THE IMPACT OF INTERACTIVE METHODS ON MENTAL ASPECTS

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Abstract:

The article describes the results of a study on the development and testing of an algorithm for designing an interactive task as the basis for interactive teaching methods. The distinctive characteristics of modern primary schoolchildren are presented. The interpretation of the concept "interactive" in different spheres of life and in different sciences is shown.

Keywords: *interactivity, interactive learning, interactive teaching methods, interactive task.*

INTRODUCTION

The realities of life shape the appearance of a modern primary school student who, while retaining all the psychological and physiological characteristics (in this sense, he differs little from his peer at the beginning of the century), has distinctive characteristics. It absorbs a large amount of information, which, according to the World Health Organization, has increased tenfold over the past five years. A significant proportion of information was obtained from the Internet, which, firstly, raises questions about the objectivity, completeness, reliability and adequacy of the information received; secondly, it significantly limits the possibilities of "live" interpersonal communication with peers. The problem of interpersonal relationships among younger schoolchildren in the era of information and communication technologies, computerization, and digitalization is particularly acute. The avalanche of information and the amount of time spent on the Internet leads to the fact that most primary schoolchildren demonstrate a low reading culture and, as a consequence, "shortcomings" in their functional literacy.

MATERIALS AND METHODS

Another feature of modern primary schoolchildren (mainly in urban areas) is the significant polarization of children according to their level of development. Along with the increase in the proportion of the group of gifted, capable, developed children, there is an increase in the number of children who are intellectually passive, often ill, with various learning difficulties, and so on, which makes adaptive learning and individual educational routes important. And finally, the modern elementary school student is characterized by a high level of anxiety. According to psychological studies, the proportion of such schoolchildren is more than 60%. As a result, deterioration in

physical health, reluctance to go to school, absent-mindedness, excessive diligence, decreased concentration, various kinds of fears, etc.

RESULTS AND DISCUSSION

As a modern principle, "interactivity" reveals the nature and degree of interaction between objects and subjects of the system, in which the goal is achieved through information exchange. This principle is fundamental in such fields of knowledge as information theory, computer science and programming, telecommunication systems, sociology, design, psychology, pedagogy, etc. Currently, in these areas there is no established definition of the concept in question. Thus, in sociology, the basis of the theory of symbolic interaction (J. Mead) is the ability to communicate in one's social environment, where significant symbols become a means of communication. "The individual responds to his own stimulus in the same way as other people respond. When this takes place, then the symbol becomes significant, then they begin to express something" [1]. It is important to emphasize in the sociological understanding such an aspect of interaction as a response to a significant symbol.

In psychology, interaction is considered as the ability to interact or be in a conversation mode, dialogue with something (for example, a computer) or someone (a person) [2]. G.M. Andreeva describes three aspects of communication as a phenomenon: communicative, perceptual and interactive, where the latter is considered from the position of the direct organization of joint activities of people [1]. According to A.P. Panfilova, interaction becomes interactive with the "integration of collective efforts to jointly solve a particular problem". Dialogue in joint activities is fundamental in the psychological awareness of interactivity.

The diversity of approaches to the interpretation of interactive teaching methods and the choice of grounds for their classification exacerbates the conceptual contradiction between the traditional content of general pedagogical concepts "teaching method", "form of teaching organization", "teaching technology" and the modern "filling" of these concepts with the colors of interactivity. The authors demonstrate "conceptual confusion." Some classify interactive learning technologies as work in pairs and rotating (variable) groups; training in fours, educational structures of Singapore technology; game "Carousel", discussion of a problem in a general circle, "Microphone", "Unfinished sentence", "Brainstorming", "Teaching - learning", simulations, role-playing situations, field games, business games, "Take a position", " Change your position," discussion, "Continuous scale of opinions," etc. Others call these interactive forms of learning organization. Still others consider them interactive teaching tools, while others include all of the above in interactive teaching methods.

In the framework of the study, we tried to resolve this contradiction by highlighting the category of interactive teaching methods. It should be emphasized that teaching methods are both a historical category (teaching methods changed in accordance with changing dominant goals), and social (teaching methods directly depend on social conditions), and scientific (the problem of teaching methods has not been completely resolved, judging by the abundance of different points of view on nomenclature and basis for classification of teaching methods). Leaving outside the scope of the article different interpretations of the concept of "teaching methods", we will define them as ways of interaction between the teacher and students in order to solve educational problems and name their main classifications: by source of information (practical, visual, verbal, working with a book, video method); as intended according to the sequence of lesson stages (methods of acquiring knowledge; methods of developing skills and abilities; methods of applying knowledge; methods of creative activity, methods of consolidation; methods of testing knowledge, skills and abilities); by the nature of cognitive activity (explanatory-illustrative, reproductive, problematic, heuristic, research); for didactic purposes (methods that promote the primary assimilation of educational material, and methods that promote consolidation and improvement of knowledge); by subjects

using methods (teaching methods and teaching methods); according to a set of characteristics (methods of organizing and carrying out educational and cognitive activities; methods of stimulating and motivating educational and cognitive activities; methods of monitoring and self-monitoring of the effectiveness of educational and cognitive activities), etc.

CONCLUSION

The results of a survey of teachers recorded positive dynamics in their professional knowledge and skills, based on an understanding of the pedagogical and psychological essence of such a phenomenon in education as "interactivity", the distinctive features of an interactive task, and problems arising in the process of activity. There are changes in the professional competencies of the teacher (in particular, in the ability to design tasks).

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