

Active and interactive methods of learning: review, classifications and examples.

Ruzieva Nasiba Kenzhaevna - teacher of Samarkand State University of Kattakurgan branch

Mamadkulova Kamila Abdukhalikovna - teacher of Samarkand State University of Kattakurgan branch

Abstract: The article deals with the benefits of using active and interactive methods of teaching School. The possibilities and practical use of these methods of teaching a foreign language are considered. The central place in the article is given to the interactive method as a tool for solving the set tasks in teaching students a foreign language.

Key words: active and interactive methods, training, classification, case technology, presentation, cluster, business games.

Today, expression "active and interactive teaching methods and techniques" is often used. Let's try to figure out what is it, which methods are considered to be solve active, and which are interactive. And what is the fundamental difference between the method and method of teaching?

There are different interpretations of the terms "teaching method" and "teaching method" in the specialized literature. In fact, it is a way of interaction between a teacher and students, with the help of which the transfer of knowledge, skills and abilities takes place.

The difference is that reception is a short-term method that involves working with one specific KSA (knowledge, skills, abilities). As for the method it is a long process, consisting of several stages and including many techniques. Thus, the method of learning is only an integral part of this or that method.

Classification of teaching methods

Methods are classified according to different criteria:

- according to the nature of learning activities: reproductive, problematic, research, search, explanatory and illustrative, heuristic, etc.;
- according to the degree of activity of the teacher and students: active and passive;
- according to the source of educational material: verbal, visual, practical;
- according to the method of organizing educational and cognitive activities: methods for the formation of KSA (knowledge, skills, abilities)
- in practice, methods for obtaining new knowledge, methods for testing and evaluating.

Active learning methods: definition, classification, features

Active teaching methods are built according to the interaction scheme "teacher = student". From the title it is clear that these are methods that involve the equal participation of the teacher and students in to the educational process. That is, children act as equal participants and creators of the lesson.

The idea of active teaching methods in pedagogy is not new. The founders of the method are considered to be such renowned teachers as J. Comenius, I. Pestalozzi, A. Diesterweg, G. Hegel, J. Rousseau, D. Dewey.

Although the idea that successful learning is built primarily on self-knowledge, is still found among ancient philosophers.

Signs of active learning methods [1]

- activation of thinking, and the student is forced to be active;
- a long time of activity - the student does not work occasionally, but throughout the entire educational process;
- independence in the development and search for solutions of the tasks;
- motivation for learning.

Classification of active learning methods

The most general classification divides active methods into two large groups: individual and group. More detailed includes such groups:

- Discussion
- Gaming
- Training
- Rating

Methods and techniques of active learning

In the learning process, the teacher can choose either one active method or use a combination of several methods. But success depends on the consistency and correlation of the chosen methods and the tasks set.

Consider the most common methods of active learning:

- Presentations - the easiest and most accessible method to use in the classroom. This is a slide show prepared by the students themselves on the topic.
- Case technologies - have been used in pedagogy since the last century. It is based on the analysis of simulated or real situations and the search for a solution. Moreover, there are two approaches to creating cases. The American school proposes the search for a single correct solution of the problem. The European school, on the contrary, welcomes the versatility of solutions and their justification.
- Problem lecture - unlike the traditional one, the transfer of knowledge during a problem lecture does not take place in a passive form. That is, the teacher does not present ready-made statements, but only raises questions and identifies the problem. The rules are made by the students themselves. This method is rather complicated and requires students to have some experience in logical reasoning.
- Didactic games - unlike business games, didactic games are strictly regulated and do not involve the development of a logical chain to solve the problem. Game methods can also be attributed to interactive teaching methods. It all depends on the choice of game. So, popular travel games, performances, quizzes, are techniques from the arsenal of interactive methods, as they involve the interaction of students with each other.
- Basket method is based on of imitation situation. For example, the student should act as a guide and lead a tour along the historical museum. At the same time, his task is to collect and convey information about each exhibit.

Interactive teaching methods: definition, classification, features

Interactive methods are based on interaction schemes "teacher = student" and "student = student". That is, now not only the teacher involves children in the learning process, but the students themselves, interacting with each other, influence the motivation of each student. The teacher only plays the role of an assistant. His or her task is to create conditions for the initiative of children.

