DIDACTIC PRINCIPLES AND EFFECTIVENESS OF INTERACTIVE METHODS IN THE PRIMARY EDUCATION PROCESS

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Abstract. *In the article, the use of interactive methods in primary education, the modernization of the educational process, the improvement of the quality of teaching and the stimulation of active learning activities of students, the emergence of interactive methods as an important didactic tool in increasing the effectiveness of primary education, their research and implementation on a scientific basis, interactive methods are considered as a pedagogical mechanism that serves the students' ready acceptance of knowledge, its independent formation, in the process of primary education theoretical and didactic foundations of using interactive methods, their impact on students' cognitive activity and their role in improving educational efficiency, types of interactive methods, mechanisms of their implementation and evaluation of their pedagogical effectiveness, practical recommendations for improving interactive approaches in the primary education system have been developed.*

Key words: *analysis, practice, thought, creativity, education, student, interactivity, methods, initiation, didactics, pedagogy, technology, efficiency,*

activity, approach, result, search, formation, knowledge, competence, mastery, process, activity.

The development of modern society, globalization processes and the rapid development of information and communication technologies are placing completely new demands on the education system. In particular, the primary education stage, as the main foundation of personality formation, requires not only the provision of knowledge, but also the development of independent thinking, creative approach, communicative competences and life skills in students. From this point of view, the need to transition from the traditional reproductive model of education to active, student-centered and interactive education is becoming increasingly urgent.

The use of interactive methods in the process of primary education is an important factor in the effective organization of the pedagogical process. Interactive methods are based on cooperation between students and teachers, and are aimed not at receiving knowledge in a ready-made form, but at their independent search, analysis and application in practice. This serves to form important competencies in students such as critical thinking, solving problem situations, a culture of communication and social activity [5].

The didactic basis of interactive methods in primary education is a set of theoretical rules, principles, methods and pedagogical conditions that serve to effectively organize the teaching process. These principles scientifically explain the essence of interactive methods, the mechanisms of their application and their impact on educational outcomes [3].

Firstly, the didactic basis of interactive methods is based on the concept of person-centered education. In this approach, the student is considered as an active subject of the educational process. That is, he participates not only as a receiver of knowledge, but also as a person who independently creates, analyzes and applies it.

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The didactic basis of interactive methods is formed by the following main principles:

1. The principle of activity and awareness - the student acquires knowledge not in a ready state, but through active participation. Interactive methods encourage the student to think, ask questions and draw conclusions.

2. The principle of collaboration - the educational process is based on communication and cooperation between the teacher and the student, as well as between students. Group work, pair work are based on this principle.

3. The principle of problem-solving - knowledge is not given ready-made, but is formed through problem situations. This develops the student's ability to analyze and make independent decisions.

4. The principle of individualization and differentiation - the abilities, interests and level of development of each student are taken into account. Interactive methods allow for the active involvement of students at different levels.

5. The principle of reflexivity - students have the opportunity to evaluate, analyze and draw conclusions about their activities. This ensures self-development.

At the same time, the didactic foundations of interactive methods are also closely related to psychological factors. The age characteristics of primary school students (curiosity, emotionality, mobility) require the effective use of interactive methods. For example, game technologies and role-playing exercises correspond to the natural needs of children.

Didactically, interactive methods are combined with the following educational components:

- goal - development of active cognitive activity of the student
- content - knowledge of vital and practical importance
- methods - "brainstorming", "cluster", "debate", "role-playing"
- forms - group, pair, individual work

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- means - didactic materials, multimedia, digital resources.

The didactic foundations of interactive methods, as well as pedagogical technologies, require a systematic approach. That is, they should not be applied haphazardly, but should be organized based on a clear plan, goals and results [1].

The didactic foundations of interactive methods are a scientific and theoretical foundation that ensures the activity, independent thinking and creative development of students in primary education [4]. Their correct and targeted use significantly increases the effectiveness of education.

Although the use of interactive methods in the educational process is widespread today, there is still a need for a systematic analysis of their didactic foundations, that is, their content, principles, forms and methods, and scientific substantiation of their effectiveness [2]. Also, one of the important scientific issues is the study of the suitability of interactive methods for the psychology of students of primary school age, their impact on learning activity and their role in improving educational outcomes.

Didactic models for the use of interactive methods in primary education are improved, criteria for assessing their effectiveness are developed, and practical recommendations are given. The results of the study serve to modernize the educational process, improve the quality of teaching, and stimulate active learning activities of students [6].

Interactive methods are an important didactic tool for increasing the effectiveness of primary education, and their scientific research and implementation in practice are one of the priority areas of modern pedagogy.

Interactive methods are considered as a pedagogical mechanism that serves not to allow students to receive knowledge in a ready-made form, but to form it independently.

In terms of content, the topic involves highlighting the didactic foundations of interactive methods. Here, the principles of education (activity,

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awareness, consistency, individualization), teaching methods and forms, and the orientation of the content of education to the student's personality are scientifically substantiated. Also, the pedagogical and psychological foundations of interactive methods, that is, aspects related to the age characteristics of students, cognitive processes (attention, memory, thinking) and motivation, play an important role.

The aim of the study is to comprehensively study the scientific and theoretical foundations and practical significance of interactive methods in improving the process of primary education, which serves to improve the quality of education, develop active cognitive activity of students, and form modern competencies.

The transformation processes taking place in the modern education system require a radical revision of the content and methods of teaching. The primary education stage is of particular importance in this process, since it is during this period that the student's cognitive activity, personal qualities, and attitude to education are formed. While traditional educational models often form the student as a passive listener, interactive methods turn him into an active participant in the educational process.

Interactive methods are an important means of democratization, individualization and humanization of the educational process. Therefore, scientific research of their didactic foundations and evaluation of their effectiveness is one of the urgent tasks.

Interactive methods are based on the activity-based approach to pedagogy, the theory of constructivism and the concepts of person-centered education. These methods are based on the following:

- activity and awareness - the student actively acquires knowledge;
- problem-solving - knowledge is formed through problem situations;
- cooperation - the dialogue between the teacher and the student takes precedence in the educational process;

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- individualization - the abilities and needs of each student are taken into account.

Interactive methods include such methods as "brainstorming", "cluster", "debate", "role-playing games", "case studies". These methods develop students' logical thinking, analysis and decision-making abilities.

When using interactive methods: students' interest in the lesson increases significantly; independent thinking and creative approach develop; the level of knowledge acquisition increases; teamwork skills are formed.

However, for their effective use, the following conditions are important: methodological preparation of the teacher; sufficiency of educational resources; proper lesson planning; taking into account the age and psychological characteristics of students. Also, a systematic approach is necessary when using interactive methods, and they should be considered not only as a separate method, but as a holistic pedagogical technology.

In conclusion, it can be said that interactive methods are an important factor in increasing the effectiveness of primary education. They enhance the cognitive activity of students, develop independent thinking and creative abilities. They also enrich the educational process in content and bring its quality to a new level.

Practical recommendations:

- systematic use of interactive methods in primary education lessons;

- pay special attention to interactive technologies in advanced training courses for teachers;

- strengthen integration with digital educational tools;

- develop a system for assessing the effectiveness of interactive methods.

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