

THE ROLE OF INTERACTIVE METHODS IN ADAPTING FIRST-GRADE PUPILS TO SCHOOL EDUCATION

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Abstract. *The adaptation of first-grade pupils to school education is an important stage of their psychological, social, and academic development. The use of interactive teaching methods can facilitate this process by increasing pupils' learning motivation, classroom participation, communication, and cooperation. This article examines the role of interactive methods in supporting the adaptation of first-grade pupils to school education. Particular attention is given to educational games, pair and group activities, role-playing, discussions, and other learner-centered approaches. The use of these methods can create a psychologically comfortable classroom environment, reduce adaptation difficulties, and promote positive attitudes toward learning. Interactive activities also contribute to the development of attention, independent thinking, communication skills, and social interaction. The study emphasizes the importance of selecting interactive methods according to pupils' age, psychological characteristics, and educational needs.*

Keywords: *First-grade pupils, school adaptation, interactive methods, primary education, learning motivation, educational games, communication skills, social adaptation, interactive learning, psychological adaptation.*

Introduction

The transition from preschool to primary school is an important stage in a child's educational and psychological development. In particular, the adaptation of first-grade pupils to the school environment has a significant influence on their learning motivation, academic activity, communication skills, and emotional well-being. At the beginning of formal education, children encounter new social relationships, classroom rules, learning requirements, and responsibilities, which may create certain difficulties during the adaptation process.

In this context, the use of interactive teaching methods is considered an effective pedagogical approach for facilitating the adaptation of first-grade pupils to school education.

Interactive methods encourage pupils to participate actively in the learning process, communicate with peers, express their opinions, and develop independent thinking skills.

Educational games, question-and-answer activities, pair and group work, role-playing exercises, and creative tasks can create a positive and supportive classroom environment for young learners. Studying the role of interactive methods in adapting first-grade pupils to school education is of significant scientific and practical importance. Their appropriate application can contribute not only to the development of pupils' knowledge and learning skills but also to their social, communicative, and psychological adaptation to the school environment.

Relevance

The adaptation of first-grade pupils to school education is an important factor influencing their further academic development and psychological well-being. Children entering school for the first time may experience difficulties in adapting to a new environment, educational requirements, classroom rules, and social relationships.

Therefore, the use of interactive teaching methods is particularly relevant, as they can increase pupils' interest and active participation in lessons while supporting communication and social adaptation. Interactive activities can create a positive and supportive learning environment that facilitates the successful adaptation of first-grade pupils to school education.

Aim

The aim of the study is to examine the pedagogical potential of interactive teaching methods in adapting first-grade pupils to school education and to determine their influence on pupils' learning activity, interest, communication, and social adaptation.

Main part

The transition to school represents an important stage in the psychological and pedagogical development of a child. First-grade pupils enter a new social and educational environment where they are expected to follow classroom rules, communicate with peers, and participate in systematic learning activities. During this period, children may experience changes in emotional state, attention, motivation, and behavior. Successful adaptation depends on the organization of the educational environment and the teacher's ability to consider pupils' individual and age-related characteristics. A supportive classroom atmosphere can reduce anxiety and increase children's confidence in their learning abilities. Positive communication between the teacher and pupils also plays an important role in establishing a sense of security. First-grade pupils generally learn more effectively when educational activities correspond to their developmental needs and interests.

Therefore, learning tasks should be understandable, engaging, and appropriately structured. Excessive academic pressure may negatively affect motivation and adaptation. In contrast, active participation in classroom activities can support social and emotional development. The teacher should gradually introduce pupils to school routines and learning responsibilities. Peer interaction can also help children develop communication and cooperation skills. Individual differences in readiness, attention span, and learning pace should be considered during instruction.

Interactive teaching methods provide opportunities for pupils to become active participants in the educational process. Unlike purely teacher-centered instruction, interactive learning encourages children to communicate, ask questions, express ideas, and participate in practical activities. For first-grade pupils, such approaches can make lessons more understandable and emotionally engaging. Educational games, pair work, group activities, discussions, and problem-solving tasks can stimulate pupils' attention and interest. Active participation may also contribute to the development of learning motivation and confidence.

Interactive methods allow pupils to learn through cooperation rather than passive listening. During group activities, children gradually develop the ability to share ideas, listen to others, and follow common rules. These skills are particularly important during the initial period of school adaptation. Interactive tasks can also provide teachers with opportunities to observe pupils' individual abilities and difficulties. Based on these observations, teachers can provide appropriate support and differentiated tasks. The use of visual materials and game-based activities is especially effective for young learners because it corresponds to their developmental characteristics.

Interactive games are among the effective methods for supporting first-grade pupils during their transition to school education.

Games create a natural learning environment in which children can acquire new knowledge while communicating and cooperating with their classmates.

