

Effective Use of Interactive Methods in the Educational Process in Preschool Educational Organizations

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Annotation. In this article we will talk about the formation of children's communication with others, the means of communication, responsibility, self-criticism, a creative approach to solving problems, a correct and adequate assessment of their strengths. One of the main conditions for conducting lessons in a preschool educational institution is the use of interactive teaching methods and the activation of the mental activity of children at all stages of the lesson.

Keyword. Interactive technologies, Interactive teaching methods, Microphone, Decision tree, Multi-channel activity method, white spots.

Interactive technologies - means to interact, communicate with someone, this is a special form of organizing cognitive and communicative activities in which all participants are covered by communication.

Interactivity develops a child's responsibility, self-criticism, develops a creative approach to solving problems, teaches them to correctly and adequately assess their strengths, to see "white spots" in their knowledge. The main element of an interactive lesson is dialogue.

During interactive learning, children actively communicate, argue, disagree with the interlocutor, prove their opinion.

One of the main conditions for conducting a lesson in a preschool educational institution is the use of interactive teaching methods, the activation of the mental activity of children at all stages of the lesson.

Interactive methods of teaching and interacting with children.

Interactive teaching methods are ways of purposeful interaction between an adult and children that provide optimal conditions for their development.

Interactive learning for preschoolers is a specific form of organizing educational activities, the purpose of which is to provide comfortable conditions for interaction, in which each child feels his success and, performing certain intellectual work, achieves high performance.

Interactive teaching methods provide learning that enables children in pairs, microgroups or small groups to work through learning material by talking, arguing and discussing different points of view.

Interactive methods of teaching and developing the speech of preschoolers.

Microphone - a method of work, during which the children, together with the teacher, form a circle and, passing an imitated or toy microphone to each other, express their thoughts on a given topic.

For example, a child takes a microphone, talks about himself in a few sentences, and passes the microphone to another child.

All statements of children are accepted, approved, but not discussed.

Together - a method of work during which children form working pairs and perform the proposed task, for example, take turns describing a picture.

Chain - a method of work during which children discuss tasks and make their suggestions in a simulated chain. For example, they compose a fairy tale according to a table in which the course of a future fairy tale is presented in drawings or in conditional marks.

Another way to use this method: the first child names the object, the second - its property, the third - an object with the same properties.

For example, carrots - sweet carrots - sugar is sweet - white sugar - snow is white ... etc.

Snowball - a method of work in which children are united in small groups and discuss a problematic issue or perform a common task, agreeing on a clear sequence of actions for each member of the group.

For example, they build a house, where they agree in advance on the sequence of actions of each member of the team and on the color with which this or that child will work.

Thought synthesis is a method of work in which children are united in small groups, performing a certain task, for example, a drawing on a piece of paper.

When one group draws, it transfers the drawing to another group, whose members finalize the completed task. Upon completion of the work, they make up a general story about what was completed and why.

General project - a method of work during which children are combined into several groups (3-4).

The groups are given different tasks, each of which focuses on a different aspect of the same problem, such as drawing and talking about their favorite winter activities.

Each group presents its own "**project**" - the collective work "Winter Entertainment" and discuss it together.

Associative flower – a method of work in which children are combined into several groups to solve a common problem: the “middle” of a flower is fixed on the board with the image of a certain concept, for example, “toys”, “flowers”, “fruits”, “animals”.

Each group selects association words or association pictures that are pasted around this concept. The winner is the team that creates the largest flower (with the most matching pictures-associations or words-associations).

Decision Tree- method of work, which includes several stages:

1. Choosing a problem that does not have an unambiguous solution, for example, “What does a tree need to be happy?”.

2. Consideration of the scheme in which the rectangle is the "trunk" (which denotes this problem), the straight lines are the "branches" (the ways to solve it), and the circles are the "leaves" (the solution to the problem).

3. Problem solving: children in subgroups agree, discuss and draw, for example, a butterfly, a bird, and the like, placing them on the “decision tree” and explaining their choice.

Multi-channel activity method - a method of working with children, during which various analyzers are necessarily involved: vision, hearing, touch, taste, smell.

For example, when examining a picture, it is advisable to use the following sequence: highlighting the objects depicted in the picture; representation of objects through perceptions by various analyzers.

After considering all the objects depicted in the picture, it is worth setting the children creative tasks:

- "listen" to the sounds of the picture through the "headphones";
- conduct virtual dialogues on behalf of the depicted characters;
- feel the "aroma" of the flowers depicted in the picture;
- "to go beyond the depicted";
- mentally touch the picture, determine what its surface is (warm, cold), what weather (windy, rainy, sunny, hot, frosty) and the like. Например, при рассмотрении картины «Прогулка в лесу» стоит задать следующие вопросы: Как вы думаете, о чем говорят девочки? Рассмотрите кору деревьев, какая она?

Listen to the sounds of leaves rustling, magpies chirping, etc.

Discussion - it is a method of collective discussion of some complex issue. All participants in the educational process are actively involved in the discussion, all children are actively involved.

"Discussion" from English is what is subject to discussion, dispute.

At the end of the discussion, a single collective solution to the problem, problem or recommendation is formulated. Questions (tasks) must be proposed no more than five.

