

The importance of using interactive methods in increasing the level of satisfaction with learning activities during student period

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Abstract: This article analyzes the importance of using interactive methods in increasing the level of satisfaction with learning activities during and during the student period from a psychological point of view. The role of interactive approaches in the individual development of students, the formation of motivation and a positive attitude towards the educational process is separately studied. Observations and analyses were conducted on the increase in the level of activity, independent thinking and psychological stability of students through interactive methods - discussion, group work, role-playing games, “brainstorming” and other methods. Based on the results obtained, the article also provides psychological recommendations for improving the quality of education and their widespread use in lessons.

Keywords: psychological satisfaction, interactive methods, educational effectiveness, motivation, traditional methods, psychological environment, educational motivation

Student life is the most active, research-rich and important stage in a person's life, allowing them to develop their abilities. During this period, students not only acquire theoretical knowledge, but also go through the processes of professional formation, personal development and life position, determining their individual plans. Engagement and satisfaction with the type of activity are the main factors motivating students. In turn, psychological technologies play an important role in this process - they enhance students' internal motivation, form self-awareness and a positive attitude to learning.

L.N.Zakharova, in her research, talks about the personal characteristics, behavioral styles and types of professional self-identification of students in the pedagogical direction. During her research, she identifies factors that affect the level of satisfaction of students with their educational activities and touches on the following.

- Personal characteristics: Students' personal characteristics, such as self-confidence, initiative, and sense of responsibility, directly affect their academic success and satisfaction.
- Behavioral styles: Students' behavior in the learning process – active, passive, or adaptive – determines their level of satisfaction with their academic activities.
- Professional self-identification: Students' self-identification with their future professional role, i.e., imagining themselves as future educators, increases their attitude towards and satisfaction with their academic activities.

Zakharova's research serves as an important basis for supporting students' personal and professional development in the educational process.[3]

Satisfaction with educational activities is a student's positive feelings and satisfaction with his/her educational process, mastery, and achieved results.

Students' satisfaction with educational activities, in turn, depends on internal and external motivation. Y.P.Ilin considers motivation as a dynamic process. In his opinion, the motivation process includes the following stages: the emergence of a need (material and spiritual), goal setting (short and long term), planning of action (active and passive), implementation of action, and

evaluation of the result. These processes form the student's desire to learn in educational activities. [1]

The importance of using interactive teaching methods in increasing the level of satisfaction with student activity in the educational process is incomparable. In particular, combining these methods with traditional forms of education increases the effectiveness of education and encourages students to think independently and approach creatively.

Interactive method - serves to activate the assimilation of knowledge by students and the teacher in the educational process, to develop their personal qualities. The use of interactive methods helps to increase the effectiveness of the lesson. The main criteria of interactive education are: informal discussions, the possibility of free presentation and expression of educational material, a small number of lectures, but a large number of seminars, opportunities for students to show initiative, giving assignments for work in small groups, large groups, class teams, writing assignments and other methods, which are of particular importance in increasing the effectiveness of educational work.

Currently, one of the main directions in the field of improving educational methods is the introduction of interactive teaching and learning methods. Teachers of all subjects are increasingly using interactive methods in the process of lessons.

As a result of using interactive methods, students' skills of independent thinking, analysis, drawing conclusions, expressing their own opinion, defending it with justification, healthy communication, discussion, and debate are formed and developed.

What is the expected goal of using interactive methods, what are its advantages, and what are the principles for increasing the effectiveness of the lesson? The answer to the question can be based on the following factors.[4]

1. Interactive methods are the most convenient and simple method.
2. Teaches independent thinking.
3. Multidisciplinary.
4. Simple, easy.
5. Strongly memorable.
6. Increases the wealth of knowledge.
7. Saves time.
8. It is interesting.
9. Increases the effectiveness of the lesson.
10. Increases worldview.
11. Develops thinking.
12. An individual relationship is established with each student.
13. Strengthens memory.
14. Encourages research.
15. Encourages students to work on themselves.

The use of interactive methods in teaching the topic "Temperament" increases students' interest in the lesson, helps them to be satisfied with the learning activity, and develops their critical and creative thinking skills. The following interactive methods can be effective:

For example: The purpose of the "Concept Analysis" method is to help students think independently, logically, remember the new topic well, and analyze and synthesize. Before moving on to the new topic, we will distribute the following handout to students: "What do you think this concept means?" They will write down the information they know about the terms given in the column. We will set a time based on the level of difficulty and the topic.

Concept Analysis Method

Concepts	What do you think this concept means?	Additional information
Temperament		
Sanguine		
Phlegmatic		
Melancholic		
Choleric		
Extrovert		
Introvert		

After the allotted time, students will take the handout to the end of the lesson.