The main of interactive teaching methods are:

- Teaching of independent search, analysis of information and development of the correct solution of the situation.
- Teaching of teamwork: respect other people's opinions, show tolerance for other points of view.
- Learning to form your own opinion based on certain facts.

Methods and techniques of interactive learning

- Brainstorming - a flow of questions and answers, or suggestions and ideas on a given topic, in which the analysis of correctness / incorrectness is carried out after the brainstorming. Read more about brainstorming in class.
- Clusters, comparison charts, puzzles - search for keywords and problems on a specific mini-topic.
- Interactive lesson using audio and video materials. For example, online tests, work with electronic textbooks, training programs, training sites.
- Round table (discussion, debates) - a grouping type of method, which involves a collective discussion by students of the problem, proposals, ideas, opinions and a joint search for a solution.
- Business games (including role-playing, imitation, hole games) are a fairly popular method that can be used even in elementary school. During the game, students play the roles of participants in a particular situation, trying on different professions.
- Aquarium - one of the varieties of a business game, reminiscent of a reality show. In this case, the given situation is played by 2-3 participants. The rest observe from the outside and analyze not only the actions of the participants, but also the options and ideas proposed by them.
- Method of projects - independent development by students of a project on a topic and its defense.
- Bar Camp, or anti-conference. The method was suggested by webmaster Tim O'Reilly. Its essence is that everyone becomes not only a participant, but also an organizer of the conference. All participants come up with new ideas, presentations, proposals on a given topic. Next comes the search for the most interesting ideas and their general discussion.

Interactive teaching methods in the classroom also include master classes, making an opinion scale, the POPS formula, and an of tree. All active and interactive teaching methods are designed to solve the main problem - to teach the child to learn. That is, the truth should not be presented "on a silver platter." It is much more important to develop critical thinking based on the analysis of the situation, independent search for information, building a logical chain and making a balanced and reasonable decision.

The purpose of this study is to determine the most effective teaching methods that contribute to the activation of educational and cognitive activities of university students. To begin with, we should consider the concepts of "active" and "interactive" teaching methods.

The educational process using active and interactive methods, unlike traditional classes, where the student is a passive listener, is built on the basis of the inclusion of all students in the group without exception, and each of them makes his own individual contribution to solving the problem through an active exchange of knowledge. ideas, ways of doing things. Unfortunately, today there is no clear distinction between active and interactive teaching methods, the same types of methods are classified as both active and interactive, therefore there is no clear classification of interactive teaching methods.

According to the researcher V.N. Kruglikov, active learning is such an organization and conduct of the educational process, which is aimed at the full activation of the educational and cognitive activity of students through the widespread use of both didactic and organizational and managerial means, and methods of activation. [2].

Researcher A.P. Panfilova offers her own classification of interactive teaching methods [3]:

1. Radical - the desire to rebuild the educational process based on the use of computer technology (distance learning, virtual seminars, conferences, games, etc.).
2. Combinatorial - a combination of previously known elements (lecture-dialogue, lecture in pairs, etc.).
3. Modifying (improving) - improving, supplementing the existing teaching methodology without significantly changing it (for example, a business game).

Researchers T.S. Panina, L.N. Vavilov classify interactive teaching methods into three groups [4]:

1. Discussion: dialogue; group discussion; analysis of situations from practice.
2. Game: didactic and creative games, including business and role-playing, organizational and activity games.
3. Training: communication trainings; sensitive trainings (aimed at the formation of figurative and logical spheres of consciousness).

The introduction of interactive forms of education is one of the most important areas for improving the training of students in a modern university, where the teacher shows not only his competence and erudition, but also knows how to captivate students with new forms of educational and cognitive activity. For this, individual, pair and group work is organized, project activities are used, role-playing games are held, work is carried out with documents and various sources of information. The teacher creates such an environment of educational communication that will facilitate the business interaction of participants in the course of mutual evaluation and control.

Interactive ("Inter" - mutual, "act" - to act) means to interact, that is to be in a conversation mode, a dialogue with someone. In other words, unlike active methods, interactive ones are focused on a wider interaction of students not only with the teacher, but also with each other. The teacher, as before, develops the plan and content of the lesson, using interactive methods in order to present new material in the most interesting and effective form [1].

