

Features of Interactive Learning in Primary School

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Abstract:

The article is devoted to the issues of interactive teaching of children of primary school age. The authors propose interactive methods and technologies for use in primary school lessons, taking into account the psychological and pedagogical characteristics of primary school age.

Keywords: universaleducationalactions , interactive learning , interactive technologies , primary school age , interactivemethod , primary general education

In accordance with the recent changes in society's understanding of the goals of education and the ways of their implementation, the modern general education school is being qualitatively updated, using the relationship of traditional and innovative approaches to organizing a holistic educational process.

In pedagogical practice, such a term as "active methods and forms of learning" has long been used. It combines a group of pedagogical technologies that reach a high level of development and activity of students. Recently, another term has gained a place in this world - "interactive learning".

Interactive learning is, first of all, interactive learning, during which the interaction between the teacher and the student is carried out.

Interactive technologies are such an organization of the learning process in which the non-participation of the student in collective work is impossible, based on the interaction of all its participants in the learning process. Interactive technologies are aimed at involving all students in discussing the topic, completing assignments, and presenting the results of independent work. To make their participation interested, motivated, aimed at achieving results.

This is solved by organizing group work of students. This work can be done in pairs, mini-teams or small groups. The effectiveness of group work is ensured by the use of special methods and techniques, moreover, interactive teaching methods and techniques are most suitable for this.

The interactive method is a system of rules for organizing the interaction of students with each other and with the teacher in the form of educational, business, role-playing games, discussions, in which. Interactive teaching methods have recently been widely used in the lessons of various subjects.

The concept of "interaction" (from the English interaction - interaction) arose for the first time in sociology and social psychology. The theory of symbolic interactionism (founded by the American philosopher J. Mead) is characterized by consideration of the development and life of the individual, the creation by a person of his "I" in situations of communication and interaction with other people.

According to the English-Russian Psychological and Analytical Dictionary, "interact" - interact, interact, be in interaction, influence (influence) each other. In psychology, interaction is "the ability

to interact or be in the mode of a conversation, dialogue with something (for example, with a computer) or someone with a person, and social interaction is a process in which individuals in the course of communication in a group, by their behavior, influence other individuals, causing responses.

K. Levin argued that most effective changes in people's attitudes and behavior are easier to carry out in a group rather than in an individual context.

At the same time, the terms "interactivity", "interactive learning", "interactive teaching methods and techniques" began to appear in articles and works on pedagogy, in sections of textbooks that describe the learning process as communication, cooperation, cooperation of equal participants.

Most often, the term "interactive learning" is mentioned in connection with information technology, distance education, using Internet resources, as well as electronic textbooks and reference books, online work, etc. Modern computer telecommunications allow participants to enter into a "live" (interactive) dialogue (written or oral) with a real partner, and also make it possible to actively exchange messages between the user and the information system in real time. Computer training programs, using interactive tools and devices, provide continuous interactive interaction between the user and the computer, allow students to control the course of learning, adjust the speed of learning the material, return to earlier stages, etc.

Compared to traditional learning, interaction between the teacher and the student is changing in interactive learning: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative. The teacher refuses the role of a kind of filter that passes educational information through himself, and performs the function of an assistant in work, one of the sources of information.

Interactive learning has the following features:

this is the interaction of students with each other and the teacher (directly or indirectly);

this is a process of communication "on an equal footing", where all participants in such communication are interested in it and are ready to exchange information, express their ideas and solutions, discuss problems and defend their point of view;

it is the training of "reality", i.e. learning based on real problems and situations of the reality around us. [3]

Interactive learning implies a different logic of the educational process from the usual one: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. The experience and knowledge of the participants in the educational process serve as a source of their mutual learning and mutual enrichment. By sharing their knowledge and experience, the participants take on part of the teaching functions of the teacher, which increases their motivation and contributes to greater learning productivity.

The modernization of Russian education significantly affects the organization of the educational process in general educational institutions. One of the main tasks of improving the system of school education is to create conditions for self-realization and development of students.

Self-realization of students in educational activities is possible using various methods. Without methods, it is impossible to achieve the goal, to realize the intended content, to fill learning with cognitive activity.

Currently, the concept of "interactive teaching methods" is filled with new content, the priority role in it is given to: interaction; development of personal communication skills; development and

implementation of the social experience of people; educational and pedagogical cooperation between participants in the educational process. [7]

With interactive learning, the educational process is carried out in conditions of constant active interaction of all students. This is mutual learning, where both the student and the teacher are equal, equal subjects, they understand what they are doing, reflect on what they know, are able to do and implement. Interactive learning effectively contributes to the creation of an atmosphere of cooperation, interaction, allows the teacher to become a true leader of the children's team.

Interactive technologies are conditionally divided into four groups:

1. Interactive technologies of cooperative learning:
 - Training in pairs;
 - Rotary (changeable) triplets;
 - Two - four - all together;
 - "Carousel".
2. Interactive technologies of cooperative - group learning:
 - Discussion of the problem in a general circle;
 - "Microphone";
 - Unfinished offers;
 - Brainstorm;
 - Teaching - I study;
 - Solution.
3. Technologies of situational modeling:
 - Simulations;
 - Simplified court hearing;
 - Playing situations with roles.
4. Technologies for processing discussion questions:
 - Method - press;
 - "Take a position";
 - "Change of position";
 - Continuous scale of opinions;
 - Discussion;
 - Debate.