Concept Analysis Method

Concepts	What do you think this concept means?	Additional information
Temperament		(lat. temperamentum - the relationship of parts to each other) A set of individual characteristics of a person, determined by the dynamic and emotional aspects of a person's activity and behavior.
Sanguine		(Greek. Sangius - blood) - one of the types of temperament. This type is characterized by quick, mobile, quick-changing impressions, feelings of friendliness and kindness towards other people.
Phlegmatic		(Greek. Phlegm - phlegmy substance) - one of the types of temperament. It is distinguished by slowness and stability of movements.
Melancholic		(Greek. Melas - black, chole - bile, bile) - one of the types of temperament, characterized by slow mental activity, quick impressionability, very deep impressions even for insignificant things.
Choleric		(Greek. Chole - bile, yellow bile) - a type of temperament, which is characterized by emotional excitement, sudden changes in mood, emotional imbalance and general mobility.
Extrovert		people who enjoy interacting with people around them, working in groups, and who draw energy from the outside world, are open, active, and social.
Introvert		people who prefer solitude, independent thinking, and deep contemplation, and who focus more on their inner world. They draw energy from their inner world.

In the general summary part, the tables are analyzed. The use of such handouts in the lesson review part also helps students to consciously assimilate knowledge, develop cognitive processes, and further form their logical thinking. Students who express the most independent opinions and find logically correct ones are encouraged.[7]

“Dictionary work”. This didactic game, somewhat similar to the “Conceptual analysis” method, is appropriate to use in seminars or practical lessons in the consolidation of the topic. Students further develop theoretical knowledge about the explanatory dictionary of unfamiliar terms on the topic.

We arrange the students in a circle. The ball is passed in turns. The student who passes the ball says the character of the work or some term. The student who receives the ball, says the meaning of the said word, and passes the ball again, saying a new term.

For example:

Student 1 Nervous system

Student 2: Answer: A physiological system that controls a person's mental states and actions.

Example: Extraversion

Student 3: Answer: A person's orientation to the external environment. Example: Temperament

Student 4: A set of innate psychological characteristics of a person. Example: Emotional stability

Student 5: Answer: The constancy of a person's mental state, stress resistance. Example: Sanguine

Student 1: Answer: A strong, balanced, active temperament type. Example: Choleric

Student 2:

In conclusion, how a teacher uses an interactive method or didactic game depends on his *knowledge and experience. The result should be predictable, based on the goal.*

“Role Playing” (role play)

Application: Students are divided into four groups - choleric, sanguine, phlegmatic, melancholic. Each group acts as a person with a specific temperament (for example, how they respond to a given situation).

Benefit: The manifestation of each temperament type in behavior becomes clear to students. Empathy and analytical thinking are developed.

For example: a student who is late and an unexpected gift on the road.

1. Choleric - walks in a hurry and does not see the gift under his feet. They show that he moves quickly only towards the goal.

2. Sanguine - looks around with curiosity and looks at the gift, looking for its owner.

3. Phlegmatic - shows that he steps with heavy composure and puts the gift on the side of the road.

4. Melancholic-shows that even a gift is perceived as an obstacle and that facial expressions take on a negative tone.

Observing students find out which temperament they are from the roles shown and evaluate their roles.

“Funny riddle

Application: Students are read riddles about temperament types. Based on the definitions given to them, they find the answers to the riddles.

Benefits: The similarities and differences of each temperament type are revealed. The plasticity of thinking increases.

For example:

I rush in vain, I get tired of walking,

- But the work I start, no matter what obstacles there are,

- I will finish it successfully.

- Don't say inappropriate words to me, dear ones,

- Because my nerves get upset over something.

- I think quickly without thinking much, who I am,

- Find a smart student. (Choleric)

I am interested in the moon,

- Sometimes the sun and the river.

- My speech is fast, I quickly get confused,

- I can't finish what I start.

- It's very easy for me to start a conversation,

- But it's a little difficult for me to keep your secrets.

- That's why my people call me

- Shaldur-shuldur.

- I don't know what I'm like, sometimes I'm full of thoughts,

- My dear friend, remind me who I am. (Sanguine)
- When there is a task, I cut it into seven pieces,
- I swallow my thoughts.
- It is more difficult for me to adapt to other conditions
- But my hard work overcomes everything.
- Smart students think just like me,
- They look at my words to find out who I am.(Phlegmatic)

The one who is shy

- The one who talks all the time,
- I take every word to myself and am affected,
- I eat my insides and flesh from doubts.
- Don't laugh at me because I cry, my friends,
- My nerves are broken by anxiety.
- You will have no difficulty in finding who I am,
- If you can't find it, you will look at my words. (Melancholic)

If such puzzles are organized in practical lessons, they will motivate students to remember the terms and information on the topic better.