Interactive methods are based on the principles of interaction, student's activity with, reliance on group experience and mandatory feedback. The teacher in such a lesson acts as an assistant in the research work of students. The activity of the teacher gives way to the activity of students, his task is to create conditions for their initiative. Participants actively communicate with each other, jointly solve tasks, overcome conflicts, find common ground, make compromises. The organization of the lesson is carried out by the teacher in advance, tasks and questions are carefully selected for discussion in groups [4].

Interactive learning is a special form of organizing cognitive activity. It implies very specific and predictable goals. The main goal is to create pedagogical conditions for studying at the university, under

which the student can become confident in his intellectual viability, which makes the learning process itself productive. In other words, interactive learning is, first of all, learning, during which interaction is carried out between the student and the teacher, as well as between the students themselves [4]:

The tasks of interactive forms of education are:

- awakening students' interest in learning;
- effective assimilation of educational material;
- students' independent search for ways and options for solving the set of educational task (choosing one of the proposed options or finding their own option and justifying the solution);
- learning to work in a team: showing tolerance for different points of view, respect for everyone's right to become speech free;
- formation of students' own opinion based on certain facts;
- reaching the level of the student's conscious competence.

The most common among teachers are the following interactive forms:

- round table (discussion, debate);
- brainstorming (brainstorm, brainstorming);
- case-study (analysis of specific situations, situational analysis);
- master classes;
- work in small groups;
- educational games (role-playing, simulation, business, educational, etc.);
- use of public resources (invitation of a specialist, excursions);
- social projects and other extracurricular forms of education (competitions, films, performances, exhibitions, etc.);
- interactive lecture using video and audio materials;
- Socratic dialogue;
- discussion of complex and debatable issues and problems (take a position, scale of opinions, POPS-formula);
- "decision tree", "case analysis", "negotiations and mediation", "ladders and snakes";
- trainings, etc [1].

It should be noted that in the course of preparing a lesson based on interactive forms of education, the teacher faces the question not only of choosing the most effective form of education for studying a particular topic, but also of the possibility of combining teaching methods, which undoubtedly contributes to the most profound understanding of the topic. In doing so, it is necessary to rely on the following methodological principles:

- an interactive lesson is not a lecture, but a joint work of students on a specific problem;
- all participants in the educational process are equal regardless of age, social status, experience, place of work;

- Each participant has the right to his own opinion on the issue under study.
- Personal criticism is unacceptable (only an idea or incorrect information can be criticized).

The algorithm for conducting an interactive lesson:

1. Preparation for the lesson

The leader selects the topic, situation, makes clear definitions. While preparing an interactive lesson, we recommend paying special attention to the following components:

- age of participants, their interests, future profession;
- frame of time for conducting the lesson;
- the group's interest in the activity.

2. List of necessary conditions:

- a clear definition of the purpose of the lesson;
- clarification of the problems to be solved;
- preparation of the lesson program;
- preparation of handouts;
- availability of technical equipment;
- selection of key issues, determination of their sequence;
- selection of practical examples from life;
- use of graphs, illustrations, diagrams, symbols;
- trusting, positive relationships between students;
- variety of forms and methods of providing information, forms of activity of students, etc.

The introduction to the lesson consists of an information about the topic and purpose of the lesson. Participants get acquainted with the proposed situation, with the problem, on the solution of which they have to work, set a goal, define tasks. The teacher informs the participants about the conditions, gives clear instructions about the rules for working in groups. If there is a need, then you need to introduce the participants (if the lesson is intergroup, interdisciplinary).

During the lesson, one should achieve an unambiguous semantic understanding of terms, concepts, etc. To do this, with the help of questions and answers, one should clarify the conceptual apparatus, the working definition of the topic being studied. Timely clarification of the conceptual apparatus will form the habit of students to operate only with well-understood terms, avoid unfamiliar words or find out their meaning along the way, and systematically use reference literature.

3. Approximate rules for working in a group:

- be active and friendly;
- do not interrupt interlocutors, respect the opinions of other participants;
- be open to interaction;
- strive to reach the truth;

- adhere to the regulations;
- be creative, etc.

