INTEGRATE INTERACTIVE ICT ON THE TOPIC ‘WE LIVE HEALTHY’ FROM THE SUBJECT ‘AROUND THE WORLD’

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Abstract

Contemporary education is aimed at developing pupils' cognitive and personal abilities. There is a tendency towards shifting the traditionally held lesson, in which the participants remain passive, towards lessons containing a greater number of interactions between teachers and pupils. All this implies the update and modernization of teaching methods by including interactive methods, tools and technologies aimed at stimulating the thinking process.

The paper presents a part of the experimental work on a dissertation. The developed original multimedia presentations and a suite of consolidation tasks, and the application of knowledge, serve to contribute to the improvement of communicative skills, social skills and competences of the young pupils. The structure of a lesson on ‘We Live Healthy’ is presented in detail. The goal of integrated interactive ICT is to further illustrate, enrich, and, above all, effectively utilize learning content. The training focuses on topics of the social world of the school subject ‘Around the world’ for the second grade.

Keywords: lesson, learning content, pupils, Around the world, ICT.

1 INTRODUCTION

The training on the subject ‘Around the world’ in the first and second grades in the Bulgarian schools is characterized by its dynamism and simplicity, taking into account the specific life experience, the individual pace of perception and understanding of the information about the close natural and social reality of the pupils. By studying the topics with emphasis on the social world of learning content, namely: relationships between family members, relationships between partners and friends, healthy lifestyle, human labor and care, etc., pupils acquire social and communicative skills competences, needed to build their personality. In modern education, the tendency for traditional methods of learning to be replaced by those that activate the mental activity and help the formation of the abovementioned skills and competences is increasingly enhanced.

Continuous listening, reading or writing turns students into passive participants in an ineffective learning process: ‘The effectiveness of learning depends on many factors, one of which is the student's engagement in learning-related activities.’ [4, p.2] Memorizing facts about objects, phenomena, processes is not enough to explore the environment. They need to be interested in it, to interact with teachers and classmates, to ask questions, look for answers, listen, accept or deny a foreign opinion. The interest in the topics and relationships studied, leads to the rationalization, understanding and application of the acquired knowledge, in the solving of the learning tasks or in real life situations.

‘In the past few years, the usage of information and communication technology (ICT) has been steadily growing in popularity among educators and within various educational institutions. Electronic and interactive tools and applications, e-learning software and specialized hardware have already found their way inside classrooms.’ [10, p. 7646] We fully agree that the use of methods and technologies based on learning interaction would diversify the learning, activate mental activity, and foster communication. The term interactive is derived from interaction. Compared to traditional learning, the interactive process takes place through a constant, active interaction between all participants - activity of the teacher gives way to the activity of the pupils. ‘The modern society has been demanding traditional educational and learning systems to be more open, flexible, and customized to what students expect. The educational system has to answer this challenge of the modern society because changes to the society also bring changes to the educational system, so the use of ICT in the educational system is getting more usual than ever’ [9, p. 162]

The new requirements predetermined by learners, motivate teachers to integrate information and communication technologies not only for teaching, but also for strengthening and applying the students' knowledge.
The present study shows in detail the structure of a lesson on the subject ‘Around the world’ for the second grade, theme ‘We live healthy’, including interactive information and communication technologies. It is one of the seventeen developed for the purpose of a dissertation.

2 METHODOLOGY

Learning content on the subject ‘Around the world’ provides basic competence and social skills. It consists of five global topics. The conducted ‘We live healthy’ lesson is from the global topic ‘Man and His Health’. The competencies the pupils has to acquire after studying the topic according to the State Educational Standard for General Education (SESGE) are the following: connects health with the importance of movement and sport; links a healthy lifestyle with varied eating and alternating learning, sports and recreation; knows rules for a healthy lifestyle; distinguishes the types of food of origin - plant and animal.’[7]

Teaching on the subject was done through the Bloom Taxonomy. Consistent mastering and raising each level of thinking allows students to learn information according to their individual abilities and pace of learning.

The training in this lesson is based on the so-called combined lesson, uniting the combination of the forms of organizing learning: frontal and individual and combining the sources of information: the teacher and the advanced students. [5, p.73] Here we integrated the following interactive learning methods: conversation and discussion. ‘In the broad sense of the term, interactive methods do not represent specific techniques and algorithms, but a complete process of interaction between teachers and learners - children, pupils, adults and others, where education from static, from hierarchical becomes the process, in constantly breaking the forms.’[2, p.49]

In addition to what we have said here, we would like to emphasize that ‘Integrating information and communication technologies into the learning and cognitive development of students cannot replace the teacher as a constructor, mentor, facilitator of the learning act, but can significantly support and facilitate it. His mission is to guide, explain, support, promote perception and understanding of educational content, create pedagogical conditions for the adaptation of pupils to social life, the socialization of the pupil's personality according to the requirements of society and the formation of an adequate cognitive and social prudence.’[3, p. 152 and 1] What we have said above also motivates us to use multimedia resources - original training presentations developed in the PowerPoint application and a complex of tasks for consolidation and application of knowledge developed in the Word application. The lesson has a duration of 35 minutes and has the following methodological and didactic structure:

