. This display can take various forms, such as text, diagrams, or designs, or a combination of these elements. During this stage, all students participate, engage in discussions, highlight original and intriguing ideas, and defend their creative work.

A "break" represents a sudden surge in knowledge. It marks the pinnacle of the creative process, leading to a fresh perspective on the subject matter and the student's realization of the gaps in their knowledge, serving as motivation for a deeper exploration of the issue. The outcome of this stage is often characterized by an "insight" or a moment of clarity and understanding.

Reflection is a process of self-awareness for the student within their own activities. It involves an analysis of the actions taken during the activity, a synthesis of the emotions and experiences that emerged during the process, and a consideration of one's own thoughts and perceptions of the world.

A repertoire of techniques constitutes a domain within pedagogical knowledge that encompasses the nuances of the fundamental processes in educational activities, particularly their interplay. Skillful management of these processes is essential for ensuring the requisite effectiveness of the educational process.

The compilation of forms, methods, techniques, and tools used to convey social experience, along with the technical resources employed in the process.

This involves honing communication skills, cultivating presentation abilities, fostering interactive skills for effective collaboration and collective decision-making, acquiring expertise and practical skills, learning the art of self-directed learning to address situational challenges, and adjusting and enhancing motivation for learning.

In situational training analysis, active participants are presented with facts (events) linked to a specific scenario at a given moment. The students' objective is to make informed decisions by engaging in collective discussions of potential solutions, essentially involving game-like interactions.

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