Interactive technologies increase students' interest in the subject, develop creativity, teach them to work with various sources of knowledge, to some extent relieve students from overloading with homework, and broaden their horizons. [6]

Modern primary general education lays the foundation for the formation of a child's educational activity - a system of educational and cognitive motives, the ability to accept, maintain, implement educational goals, plan, control and evaluate educational activities and their results. It is the initial stage of schooling that should provide cognitive motivation and interests of students, readiness and ability for cooperation and joint activities of learning with a teacher and classmates, form the foundations of moral behavior that determines the relationship of an individual with society and people around them.

A feature of the content of modern primary education is not only the answer to the question of what the student should know, but also the formation of universal educational activities in personal,

communicative cognitive, regulatory areas that provide the ability to organize independent learning activities. [2]

At primary school age, the social and personal development of the child continues. This age period is characterized by the appearance of a fairly conscious system of ideas about people around, social and interpersonal relationships about oneself, about moral and ethical standards, on the basis of which relationships with peers and adults, relatives and strangers are built. The self-esteem of the child, while remaining quite optimistic and high, becomes more and more objective and self-critical. The level of formation of universal educational activities (UUD) fully depends on the ways of organizing educational activities and cooperation, cognitive, creative, artistic, aesthetic and communicative activities of the student. [5]

The role of the elementary school cannot be overestimated. The activity of primary school teachers is increasing in the direction of finding ways to improve the education and upbringing of younger students in accordance with the implementation of the federal state educational standard for primary general education. [one]

When a child enters school, significant changes take place in his life, the social situation of development changes radically, and educational activities are formed, which are leading for him. On the basis of educational activity, the main psychological neoplasms of primary school age develop. Education brings thinking to the center of the child's consciousness. Thus, thinking becomes the dominant function.

The mental activity of people is carried out with the help of mental operations: comparison, analysis, synthesis, abstraction, generalization and concretization.

The interactive teaching methods we are considering contribute to a more effective assimilation of the material, since the methods used activate the cognitive activity of students, make the student not an object, but a subject of the educational process. The opinion that elementary school students are still too young to use interactive teaching methods is erroneous. To prove our point of view, we propose to consider the psychological characteristics of younger students.

The main feature of younger students is the weakness of voluntary attention, so close motivation is required. The child cannot concentrate for a long time on uninteresting or difficult work for the sake of a result that is expected in the future. Significantly better at primary school age developed involuntary attention. It becomes especially concentrated and stable when the educational material is visual, evokes an emotional attitude in the student.

Therefore, the most important condition for organizing attention is the visibility of learning, the widespread use of visual aids. Since involuntary attention is supported by interest, it is natural that every teacher strives to make his lesson entertaining and interesting. This is fully facilitated by the use of the game, its individual elements in the lesson. But do not overload the lesson with entertaining material. K.D. Ushinsky said that teaching should be entertaining for the child, but at the same time, it should require children to accurately perform and tasks that are not entertaining for them, not tilting to one side or the other, giving food to involuntary (passive) attention and exercising voluntary (active) attention, which, although weak in the child, can and should be developed and strengthened by exercise.

Interactive methods involve the use of various interactive games, such as "thirty-three", "math carousel", etc. Interactive teaching methods will help to take generalization to a higher level. Such a method as reflection, mini-projects will help children make their discoveries, see and establish the relationship between the material being studied and life, generalize and dissect some facts, and draw conclusions.

Thus, we see that younger students have a number of psychological characteristics, the consideration of which is fundamentally important in the organization of the educational process.

Interactive methods in elementary school lessons are focused on:

1. The development of schoolchildren's thinking, a certain independence of thought: they encourage students to express their views, stimulate the development of a creative attitude to any conclusions, rules, etc. ("work in pairs", "work in groups", "carousel", etc.); self-comprehension of the material, help to think, explore the facts, analyze the decision algorithm, understand their essence, check both yourself and your friend, find a mistake.
2. The development of resistance to the suggestion of thoughts, patterns of behavior, the demands of others: they encourage students to defend their opinions, create a situation of discussion, a clash of opinions. The use of the "situation analysis", "problem solving" methods teaches children to resist the pressure of the majority, to defend their opinion. Because of the clash of views, students comprehend the essence, causes of actions, actions.
3. Development of a critical attitude towards oneself, the ability to see one's mistakes and adequately treat them; contribute to the development of such skills as to see positive and negative not only in the actions of comrades, but also in their own; compare yourself to others and evaluate yourself carefully.
4. The development of the desire to find the best options for solving educational problems provides for methods that put children in a real search situation. In the process of using interactive methods "brainstorming", "circle of ideas", "unfinished sentences", all opinions of children, both real and fictional, are accepted.
5. Development of the ability to find joint solutions with classmates, to increase the interest of schoolchildren in the studied material.

The use of interactive teaching methods in lessons in elementary school contributes to the successful mastering of the material by students and improving the quality of education. Students are eager to communicate, compete creatively on tasks, express their thoughts, prove statements, etc. [eight]

Thus, interactive learning in elementary school contributes to the involvement of students in the process of cognition, makes it possible to understand and reflect on what they know and think, through the exchange of knowledge, ideas, and methods of activity. Such training allows schoolchildren not only to acquire new knowledge, but also develops cognitive activity itself, transfers it to higher forms of cooperation and cooperation.

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