

INTERACTIVE MODEL OF TEACHING PRIMARY SCHOOL STUDENTS

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Annotation

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

Keywords: universal educational actions, interactive learning, interactive technologies, primary school age, interactive method, primary general education.

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

Interactive technologies are such an organization of the learning process in which it is impossible for the student not to participate in collective work based on the interaction of all his participants in the learning process. Interactive technologies are aimed at involving all students in the discussion of the topic, completing tasks, and presenting the results of independent work. To make their participation engaged, motivated, and result-oriented.

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 classroom of various subjects.

Interactive learning has the following features:

- it is the interaction of students with each other and the teacher (directly or indirectly);
- it is a process of communication "on an equal footing", where all participants of 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;

is the teaching of "reality", i.e. learning based on real problems and situations of the reality around us.

Interactive technologies are conventionally divided into four groups:

1. Interactive technologies of cooperative learning: - Learning in pairs; - Rotary (variable) triplets; - Two - four - all together; - Carousel.
2. Interactive technologies of cooperative-group learning: - Discussion of the problem in the general circle; - "Microphone"; - Incomplete sentences; - Brainstorming; - Teaching - I learn; - Problem solving.
3. Situational Modeling Technologies: - Simulations; - Simplified court hearing; - Role-playing situations.
4. Technologies for processing discussion issues: - Method - press; - "Take a position"; - "Change of position"; - A continuous scale of opinions; - Discussion; - Debate: There are a huge number of interactive learning technologies.

Each teacher can independently come up with new forms of working with the class.

The essence of interactive learning is that almost all children are involved in the process of cognition, have the opportunity to understand and reflect on what they know and think, and each makes his or her own special individual contribution to the solution of a common task.

The use of interactive technologies allows me to build the educational process in a school institution, taking into account the principle of integration of educational areas and in accordance with the age characteristics of children's development.

Stages of interactive forms.

- Warm-up.
- Grouping.
- Organization of educational activities of students in a group.
- Summing up
- Presentation of Group Solutions
- Reflection

I offer you some interactive technologies that can be adopted for the development of speech of primary school age.

Interactive technology "Interview".

This technology is acceptable for consolidating and summarizing knowledge on the topic covered. A child-correspondent, using cards-schemes (at the initial period of education), interviews children on any topic. Their symbols contain an algorithm for formulating questions: - What did you hear in class? - What did you like about the lesson? - What did you learn? - What did you do in class?

Thanks to this technology, children actively develop dialogue speech, which encourages them to interact "student-student", "student-adult".

The next interactive technology is "Advertising on the TV channel".

Children are divided into groups, each of which receives a task to advertise a certain thing. The children come to an agreement (maybe even show something).

Interactive technology "Chain".

This technology helps me to develop the ability to work in a team in school-age children. The basis of this technology is the sequential solution of one task by each participant. The presence of a common goal, one common result creates an atmosphere of empathy and mutual assistance, makes us communicate with each other.

Such didactic games can be carried out: "Make a sentence in a chain". Each child names the word in such a way that it would form a semantic sentence. "Decipher the Word". With the help of pictures, the word is encrypted, the children take turns composing it. "I'll start and you'll finish." For example, "I really love winter because....."

Interactive technology "Work in groups".

In interactive learning modes, groups of three people are preferred. The use of the technology of group work "in threes" makes it possible for all children to work.

The goal of this technology is that every child will be able to speak out. Children are divided into groups. Each group receives a task and an outline of a story or fairy tale and a topic. In a meeting, children come up with a story or a fairy tale, agree on which of them will tell what.

Interactive exercises:

Aquarium

Students are grouped into groups of 5-6 people. One of the groups takes a seat in the center of the class, receives an assignment, reads it out, and discusses it. The rest of the students do not interfere in the discussion, but listen carefully and take notes. After the public completion of the task, the group takes

their seats, and the students of the class discuss the course of the discussion and the arguments of the speakers. After that, another group takes the place in the Aquarium.

"Two, Four Together"

Students are offered a problem or information, which they first work out on their own, then discuss in pairs, then combine into fours. After the adoption of a joint decision in the fours, a joint discussion of the issue takes place.

Microphone

Students are invited to express their point of view on the question or problem posed. An object imitating a microphone is passed around the classroom. Everyone who has received such a "microphone" is obliged to clearly and concisely express his thought and draw a conclusion.

Brainstorming

To solve a problematic issue, students are asked to find as many ways, ideas, and suggestions as possible, each of which is recorded on a board or piece of paper. After the creation of such a "Bank of Ideas", analysis and discussion are carried out.

Method "PRESS"

This exercise develops the ability to formulate a statement on a certain debatable issue in a concise, expressive, reasoned, and concise form. The "PRESS Method" consists of four stages:

- Expressing your own point of view ("I believe that...")
- Justification of your idea ("... Because...")
- Examples and arguments to support your point of view ("... For example...")
- Generalization, conclusions ("So...").

"By teaching, I learn"

The lesson material is divided into separate blocks according to the number of students in the class. Students work out and exchange information, creating time pairs, after which there is a collective discussion and consolidation of the educational material.

"Choose a position"

A problematic question, two opposing points of view and three positions are proposed: "Yes" (for the first sentence), "No" (for the second sentence), "I don't know, I haven't defined my own position". Students in the class choose a certain position, form three groups, and discuss the correctness of their position. One or more members of each group argue their position, after which there is a collective discussion of the problem and the idea of the right solution.

Carousel

Students are seated in two circles facing each other. For some time, each couple exchanges information, their thoughts; After that, the students in the outer circle move around the circle to the next partner. You can ask your students to prepare questions about the topic and conduct a circular survey beforehand.