The features of the main part are determined by the chosen form of the interactive lesson. Determining the positions of the participants should be done very correctly. Interactive positioning of participants consists of understanding the content commoner to their positions, as well as in the formation of a new set of positions based on the facts and arguments presented.

4. *Reflection* is carried out on the emotional aspect, the feelings that the participants experienced during the lesson. The mandatory stage is the evaluation stage, which determines the attitude of the participants to the content aspect of the methods used, the relevance of the chosen topic, etc. The reflection ends with general conclusions made by the students with the help of the teacher's leading questions.

Sample questions for reflection:

- Were you impressed by the discussion?
- Was there a situation that surprised you during the session?
- what guided you in the decision-making process?
- Did you take into account the opinions of other group members?
- how do you evaluate your actions and the actions of the group?
- what would you like to change in the organization of such classes?

Let's consider interactive teaching methods, which are preferred by university teachers, and note some of their features. The most popular among teachers are such methods as:

- *work in small groups*, which gives all students the opportunity to participate in the work of the group, practice the skills of cooperation, interpersonal communication, and resolve disagreements;
- *role-playing game*, during which the group members act out scenes with pre-assigned roles that reflect certain life situations;
- *mini-lecture* is one of the effective forms of presentation of theoretical material presented in a language accessible to students, while each term is necessarily defined with reference to authoritative authors and sources. At the end of the speech, there is a discussion of the issues that have arisen, as well as ways to use the information received in practice;
- *project development* allows participants to mentally go beyond the audience and draw up a project of action on the issue under discussion, the main thing is that everyone has the opportunity to defend their project, to prove its advantage over others;
- "*brainstorming*", "brainstorming" (the "delphi" method) is a method in which any answer of students to a given question is accepted, while the assessment of the expressed points of view is not given immediately, but after all the speeches, the main thing is to find out awareness and/or attitudes of participants to a particular issue;
- *Lecture for two* allows you to distribute educational material of problematic content in the dialogic communication of two teachers, while professional discussions seem to unfold between different specialists, for example, a theorist and practitioner, a supporter and opponent of a certain concept. This type of lecture makes students actively involved in the thought full, process, compare different points of view and their choice;

- *a lecture with pre-planned mistakes* is aimed at the ability of students to detect mistakes, put them in a summary and bring them up for discussion. Such a lecture, as a rule, performs not only a stimulating function, but also a control one;
- *lecture-visualization* contributes to the transformation of oral and written information into a visual form using diagrams, drawings, drawings, etc. Such a lecture contributes to the successful solution of a problem situation, because the mental activity of students is actively included with the widespread use of visualization, etc.

The study conducted by us showed that in the conditions of interactive learning, students experience an increase in the accuracy of perception, mental performance, there is an intensive development of the intellectual and emotional properties of the individual: stability of attention, observation, the ability to analyze and summarize. Interactive learning contributes to the development of communication skills of students, helps to establish emotional contacts between them, activates teamwork, and expands the range of educational opportunities.

In the formation of professional competencies, the activity approach to learning is extremely significant and effective, allowing the student to develop the ability to think creatively and critically, to activate his role in the educational process, to turn him into a subject of life. The introduction of state educational standards of higher professional education based on a competency-based approach and has actualized the importance of using educational technologies and interactive methods in the learning process. The transition to a competency-based approach in organizing the learning process provides for the widespread use of active and interactive forms of conducting classes (computer presentations, business and role-playing games, analysis of specific situations, psychological and other trainings) in the educational process in combination with extracurricular work.

In accordance with the requirements of state educational standards, the proportion of classes conducted in interactive forms in the educational process should be at least 20% of classroom lessons.

When organizing the educational process, the competency-based approach requires the teacher to change the learning process: its structure, forms of organization of activities, principles of interaction between subjects. And this means that priority in the work of the teacher is given to dialogic methods of communication, joint search for truth, and various creative activities. All this is realized using interactive teaching methods.

Interactive learning is a special form of organization of cognitive activity, a way of cognition, carried out in the form of joint activities of students.

All participants interact with each other, exchange information, jointly solve simulate problems situations, evaluate the actions of others and their own behavior, immerse themselves in a real atmosphere of business cooperation to resolve the problem.

The purpose of this method is to create comfortable learning conditions under which the student feels his success, his intellectual viability, which makes the learning process itself productive.