They should be formulated in such a way that it is possible to express different views on the problem raised.

Children learn to express their own opinion: "I think...", "I think...", "In my opinion...", "I agree, but...", "I disagree because..."

Brainstorming (brainstorming) - one of the methods that contributes to the development of creativity of both the child and the adult. This method is useful when discussing complex problems or issues.

Time is given for individual reflection on the problem (even up to 10 minutes), and after a while additional information is collected about the decision.

Children - participants in the "brainstorming" must express all possible (and impossible from the point of view of logic) options for solving the problem that need to be listened to and the only correct decision to be made.

Conversation-dialogue - a method aimed at the complicity of children with those who speak. During the lesson with the submission of knowledge, consolidation of the material, the teacher poses accompanying questions to the children, in order to check their understanding of the information presented.

Modeling of problem situations - a method of interaction between an adult and children to solve a problem. The situation is modeled by the educator specifically.

Foresight - a method of working with children, during which it is proposed to "predict" possible solutions to the problem.

For example, invite children to name all the autumn months, tell what they expect from each month. Later, imagine yourself in the place of one of the months and talk about your predictions: "I am the first month of autumn - September. I am a very warm month. All the children love me because they start going to school..."

The next child continues to talk about this very month (work in pairs).

Window dressing - a method of work in which children are invited to divide into teams, each of which guesses a word and, using non-verbal means, presents this word to the other team, which must guess it.

«**What would happen if...?**» - a method of work in which children are invited to think and express their assumptions, for example: "What would happen if all the trees on Earth disappeared?", "What would happen if predatory animals in fairy tales became vegetarians?" etc.

Imaginary picture - a method of work during which the children are invited to stand in a circle and each child in turn describe an imaginary picture (the first child is given a blank sheet of paper with a picture as if painted, then he passes the sheet with a mental picture to another participant in the game, and he continues the mental description).

«**What can be done...?**» - method of work, during which children learn to realize the polyfunctional properties of objects. For example: "Imagine another way to use a pencil? (as a pointer, conductor's baton, thermometer, wand, etc.)."

Reincarnation - interactive teaching methods, when children are invited to divide into teams and imagine themselves in the place of some object (books, pens, tables, dolls, etc.) and present themselves in terms of the chosen role.

Fairy tale in reverse - a method of work in which the children are invited to divide into two teams and compose their fairy tale in a different way, replacing the basic concepts with opposite ones. Each team receives a task: they compose their own fairy tale and guess the fairy tale of another team, composed in a different way.

Example: "There lived a grandfather and a woman. And they had a dog Zhuk. And Zhuk brought them a bone, not a simple one, but a sugar one. Baba cooked it, cooked it, and did not cook it. Grandfather cooked, cooked and did not cook. The cat jumped, overturned the bowler hat,

took the bone and carried it away. The grandfather laughs, the woman laughs, and the Beetle barks merrily: "I'll bring you another bone, but not sugar, but a simple one, so that it can be cooked quickly".

Collage - a method of work in which children are invited to divide into two teams and draw their picture on a piece of paper (for example, an irregularly shaped figure) with all the materials at hand and tell about it in 2-3 sentences.

Advertising - a method of work in which children are invited to divide into two teams, each of which chooses any object and tries to name all its positive qualities and functions that will help attract the attention of others to it.

Other interactive teaching methods.

In addition to the above interactive teaching methods for preschoolers, the following are actively used in the practice of work: creative tasks, work in small groups, educational games (role-playing and business games, simulation games, competition games (senior preschool age), intellectual warm-ups, work with visual videos and audio materials, thematic dialogues, analysis of life situations and the like.

Thus, interactive learning in the classroom (including integrated ones) takes place: in pairs (2 children), in microgroups (3-4 children), in small groups (5-6 children) together with the teacher.

When evaluating the statements of children, one should not use the word "correct", but say: "interesting", "unusual", "good", "excellent", "original", which stimulates children to further statements.

Worth remembering! When a preschool child politely sits on a chair, looks at you and just listens, he is not learning.

Insufficient use of interactive methods.

Unfortunately, interactive teaching methods are not yet sufficiently used in working with preschoolers. There are some reasons for this (according to A. Kononko):

- the habit of many educators to use explanatory and illustrative, monologue methods in their work, to show conformism, unquestioningly obey the requirements and principles of others;
- mistrust of a certain part of teachers to innovative dialogue methods, fears of them;
- lack of experience in their effective application, active self-determination, responsible decision-making, provision of benefits to someone (something);
- fear of looking like a "black sheep", funny, helpless, inept in the eyes of others;
- low self-esteem, excessive anxiety of teachers;
- a tendency to be overly critical;
- inability to quickly switch, adapt to new conditions and requirements;
- unformed pedagogical reflection, the ability to evaluate oneself objectively, to correlate one's capabilities, desires with the requirements of the time.

The need to introduce interactive methods into the educational process is obvious, because:

- today, more than ever, the requirements for updating the preschool education of pupils are increasing;
- there is a differentiation and individualization of the education of preschoolers;
- the requirements for the quality of preschool education are changing, its assessment not only of the level of knowledge preparedness, but also of the elementary life competence of preschool graduates, their ability to apply knowledge in their own lives, constantly update and enrich them.

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