"Joint Project"

Groups work on different tasks on the same topic. At the end of the work, each group presents their research, as a result of which all students are introduced to the topic as a whole.

Compared to traditional learning models, in interactive learning models we change the interaction of students with the teacher, therefore:- the activity of the teacher gives way to the activity of students;- we create conditions for the initiative of students;- students are full participants, their experience is

no less important than the experience of the facilitator;- we do not give ready-made knowledge, but encourage independent search;- we organize the interaction of participants with a particular area of the information environment;- we turn to a professional experience of the participants, we help to find solutions to already set tasks, independently set new ones.

Using these exercises, I have improved the quality of students' learning and increased their motivation to learn.

From the first grade, the interactive technology "Microphone" helps a lot. The main thing is to have an attribute in your hands. They take turns expressing their opinions, listening to their comrades, order and discipline. In the lessons of natural history, civic education, the basics of health and reading, it is simply indispensable. And I like it. The main thing is to think through questions, topics, where the guys express their opinions, learn to build sentences. At first, cautiously, not everyone could say, he immediately passed the microphone to another, now everyone speaks. We work in a chain or selectively take interviews.

Children like working in groups. The spirit of competition is to be the first. A small touch was made by the group, everyone stood together and stretched out their hands to each other. This is the end of our work.

A few times, but this year I used the technology of "teaching – learning". I divide it into small groups. I hand out cards with new information that has been prepared. The children themselves distribute the material for each student in their group, prepare a paraphrase close to the text, almost memorizing it. They think through the questions. Select illustrations (lie separately) They speak, and then the class is asked questions to check how they were listened to. We had speeches about planets, continents, oceans, about the symbols of the DPR.

I like to check the work of my friends (the one who does it faster and more correctly does it). That week, when we were rehearsing, some of the children solved examples, so Nastya Velcheva checked and gave marks. So that you don't have to check less, because you are busy.

Interactive learning is undoubtedly an interesting, creative, and promising direction. And if the lesson is open, then it is generally winning.

Here are some examples of interactive exercises I use in my lessons.

"Matching". This activity requires students to match a word or phrase to a description, and it is recommended that students do this activity before they begin to read difficult texts. This is a good task for consolidating the meaning of concepts.

Based on the **"Ranking" technique**, I use the exercise **"What is more important?"**. This activity requires students to consider a series of statements and determine the relative importance or value of each in comparison to the others.

True/False.

When performing the technique, students carefully read the statements and decide whether they are true or not. This can be a good way to reinforce old concepts, target students to find the right answers in source documents, and test their understanding. As a result, there is usually a lot of discussion.

When moving to work in small groups, I use **the "One-Two-Four" technique**. Students are presented with a problem or information, which they first work out on their own, then discuss in pairs, then combine into fours. After a joint decision is made in fours, a joint discussion of the issue takes place.

Again, group work: the "**Explorers**" game: study the text, count how many times the word "raspberry" appears in it, etc.

"Similarities and differences". Students in pairs or small groups identify common and distinctive features, then a joint debriefing takes place.

Another, in my opinion, interesting exercise is "Bananas", which helps to break stereotypes, work with the left hemisphere of the brain, logical, rational thinking. It is used as a warm-up.

(Inscription on the board: SHBIASNTALNEYR)

Cross out the six letters in this line so that the letters that remain (without changing their sequence) form a familiar word. (Bananas)

I consider pair work and group work as the initial stage in the formation of business interpersonal relations of first-graders . This is determined by the fact that at the beginning of the school year, most first-graders:

- do not possess the skills of joint activities;
- are not ready to cooperate in large groups;
- don't know each other well;
- do not know how to communicate with unfamiliar peers, avoid joint activities with them.

Working in pairs is the most comfortable form of organizing the educational process, the purpose of which is to form business interpersonal relationships.

Working in pairs forms children's ability to accept a common goal, share responsibilities, agree on ways to achieve the proposed goal; correlate their actions with the actions of a partner in joint activities; Take part in the comparison of the goal and the result of the work. Here, as an example, I would like to cite a lesson that I conducted during the adaptation period with first-graders – "**Mittens**".

Thus, the mastering of problem-solving methods by the teacher is the surest way to organize the creative and research activities of students, and therefore interactive learning.

The interactive classes aroused considerable interest among students, primarily because they disrupted the usual and somewhat boring order of work in the lesson, allowed everyone to be not in the role of a passive listener, but in the role of an active participant, an organizer of the educational process. Lessons conducted in an interactive mode allow me to involve all students in active work, to ensure that each student participates in solving problems as much as possible, as a result, the weak gain some confidence in their own abilities, the strong feel useful, helping their friends to understand the material. In the process of working in the interactive, students develop communication skills, the ability to cooperate and interact, develop critical thinking, which is necessary for their future professional activity.

Interactive technologies increase students' interest in the subject, develop creativity, teach them to work with various sources of knowledge, to some extent relieve students' overload with homework, and expand their horizons. By using interactive teaching methods in the classroom, I achieve new opportunities, primarily related to the establishment of interpersonal interaction through external dialogue in the process of mastering the educational material.

It is true that certain interpersonal relationships inevitably arise between students in the classroom; And the success of their educational activities largely depends on what they will be. Skillful organization of students' interaction on the basis of educational material becomes a powerful factor in improving the effectiveness of educational activities as a whole.

Interactive learning solves several problems at the same time:

- develops communication skills and helps to establish emotional contacts between students;
- solves the information problem, since it provides students with the necessary information, without which it is impossible to implement joint activities;
- develops general learning skills (analysis, synthesis, goal setting, etc.), i.e. ensures the solution of learning tasks;
- provides an educational task, as it teaches to work in a team, to listen to other people's opinions.

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