Compared with traditional forms of conducting classes, interaction between the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of the students, and the task of the teacher is to create conditions for their initiative. The teacher does not provide ready-made knowledge, but encourages participants to search independently and acts as an assistant in their work. When using interactive learning, you must adhere to the following basic rules:

- all participants must be involved in the work in one way or another;
- it is necessary to take care of the psychological preparation of the participants (warm-ups are useful, constant encouragement for active participation in the work, providing opportunities for self-realization);

- the optimal number of participants is 25 people;
- the audience should be prepared in such a way that it is easy for participants to change seats for work in large and small groups;
- it is necessary to clearly fix (fix) the procedures and regulations (this must be agreed at the very beginning and try not to violate it);
- attention should be paid to the division of the seminar participants into groups (first use the principle of voluntariness, and then it is appropriate to use the principle of random selection).

Mandatory conditions for organizing interactive training:

- trusting, positive relationship between the teacher and the student;
- democratic style;
- reliance on the personal experience of students, the inclusion in the educational process of vivid examples, facts, images;
- variety of forms and methods of presenting information;
- inclusion of internal and external motivation of activity.

Interactive teaching methods are a means of forming competences, both general cultural and professional, provided for by the state educational standard of higher professional.

Interactive approaches to learning make it possible to form general cultural and professional competencies:

General cultural

- the ability to logically correctly, reasonably and clearly build oral and written speech;
- willingness to cooperate with colleagues, work in a team, the ability to work in a team and independently, as well as to be communicative, tolerant and honest;
- the ability to show organization, diligence, performing discipline;
- the ability to find organizational and managerial solutions in non-standard situations;
- the desire for self-development, improvement of their qualifications and skills.

General professional

- the ability to use regulatory documents in their professional activities, readiness to comply with current legislation and the requirements of regulatory documents;
- the ability to manage the range and quality of goods and services, evaluate their quality, diagnose defects, ensure the necessary level of quality of goods and their preservation, effectively control the quality of goods and services, accept and account for goods in terms of quantity and quality;
- willingness to work with technical documentation necessary for professional activities (commercial, or marketing, or advertising, or logistics, or merchandising) and check the correctness of its execution.

The influence of the Internet and technology has affected many social practices, including the methods of teaching foreign languages. Teaching foreign languages using computer technology dates back to the 80s of the 20th century.

One of the earliest forms of using computer technology was for students to perform standard exercises aimed at developing various language skills of the computer. The development of computer and Internet technologies has led to the emergence of new forms of education and types of work in foreign language classes. The widespread use of computer technology in foreign language classes has led to the emergency of the term CALL (computer-assisted language learning).

This method of teaching involves the active use of computer technology by students in the process of teaching a foreign language. Skype-conferencing can be attributed to such technologies.

Skype conferences are an excellent example of a class format that combines important teaching methods aimed at developing various skills in language students. Skype conferences increase motivation and build student autonomy. The concept of autonomy includes a set of strategies that promote successful foreign language learning and allow students to continue learning outside the classroom. This term also refers to the ability to organize work with language material independently, based on individual needs and desires.

Skype conferences imply a large layer of work that students do on their own, starting from the moment of preparation for the conference and ending with the organization of reflection. According to the requirements, the bachelor must be able to apply the methods and means of knowledge for his further education. Skype conferences develop independent work skills and provide students with the opportunity to demonstrate them. Conducting online conferences allows you to share experiences and attract third parties. Students have the opportunity not only to work with the language within the framework of the conditions for studying language realities (in English lessons, most of the work is aimed precisely at studying the language material), but also to directly use this language material in life situations and discussions. This has a beneficial effect on the formation of a student as a professional, the development of language skills and critical thinking skills. Requirement to conduct master classes of experts and specialists and involvement of third-party experts. In addition, it must be remembered that in modern society, completely different requirements are imposed on the student. A graduate studying in a language specialty should not only be fluent in speech and intercultural competence, but also be able to communicate in computer discourse.

Negotiating online, browsing websites, writing emails are all standard activities for many modern workers. Working online in foreign language classes and holding conferences develop communication skills in certain conditions, allow students to learn how to vary the use of language units depending on the type of discourse.

