

Application of Interactive Board in Teaching Preschool Children

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Abstract

The article discusses the main innovative technologies and approaches to the current trend of using an interactive whiteboard in working with preschoolers. A method for introducing interactive whiteboard technology in the organization of direct educational activities with preschool children is presented.

Keywords: interactive board, current trends, preschool education, educational activities.

Introduction. Currently, preschool educational institutions are building their activities in accordance with new requirements; taking into account current trends, including those related to the use of modern equipment in the educational process, in particular an interactive whiteboard [1, 2].

Defining today the characteristic features of the new educational model, it should be noted its continuity, design and manufacturability, dialogue, orientation of the educational process not only to the content and logic, but also to the specifics of information perception [3, 4].

The key to success in solving the problem of building a new educational model is a radical re-equipment of the entire educational process based on the latest information, communication and interactive technologies [5].

Current research suggests that the use of an interactive whiteboard can provide an environment for collaboration and positive learning experiences among children or between children and adults. However, such a result does not arise by itself.

So, educators are very interested in understanding how the interactive whiteboard can be used in preschool education. Unfortunately, there are very few systematic studies and extensive observations in this area [6, 7]. However, if an interactive whiteboard is to be used to support preschool education in all subjects included in the program, then this technology should be integrated in such a way as to promote the development of a positive attitude towards learning in children [8, 9, 10].

Researchers identify four main areas of learning in preschool education in which the role of an

interactive whiteboard can be optimally implemented:

- Communication and collaboration. They arise naturally when solving problems, drawing, recording or constructing, discussing what children see on the screen, in experiments with programmable toys. But getting the most out of an interactive whiteboard often requires adult involvement [11].
- Creation. In order to be creative, children need to master a set of schemas and set themselves up for a game in which they can apply these schemas in new contexts. Screen microworlds can provide the child with opportunities for their research and discoveries, they can use various means and tools to achieve the goal, while there is no rigid concept of "error", but there is a study of the properties of the microworld with the participation of a teacher and children. The teacher can constantly “throw up” questions: “what if ...” In order to support the creativity of children, they should be encouraged: during the game, find alternative courses of action, always see the possibility of choice, establish connections between things, make unusual comparisons and look at things from the point of view others [12, 13, 14].
- Socio-dramatic games. There are huge opportunities for integrating the interactive whiteboard into role-playing games for preschoolers. Successful experiments are known for children playing with virtual models of a travel agency, offices and shops, in which interaction is carried out mainly through a touch screen [15, 16, 17]. The possibilities here are very great. While there is a clear need for more development of interactive whiteboard software, innovative educators who improvise with children can achieve a great deal [18].
- Learning learning. There is strong evidence that interactive whiteboards can be used to help even very young children think about thinking, and that interactive whiteboard tools that support the development of universal learning activities, in particular teaching learning, are basically the same tools that most effectively support communication, cooperation and socio-dramatic games [19, 20].

Studying the role of various interactive whiteboard tools and the possibility of their use in the development and education of preschool children, researchers identify the following areas:

- interactive whiteboard and literacy;
- interactive board and mathematical thinking;
- interactive board and science;
- creativity, problem solving and game models;
- visual literacy and visual arts;
- media education;
- Musical education.

In order for the current trend of using the interactive whiteboard to make a positive contribution to these areas, preschoolers must use it in accordance with their own most effective teaching methods. This application should support their creative activity and self-confidence. Development is the most common goal of early childhood education.

At present, an interactive whiteboard is actively used in working with children by a teacher of developmental education, a psychologist, and a music director. Teachers conduct direct educational and developmental activities using the board two to three times a week, using both ready-made electronic educational resources and their own developments in Power Point and board software. These programs have a simple and intuitive interface, are available for use by both teachers with skills in working with a personal computer, and beginners. Satisfy the psychological - pedagogical and ergonomic requirements for pedagogical software environments.

Direct educational activities are organized in such a way that the children themselves work at the blackboard, completing tasks, and do not passively perceive the explanations of the educator. This allows teachers to achieve the greatest effect, and also forms additional motivation among pupils - they really like to work at the blackboard, they are offended if the teacher does not provide them with such an opportunity. After conducting regular classes, teachers note a positive emotional reaction of children to classes.

In older groups, an interactive whiteboard is used to organize almost all types of directly educational activities: mathematics, acquaintance with the outside world, speech development, and literacy. For teachers, there is no need to prepare bulky manuals for classes - you can use a ready-made gallery of pictures or add your own pictures, illustrations, photographs. Preparation of one lesson takes no more than 15-20 minutes.

Teachers can also actively use ready-made games from disks in their work. These materials are adapted for preschool children, contain many tasks, the teacher can easily integrate them into his pedagogical development. The interactive whiteboard helps to involve all children in the work. Educators can quickly move from one task to another, from visual to word and vice versa. Despite the fact that educators have not yet fully utilized the possibilities of the board, it helps to increase the dynamics of the educational process and helps children to better absorb new information.

Conclusion. Today, there is an unprecedented focus on the importance and quality of early childhood education in general. We also see how high the use of interactive whiteboards is appreciated by early childhood educators. It is clear that they need to provide children with a full range of opportunities for learning and understanding the world. To do this, it is necessary to create a developing environment, work in alliance with parents, protect children, and master a lot of new ideas and plan curricula that meet the modern needs of teaching preschool children.

Thus, it can be said that innovative preschool educational institutions carefully consider and analyze the educational goals and possible benefits of using an interactive whiteboard in the process of learning, playing and developing children.

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