

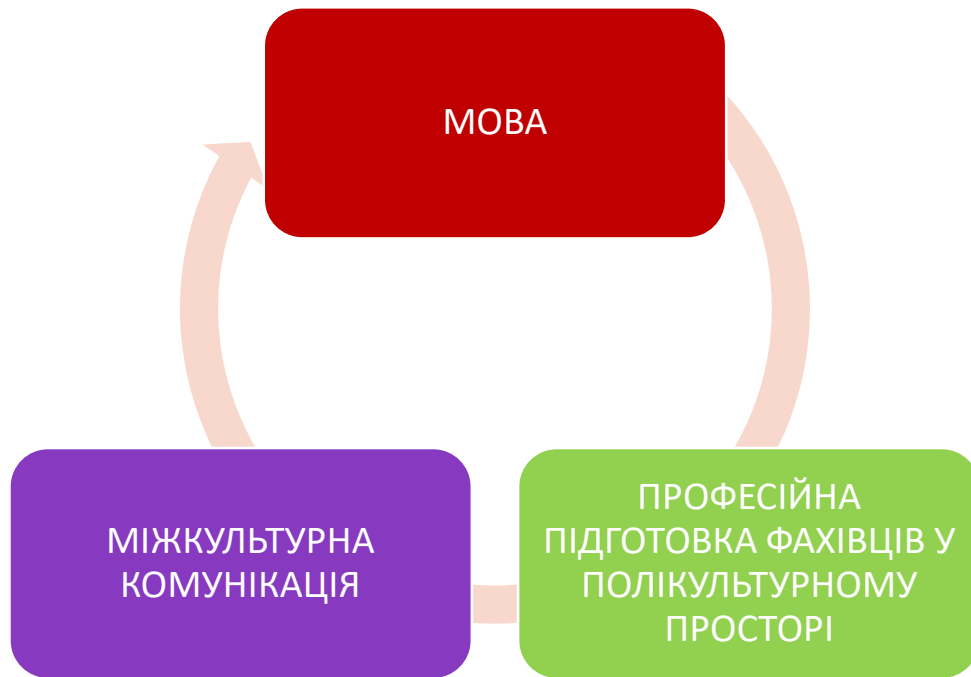


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса
2024

**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ
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USE OF INTERACTIVE TECHNOLOGIES AT "I EXPLORE THE WORLD" LESSONS

Keywords: junior schoolchildren, interactive technologies.

With the emergence of the New Ukrainian School and the publication of the updated State Standard of Primary Education, the reform of the traditional education system, the use of innovative and interactive pedagogical technologies, the introduction of the latest forms and methods of work became the key to the successful education of modern children.

The transformation of education is impossible without high-quality professional training of the teacher. Teachers of NUS should have well-developed personal qualities, be active, realize creative potential, apply innovative technologies and methods of working with children, and create conditions for developing their interests, abilities and preferences [3].

Analysis of the main studies and publications devoted to this problem shows the interest of many researchers in it. The issue of classification and implementation of interactive technologies was the focus of such scientists as V. Andreev, K. Kolin, V. Pekhota, I. Pidlasy, O. Pometun, V. Simonenko, V. Slastenin, V. Shapkin and others.

The requirement of modern education is not to give students as much knowledge as possible but to teach them to learn independently, not only to know but also to be able to operate with the received information [1; 3]. The amount of information the student has learned is not so important. More important is his/her ability to respond to changes, show flexibility, manage emotions and choose the right information.

Based on these approaches, teachers and methodologists develop interactive pedagogical technologies – a set of methods, methods of knowledge transfer and evaluation, which are introduced into the educational process [2]. At the time of humanization and humanitarianization of education, it is necessary to learn how to properly create an interactive educational environment, which will contribute to acquiring the necessary knowledge for junior schoolchildren and forming new skills.

The level of student's mastery of key competencies will depend on how familiar the teacher is with innovative and interactive technologies and how he/she applies them.

Unlike traditional, interactive learning methods are based on the active interaction of participants in the educational process. At the same time, the main advantage is given to the interaction of students among themselves. This approach makes it possible to activate the educational process and make it more interesting. It is important to arouse interest in the educational topic and to turn the audience of passive

observers into active participants in the educational process.

Thus, leading teachers in the field of interactive learning and educational technologies (O. Pometun, O. Pehota, et al.) single out only four types: learning in pairs, frontal training, learning in the game, and discursive learning [4; 5].

Each has several varieties, mostly used at the “I explore the world” lessons. After all, it is this integrated discipline that makes it possible to diversify the methods of conducting lessons as much as possible, to learn about the child’s characteristics, to reveal his/her abilities, to find out the skills he/she has developed, observe the student in collective project work and individual research activities. At the UDS lessons, junior students work on a number of projects, creating intelligence maps, T-schemes, clusters, “friar” models, and scribing (drawn). They develop critical thinking and emotional intelligence in the process of working using these methods: “Unfinished sentence” “Associative bush”, “Brainstorming”, “Aquarium”, “Microphone”, and others.

The structure of the lesson stage of the integrated course “I explore the world” with the use of interactive methods has four stages:

1. Preparation – involves organizational aspects, such as handouts, solving issues of the venue and necessary technical means.

2. Introduction – important explanations of the rules, purpose, technically formed task, grouping, distribution of roles and reminding students of the amount of time allotted for the “game”.

3. Conducting – discussion of situations given by the teacher, independent or group search for solutions, formation of answers is mandatory.

4. Reflection and results – discussion of the results of the “game”, evaluation, and feedback. Interactive learning improves the overall efficiency of the educational process.

As a result of the optimal use of various teaching methods, the positions of the teacher and students in the educational process change. From a carrier of ready-made knowledge, the teacher turns into an organizer of students’ cognitive activity, and schoolchildren become equal subjects in education. So, from the above, it can be concluded that the future primary school teacher should widely use interactive technologies at the lessons of UDS and possess the latest forms and methods of work to instil in children the ability and desire to learn, not to stop at what they have achieved, always to strive for novelty, to use emotional intelligence, to work in a team, and more.

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