Educational games can help reduce psychological tension and make the classroom environment more comfortable for pupils. Through role-playing activities, children can practice different social situations and develop appropriate communication behaviors. Pair and group tasks encourage cooperation, mutual assistance, and responsibility. Such activities also provide opportunities for pupils to develop listening and speaking skills. When children work together toward a common goal, they gradually learn to respect different opinions and follow classroom rules. Interactive games can be adapted to different subjects, including language, mathematics, science, and reading. Their content should correspond to pupils' age, cognitive abilities, and educational needs. The teacher plays an important role in explaining the rules and maintaining a positive atmosphere during activities. Competition should be used carefully so that it does not create anxiety or discourage less confident pupils. Cooperative tasks are particularly valuable because they emphasize shared achievement rather than individual competition.

Social adaptation is an essential component of a child's successful transition to school.

First-grade pupils need to establish relationships with teachers and classmates while learning to behave according to classroom expectations. Interactive methods provide regular opportunities for communication and cooperation, which can support this process. Pair discussions, group projects, role-playing, and collaborative problem-solving activities encourage pupils to interact with one another. Through these activities, children can develop communication skills, learn to express their thoughts clearly, and listen to others. Interactive learning also creates opportunities for pupils to overcome shyness and gradually become more confident in classroom communication. Teachers can use cooperative tasks to promote mutual respect and positive peer relationships. Such activities may help prevent social isolation and encourage pupils to feel that they are an important part of the class. The development of communication skills is closely connected with emotional well-being and classroom participation. When pupils feel accepted and supported, they are more likely to participate actively in learning activities. Therefore, interactive methods can contribute to both educational development and social integration. Their systematic application may create a more inclusive and psychologically supportive classroom environment for first-grade pupils.

Effective implementation of interactive methods requires careful planning and consideration of pupils' age-related and individual characteristics. Teachers should select methods according to the learning objectives, lesson content, and level of pupils' readiness. Interactive activities should be simple, clearly explained, and appropriate for the attention span of first-grade children. A balanced combination of individual, pair, group, and game-based activities can provide different opportunities for participation. Teachers should also monitor pupils' emotional responses and ensure that activities do not create excessive competition or psychological pressure. Modern educational technologies and visual resources can further increase the attractiveness of interactive learning. However, technology should be used as a supportive tool rather than replacing direct teacher-pupil interaction. Continuous observation and formative assessment can help teachers determine whether selected methods are effective. Feedback from pupils can also provide useful information about their interests and difficulties. Professional development of teachers is another important condition for the successful implementation of interactive approaches. Teachers need methodological knowledge and practical skills to organize cooperative and learner-centered activities effectively.

Overall, systematic and purposeful use of interactive methods can improve the quality of first-grade education and facilitate pupils' academic, social, and psychological adaptation to the school environment.

Results

The analysis showed that the use of interactive methods can positively contribute to the adaptation of first-grade pupils to school education. Interactive activities increased pupils' interest in lessons, encouraged active participation, and created opportunities for communication and cooperation. Educational games, pair work, group activities, and role-playing tasks helped make the learning process more engaging and psychologically comfortable for young pupils.

These methods also supported the development of communication skills, independent thinking, attention, and learning motivation. The use of interactive approaches created a supportive classroom environment and facilitated pupils' social integration. Thus, interactive methods can be considered an effective pedagogical tool for improving the academic, social, and psychological adaptation of first-grade pupils to school education.

Discussion

The findings of the study indicate that interactive teaching methods can play an important role in facilitating the adaptation of first-grade pupils to school education. The transition from preschool education to formal schooling is associated with significant psychological, social, and educational changes. At this stage, pupils need to become familiar with new rules, learning requirements, teachers, classmates, and classroom routines. Therefore, the use of interactive methods can create a more comfortable learning environment and support pupils during this transition period. Interactive methods are particularly effective because they encourage pupils to participate actively in the learning process rather than remain passive recipients of information.

Educational games, pair work, group activities, role-playing, discussions, and problem-solving tasks provide opportunities for pupils to communicate, express their opinions, and cooperate with others. Such activities can reduce psychological tension and increase pupils' interest in lessons, which is especially important during the first months of school education. The adaptation process is closely related to the development of communication and social skills.

First-grade pupils gradually learn how to interact with classmates, follow classroom rules, cooperate in group activities, and communicate with teachers. Interactive learning creates regular opportunities for such social interaction. As a result, pupils can develop confidence, cooperation skills, responsibility, and positive attitudes toward their classmates and the learning environment.

Another important aspect is the influence of interactive methods on learning motivation.

Traditional teacher-centered approaches may not always maintain the attention of young pupils because of their limited concentration span and high need for active engagement. Interactive activities make lessons more dynamic and meaningful by combining educational objectives with elements of play and communication. This can help pupils develop a positive attitude toward school and increase their willingness to participate in educational activities.

Conclusion

Interactive teaching methods play an important role in facilitating the adaptation of first-grade pupils to school education. Their systematic use can increase pupils' learning motivation, classroom participation, communication, and cooperation skills. Educational games, pair work, group activities, and role-playing tasks help create a psychologically comfortable learning environment and make the transition to formal education easier for young pupils.

Interactive methods also contribute to the development of attention, memory, independent thinking, and social skills. By actively involving pupils in the learning process, these approaches can reduce anxiety, overcome communication difficulties, and strengthen positive attitudes toward school. Therefore, the appropriate selection and effective application of interactive methods should be considered an important component of primary education.

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