

# Teaching Adjectives Using Interactive Games in Intermediate Classes

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**ANNOTATION:** Currently, a new education system is being formed, focused on joining the world educational space. In this regard, the role and importance of innovative forms of learning aimed at improving the learning process, the search for active methods and forms of learning that contribute to achieving a high level of student activity increases. The article presents tried and tested interactive methods for studying the name of an adjective in intermediate classes.

**KEYWORD:** teaching adjectives, interactive methods, innovation, brainstorming, intermediate classes.

The assimilation of new material in the lesson is the basis on which all further learning depends, the assimilation of knowledge and the ability to apply this knowledge in practice. The quality of the acquired knowledge depends primarily on the chosen method of studying a particular topic. It is worth noting that the choice of the dominant method (reception) does not completely solve the problem of mastering the material, it is important how this method of teaching will be applied, how it will contribute to the development of cognitive and independent activity in the educational process. When studying a certain topic, you can use various methods and techniques, depending on the purpose and objectives of the lesson, which in turn will give the necessary result.

In the process of mastering the method, students develop thinking, communicative and reflexive abilities, improve and master the technology of problem solving. With the help of the method, awareness of one's own abilities in any activity occurs. In a general education school, the choice of methods and techniques for teaching the foreign language depends on the purpose and objectives of the training, the content of the educational material, age and personal characteristics, the stages of knowledge acquisition are taken into account.

The purpose of this study is to describe interactive methods that contribute to the effective assimilation of the "Adjective" section.

A modern school should produce students who are able to navigate in any situation, in order to master this, innovative methods and pedagogical technologies have been developed. They, in turn, make it possible to freely exchange knowledge, any ideas and opinions, and also contribute to the cohesion of the classroom team. The atmosphere of cognitive activity is based on the interaction of students with each other and the teacher, mutual evaluation of joint activities.

Interactive learning is a way of organizing the process of cognition in the form of joint activity of students, in which all participants in the educational process interact with each other, exchange information, jointly study common problems, model situations. They immerse themselves in the real atmosphere of business cooperation aimed at solving cognitive tasks.

The interactive method makes it possible to create comfortable learning conditions in which the student will feel successful, show independence in completing tasks, thereby making his learning process more productive. Thus, interactive learning technology contributes to the solution of three main tasks: educational and cognitive, communicative and developmental and socially oriented.

The elements of this method can be attributed to:

- Unconventional beginning of the lesson - creates an emotional mood for the upcoming work (epigraph, rebus, riddle, etc.).
- Methods of developing critical thinking (brainstorming, debates, etc.).
- Introduction of special elements, the so-called "highlights" of the lesson: puzzles, crossword puzzles, charades, tasks requiring in-depth knowledge, etc.
- Orientation to pair and group work.
- Conducting non-traditional lessons or parts of the lesson (a travel lessons, a fairy tale lesson, a quiz lesson, etc.).
- The presence of game moments and games in the lesson, etc.

Today, it will not be difficult for a teacher to choose his own list of methods for working at school and improve them every time. These are educational games, creative tasks, group work, etc. The optimal methods are a quiz, brainstorming, cinquain, etc.

Quiz. The task of the teacher is to prepare questions for the class of varying complexity, divided into blocks (from general to particular, specific). The number of questions in the block can be from 5 to 7. Each question is endowed with a certain number of points, depending on the level of difficulty. The student or the group that raised their hand first and answered correctly is awarded a certain number of points. Those who scored the highest number become winners.

For the accuracy of the calculation, the teacher can choose a student who will record the results of each student or group (surname or name and number of points).

As an example, let's take a fragment of the lesson "Repetition on the topic "Adjective" and consider two blocks of the quiz depending on the complexity of the questions.

Block 1. General questions on the topic "Adjective".

Block 2. Smart questions on the topic "Adjective".

The quiz is best conducted after studying the topic as a material for consolidating the knowledge gained. Depending on the purpose of the lesson, the quiz can take both a fragment and the entire lesson.

Crossword puzzle. This method of work will be of interest to students at the stage of consolidating the material or opening a new one, where the keyword reflects the topic of the lesson.