“Brainstorming”

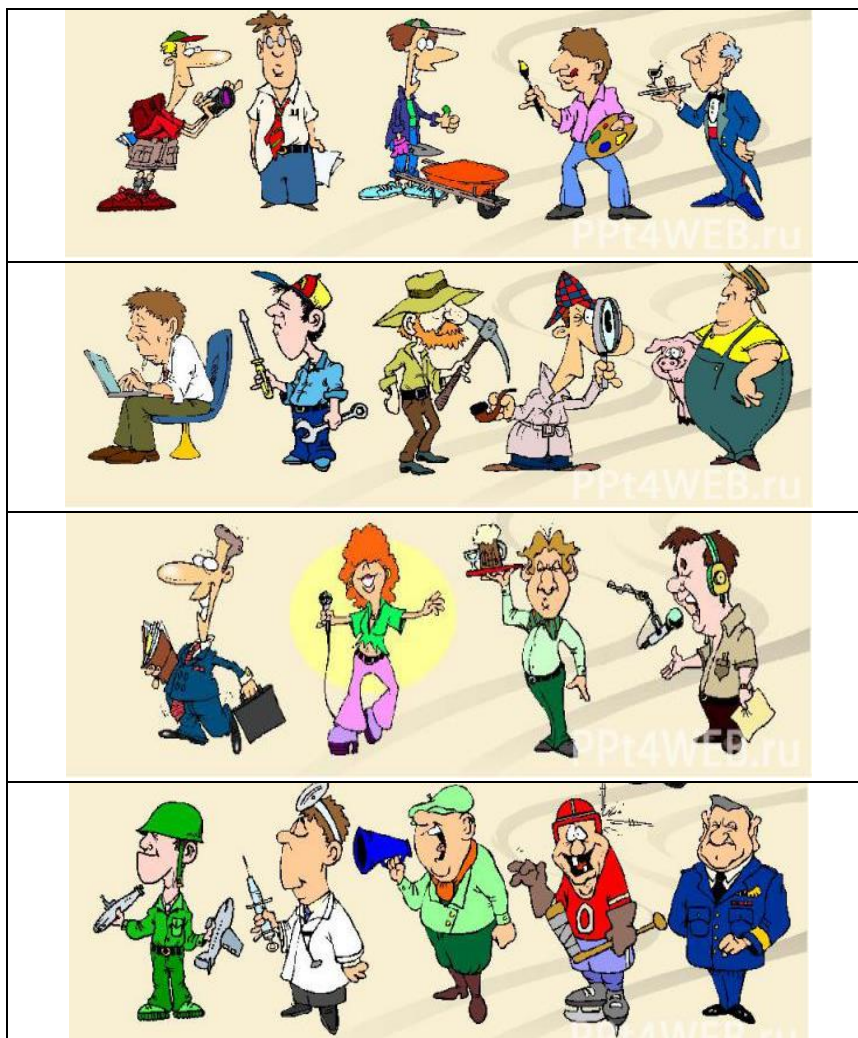
- Application: Question: “What are the strengths and weaknesses of each temperament type?”

The temperament types and what professions they are suitable for choosing are discussed. Each group expresses ideas.

- Benefit: Quick thinking, teamwork and reasoning skills are developed.

For example: Temperament and professions. The following handout is distributed. They match them together and each group presents its thoughts.

Choleric		-tend to work in a certain order, their activity should be associated with a certain standard of actions.
Sanguine		-work that requires specific manual skills is suitable for them. They do not want to engage in unexpected changes and complex professions
Phlegmatic		- staged work is suitable, where strong tension alternates with calm and relaxed activity.
Melancholic		-likes to engage in various types of work where you can constantly gain new knowledge, his profession requires work that requires constant communication and organizational activity.



Conclusion

Satisfaction with academic activities during student life is a complex process that is formed not only by an individual approach, but also by systematic and psychological approaches. We can see aspects of the process of satisfaction with academic activities that also depend on the students themselves. By using these technologies correctly, depending on the scope of the given topic or task, it is possible to develop not only knowledge, but also a self-aware, active and stable personality. A student who is satisfied with his studies is a person who is satisfied with his life, profession and place in society. In the future, he can also follow many students in his chosen field. Therefore, our teachers, who have been able to demonstrate their pedagogical abilities in providing knowledge to students, will be a great incentive for students to be satisfied with their academic activities and receive motivation from their teacher.

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