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ROLE GAMES AS A CONDITION AND A WAY TO ADVANCE THE EFFECTIVENESS OF STUDYING PROCESS FOR FUTURE TEACHERS

Introduction. One of the main tasks of modern pedagogical science in Ukraine is to improve the training of future teachers. This is the direction of educational policy, which is reflected in the State National Program "Education" (Ukraine XXIth Century), the Laws of Ukraine "On Education", "On Higher Education", the National Doctrine of Education Development, and others. These documents emphasize the need to improve the quality of training pedagogues, the formation of their professional skills by attracting future specialists to active work.

Review of recent publications. The problem we are studying is based on the concept that the pedagogical process in an institution of higher learning is considered as a system in which permanent and variable components are singled out. The permanent ones include: the purpose of training, the activity of the teacher (teaching), the activity of students (studying) and the result. The variables of sweetness include the content of the teaching material, methods, material resources and organizational forms of education. Scientists (L. Karamushka [1], L. Koval [2], O. Pometun [3] and others) note that the effectiveness of learning depends to a large extent on how students are interested, motivated to a certain type of activity that stimulates their cognitive activity. Pedagogical practice proves that the highest psychological and mental activity of the individual manifests itself precisely when using game teaching methods.

Objectives of the paper. In today's psychological and pedagogical science, as L. Karamushka [1] notes, there are different classifications of role-playing games. Among them, the scientist highlights the classification according to the peculiarities of the tasks and roles used. According to it, educational-role-playing and business games differ. The main purpose of educational role-playing games is to provide a comprehensive and in-depth analysis of a problem using the so-called educational roles. The business game, in the opinion of the scientist, aims to simulate the real business (professional, domestic, etc.) situations, performing real, rather than educational roles, students acquire the skills and skills necessary to perform various types of practical activities [1: 788]. Not all forms of pedagogical tools are suitable for successful acquisition by students of knowledge, skills, skills, and only those which, in combination with the traditional, on the one hand, create didactic and psychological conditions for inducing independent creative and intellectual activity, and on the other hand - model the subject and social content of the future profession.

In the study, we used both educational role-playing and business games, which allowed us to model professional situations, based on the mechanism of individual

and group communication, interaction that helped students learn to organize the educational process in school. Due to this, future teachers actively communicated with each other, sharing information and summarizing their own knowledge about the peculiarities of the formation of a culture of behavior of junior pupils. This enabled to identify each student individual creativity, organize their own activities aimed at solving specific pedagogical situations, taking into account the multifaceted characteristics of students, the conditions of study and the impact of the surrounding social and material environment.

Results of the research. Thus, during the play sessions of student communication with adults, during the exercises on the development of certain behavioral skills, the main task of the students was that they had to find, analyze and select methodological techniques, tools, and forms of student training in a particular situation. And then reproduced not only the substantive, but also the social aspect - interpersonal relationships different in age and social status of people, which contributed to copying the actual actions of subjects of pedagogical activity. On the basis of this it was proved that the use of role-playing games can bring the theoretical knowledge of the abstract nature to the real subject of professional activity.

Conclusion. Consequently, the use of role-playing games is a condition and a means of improving the efficiency of education in higher education. It is thanks to this that future specialists develop professional skills and skills that will enable him to bring children into the world of human culture, to create the necessary conditions for their harmonious development.

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