There are many options for carrying out this method. The solution of the crossword puzzle can be individual, paired or group (work at the blackboard). The time allotted for the work depends on the complexity of the questions and their number.

The method can be used as a creative task for schoolchildren in the classroom and as a homework assignment.

If such a method is carried out at the stage of fixing the topic, it is worth selecting the material so that the main points are consecrated, which will cover all the material you have passed.

"Brainstorming" this method helps to solve a certain problem on the basis of stimulating creative activity, in which the participants of the discussion are invited to express as many possible solutions, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones are selected, which can be used in practice.

The main purpose of tasks of this kind is to obtain a large number of different answer options for this task. When using this method, students should know or have with them a number of rules:

- Criticism of the ideas of classmates is strictly prohibited.
- All students' ideas, even fantastic ones, are taken into account.
- Special attention should be paid to ideas that have a development and evidence-based basis.
- Ideas are expressed continuously and briefly.
- There should be a lot of ideas - this is the essence of the method.

The method consists of a certain sequence of actions:

1. Problem statement.
2. Expressing ideas
3. Discussion of these ideas.
4. Making the final decision.

Let's consider an example of the "Brainstorming" method, which can be used in a Russian language lesson on the topic "Adjective". A leader is determined in pre-distributed groups. An independent secretary is also selected from among the participants, who will record the ideas put forward. The groups are assigned a task that they will solve.

Task for the first group: imagine a situation where adjectives have neither a number nor a case. How can adjectives be helped to find and acquire these grammatical categories? The intended answer is to turn to the noun for help, etc.

Task for the second group: imagine a situation where all adjectives disappeared from our speech at one moment. What will happen to our speech?

The intended answer is: our language will cease to be colorful; we will speak gray and tasteless, etc.

The task of the next stage is to analyze the ideas put forward and proves which of them are the most important. It is worth noting that managers need to keep order in groups at this time. This is followed by the processing of the results and the announcement of the final conclusions.

The teacher needs to sum up the results after the work of the groups with the help of leading questions: What does the adjective owe to the noun? What is the role of adjectives in our language?

So, we note that this method is similar to the trial and error method, which activates the mental activity of students in conditions of active work, increases interest in the topic.

Cinquain. For students, this type of work makes it easy and interesting to present any topic or, thus, draw a conclusion on the topic.

Cinquain translated from French is a poem without rhyme. The method became popular in the USA at the beginning of the XX century under the influence of Japanese poetry. The structure of cinquain is easy to understand and apply:

1. The first line is a single word or phrase that defines the theme of cinquain.
  2. The second line is two adjectives or participles indicating or describing the qualities, properties of the phenomenon.
  3. The third line is three verbs reflecting the actions or state of the phenomenon in question.
  4. The fourth line is four words that make up a single phrase that reflects the essence of the phenomenon. Maybe an aphorism or just a sentence with an author's attitude.
  5. The fifth line is one word that clearly characterizes the first line.
1. Adjective
  2. Meaningful, independent
  3. Answers, is used, denotes
  4. The adjective denotes a feature of the subject
  5. The adjective name.

Synquain is universal, so it can be applied to any section of the Russian language and in particular to the topic "Adjective name". To write a cinquain, it is worth taking 5-8 minutes. The form of the event can be either individual or group. When evaluating cinquain, it is worth paying special attention to the correctness of statements and the reflection of logic in all five lines.

The list of methods used in teaching the Russian language on the topic "Adjective name" does not end with such methods as quiz, crossword, brainstorming and cinquain. The choice of the method depends on the personal preferences of the teacher and the activity of students working with them.

Having considered these methods, I would like to focus on several more methods that would be interesting for teachers to work in the classroom and to activate the activities of students. Some methods are better used as a lesson fragment, along with other techniques and exercises.

Interactive learning simultaneously solves several tasks. Firstly, interactive methods are based on the direct interaction of students with the learning environment, that is, reality. Secondly, in interactive learning, the student's personal experience serves not just as an auxiliary material and illustration to the main content of education, but as a central source of educational cognition, which activates the processes of self-actualization. Thirdly, in interactive learning, the activity of the teacher gives way to the activity of the student.

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