JOURNAL OF MULTIDISCIPLINARY SCIENCES AND INNOVATIONS
GERMAN INTERNATIONAL JOURNALS COMPANY
ISSN: 2751-4390
IMPACT FACTOR (RESEARCH BIB) : 9,08. Academic reserach index

EFFECTIVE USE OF INTERACTIVE METHODS IN MATHEMATICS LESSONS

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Annotation: The methodological manual provides information on teaching mathematics to primary school students using interactive methods
Keywords: interactive methods, innovations, "5x5x5" method, "Brainstorming", "Grapes" method, "Pyramid of Numbers" method

The task of a modern teacher is not to give knowledge to schoolchildren, but to do something more practical and simple - to create motivation and form self-learning skills. From the very beginning of education to the present day, three methods of interaction between teachers and students have been established and are widely used. 1. Passive method 2. Active method 3. Interactive method (“Inter” - mutual, “action” - action) The goal of interactive education is the comprehensive development of schoolchildren, providing each of them with optimal opportunities for personal formation and development, expanding their opportunities for self-determination and self-realization. The main idea of interactive teaching methods is to turn the student into an active subject of the educational process. The principle of the child's activity in the educational process has been and remains one of the main ones in didactics. This refers to the quality of activity, characterized by a high level of motivation, a conscious need to master knowledge and skills, and efficiency. Such activity rarely occurs spontaneously, it is the result of purposeful interaction and organization of the pedagogical environment, that is, the use of pedagogical technology (the teacher's work system).

The use of interactive methods in the educational process serves to improve the quality and efficiency of the educational process, to increase the interest in learning in order to teach students to work on themselves, independently study the given material, analyze it and draw conclusions [1]. Interactive (from the English word “interacting”) means based on interaction or being in a conversation with someone. The concept of “interactive method” is broad, and it is actually associated with the activity called “productive” in psychology. Interactive tasks are problem situations that create difficulties for students, the way to overcome which must be creatively sought. All interactive tasks can be divided into two types: educational-search and research tasks. Educational-search tasks are designed for students to discover what is known in science. Research involves individual new observations, and sometimes new ideas [2].Therefore, each educational technology used to achieve a guaranteed result in the educational process can form the joint activity of the teacher and the student to achieve a positive result in the educational process. The student should think independently, creatively search, work, analyze, draw conclusions, evaluate himself and the group, and the teacher should guide them, create conditions for them, help them achieve their goals - this is the basis of the educational process. The purpose of using interactive methods is to widely involve students in science, provide them with more information, ensure the acquisition of organizational and management skills, teach them to think logically, express their opinions freely, and participate in discussions.In practice, our teachers are using interactive methods to engage students in the learning process, assess students, and save time. On the BookWidgets Teacher blog, Lucie Renard published an article titled “20 Ways Teachers Can Provide Differentiated Instruction to Students.” The “Student-

Level Pairing" section of the guide describes a teaching method that engages students in the learning process in the following way: explaining new learning material using any teaching method. Then, a test is organized. After this test, students who scored well should be paired with students who scored low, that is, students who need help and are not learning well. Ask students who have learned the material to explain it to their assigned student. This way, the student has a personal "teacher" who can directly ask questions to someone who understands the content and can explain it [3].Interactive technologies use techniques and methods that make the lesson unusual, rich and interesting, covering high-quality educational material and the motivational sphere of the student. Interactive work can be used both in mastering the material, in lessons on the application of knowledge, and in special lessons instead of asking questions or summarizing. Forms of interactive work can be group and pair. Since the student is more comfortable in a small group, pair work is often used, that is, all children express their opinions, exchange ideas with their partner, and only then announce them to the whole class. Examples are discussion of the issue, brainstorming, analysis of mathematical dictation, etc. The teacher is required to be able to quickly divide students into pairs, give assignments and evaluate success [4]. Interactive technologies use techniques and methods that make the lesson unusual, rich and interesting, covering high-quality educational material and the motivational sphere of the student. Interactive work can be used both in mastering the material, in knowledge application lessons, and in special activities. The main components of interactive lessons are interactive exercises and tasks performed by students.The main difference between interactive exercises and assignments from the usual ones is that by completing them, students not only consolidate the material studied, but also learn new ones. Interactive methods are such that when using them, each student can have his own point of view, express and defend it, agree or disagree with the opinions of his comrades, express his own attitude to surrounding events and objects [5]. It is very important that there is a dialogue between the teacher and students. This indicates their ability to listen and hear each other, be attentive, and help each other. Using these methods, the teacher does not offer children ready-made knowledge, but organizes their active mental and cognitive activity, at the same time providing them with the opportunity to self-analyze instead of asking questions or drawing conclusions in the lessons. Interactive work forms can be group and pair. Since the student is more comfortable in a small group, pair work is often used, that is, all children express their thoughts, exchange ideas with their partner, and only then announce them to the whole class. Examples include discussion of the problem, brainstorming, analysis of a mathematical dictation, etc. The teacher is required to be able to quickly divide students into pairs, give assignments, and evaluate success.It is worth noting that interactive education has a positive effect on both improving the quality of knowledge and increasing students' efficiency and interest in science. Students are getting older every year. They are able to create, not just reproduce. Thanks to collaborative technology, they become more independent, active, communicative, and able to work at a high level. Students learn to apply the knowledge they have gained in new situations, learn to use it in practice and independently extract it. They learn to communicate, make friends, be kind, and be attentive to each other - this is also the result of cooperation in education. Interactive education helps a child not only learn, but also live. Thus, interactive education is undoubtedly an interesting, creative, and promising direction in pedagogy.

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