It should be borne in mind that often holding an online conference is not the only type of work that students will perform on the Internet. It is recommended that you make sure that students have a group mailbox in advance and that each student has access to it. Among other things, to complete a number of tasks, students must be able to work with certain Internet resources, including:

- blogs
- micro-blogs
- mail clients
- virtual learning platforms
- discussion groups
- chat rooms
- podcasts
- wiki

Software One of the most common programs used to organize online conferences is Skype.

Skype is a free, closed-source proprietary software that provides text, voice and video communications over the Internet between computers, as well as paid services for calls to mobile and landline phones. Skype has a screen sharing feature that allows the presenter to share photos, presentations, and various files. In addition to Skype, there are a number of alternative programs that allow you to conduct online conferences. One of them is the Google Hangouts service.

Google Hangouts is instant messaging and video conferencing software. Hangouts allow two or more users to communicate. The service is available through Gmail, Google+, mobile apps for Android and iOS. Organization of video communication is possible through the browser, which eliminates the need for the teacher to install additional software. An alternative option is the Russian service ChatUp.Ru, which, like previous programs, provides the organization of video communications and video chats. To create an online conference, you do not need to install additional software or register on the site, you just need to create a conference and share its unique number with all participants.

There are many Internet resources that allow you to organize the work of students online. The most popular among teachers around the world are the following:

Social networks

- <http://www.socialgo.com> Wack Wall

- <http://wackwall.com>

- <http://www.grouply.com>

Google Groups Discussion Groups

- <http://groups.google.com> Nicene

- <http://www.nicenet.org> Yahoo Groups

One of the advantages of hosting online conferences with the invitation of third parties is the opportunity for students to influence the choice of conference hosts.

Task 1. “Choose the hero”.

Theme: Traveling.

Level: Intermediate.

Tasks of the main stage.

One of the advantages of using online conferences is that students can act not only as a “host” but also propose topics for conferences and act as facilitators. There are many sites and social networks on the net for teachers of foreign languages around the world, where they can find teachers for further cooperation.

The main types of cooperation include:

- “exchange” of classes
- showing presentations on cultural topics
- competition between classes

You can use the following resources to find teachers:

1. Schoology.com - the platform allows not only to create an educational space for conducting courses and organizing students' work online, but also to join various groups where it is possible to find teachers for further cooperation and holding joint classes and conferences.
2. Skype intheclassroom - a convenient search for teachers and classes for organizing joint conferences.

Task 2. “Tourism in Uzbekistan”

Theme: Traveling.

Level: Intermediate.

Tasks:

- increasing students' interest in culture and geography;
 - development of student's autonomy;
 - development of monologue speaking skills;
 - development of critical analysis skills.
1. This task is designed for the organization of the conference by the students themselves. The choice of audience depends on the teacher. Collaboration with students studying the language at the initial stage will be especially appropriate. For both groups, the lesson will be of a cultural nature and will allow you to better know the culture and geography of the countries of the language being studied.
 2. Tell the students that they need to create a country travel map for a group of students with whom the conference will be held. They need, working in groups of 2-3 people, to present one of the cities that must be visited.
 3. For better visualization, invite students to use the PadLet.com website, where you can create a visual geographic route.
 4. Offer students the following criteria for making a presentation:

Include the following information:

- | | |
|--|---|
| <ul style="list-style-type: none">• name of the place• brief historical background (its importance in Uzbekistan culture)• the most important sights | <ul style="list-style-type: none">• accommodation• transport• entertainment• places to eat |
|--|---|

5. Set limit of speaking time limit depending on the conference format and the duration of the video call. The recommended time is 5-7 minutes without taking into account questions from the listeners.

Interactive forms of education provide high motivation, strength of knowledge, creativity and imagination, sociability, active life position, team spirit, value of individuality, freedom of expression, emphasis on activity, mutual respect and democracy.

Summarizing the presented experience, it should be noted that such interactive teaching methods as DGM and role-playing solve the main task of modern higher professional education - they increase the personal activity and motivation of students for educational and future professional activities. The

passive position of the student is replaced by an active one, he becomes a direct subject of the educational process, capable of modeling various situations of professional activity, and this undoubtedly contributes to an increase in the level of training of the future specialist and the quality of the educational service.

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