- **Preliminary preparation** - this part of the lesson lasts 5 minutes. Its main purpose is updating pupils' knowledge of the previous topic. In the particular case, it was implemented through the previously established ‘Crossword’ (Figure 1) Its use is dictated by our desire to influence students by provoking their activity. All questions in her and their answers relation to a healthy lifestyle: What is the food product that bees produce? (honey); Cucumber, cabbage and carrots are called by the common name? (vegetables); What is the fluid that is vital to man? (water); What is the regime that you keep daily? (daily regime); Basketball, soccer and swimming we call with the common name? (sports); Food product made from fresh milk we call? (yoghurt); Bathing, washing hands and teeth are activities related to maintaining ours? (hygiene); Visiting a doctor and a dentist, we take care of ours? To move in the morning when we get out of sleep we do? (gymnastics); Apple, peach and plum we call the common name? (fruit); The games of fresh air, even in cold weather, help what our body? (reinforcement)

![Figure 1. Crossword](image-url)
When the crossword is solved correctly, the words ‘healthy life’ are obtained vertically. In addition to updating students’ knowledge of previous themes, the introduction of the new topic has also been implemented.

The subsequent stage of the learning work was writing down a title and lesson plan. The next activity is the projection of a developed multimedia training presentation (Figure 2). Its creation is provoked by our desire to further illustrate and enrich the learning content, assisting and directing pupils who have difficulty understanding it.

![Figure 2. Title and plan of the lesson ‘We live healthy’](image)

This part of the lesson helps develop the first two levels of Bloom's Taxonomy, namely perception and understanding. They are characteristic of mastering the following actions by the pupils: it describes, lists, states, reproduces and explains, compares.

- **Main part:** Characterized by the teacher's content development, it lasts 25 minutes. In the combined lesson, the activity of the teacher is only guiding, more passive, in contrast to the activity of the pupils, making them equal partners in the learning process. We make a brief conversation on the basis of the projected slide (Figure 3).

![Figure 3. Follow the sequence of daily activities.](image)

In the training presentations, an author's photo material was used, with content appropriate for the pupils' age. The following guiding questions were asked in the illustrations: Which activities are included in the daily regime?; Do you follow their sequence?; Why?; Are there any activities that are missing? etc. Several pupils expressed their own opinion and their classmates listened to them.

Through the next few slides, a brief conversation was conducted on food types, healthy eating, hygienic eating habits (Figure 4).
The guiding questions here are: What does healthy eating mean?, Give examples of plant foods, Name the foods of animal origin, What hygienic rules do we have to keep when eating? The use of the drawings and the illustrative material is intended to help students who have difficulties as well as to further illustrate the curriculum.

We make a partial summary of the activities so far. Then the pupils were given the task of thinking what was still necessary to lead a healthy lifestyle. Figure 5 shows two of the slides that guide pupils to the right answer.

Questions to the slide (Figure 5) are as follows: List other sports that are good for your health. In what ways do we cure our body? How do you still take care of your hygiene and health? What will happen to our body if we do not care about it? Who are you visiting if you get sick? Who are you visiting if you have a toothache?

The last slide (Figure 6) and the questions put to it are designed to help students understand the need for daily body care and healthy lifestyle.

At the end of the class, pupils were given individualized papers with a complex of tasks for consolidation and application of knowledge developed with the same level of difficulty and content for the entire class. The aim is to check the level of knowledge applied by each pupil on the subject.

But as we know, each child has a different pace of work, memorization, and learning. In this connection, we developed a task with three sub-questions, one for each level of difficulty - 1.a
(low level - pupils with poor results), 2.b (average level - pupils with satisfactory results), 3.c (high level - students with distinguished gifts). (Figure 7)

According to the ‘Ordinance of Inclusive Education’, every child or pupil is entitled to a general support for personal development. It is provided by the teacher after screening for the risk of learning disabilities. Identifying specific activities from general support for personal development is aimed at students who have gaps or have advanced on a given subject. [7] The creation of a set of tasks whose questions have a degree of difficulty corresponding to a particular group is motivated by the above.

Figure 7. Didactic material on topic ‘We live healthy’

- **Concluding part** - In this part of the lesson, the teacher has to make a generalized assessment of the work of the class, to set the perspective and homework. It lasts 5 minutes. Here, according to Bloom’s Taxonomy, the pupils have to cover the last two levels, namely synthesis and evaluation. The summary is derived from themselves, with the help of teacher’s guidance questions: What did we talk about this hour?, What is needed for a healthy lifestyle? and others.

3 **CONCLUSIONS**

‘In contemporary terms, the level of social skills acquired can also be seen as an impact factor for the growing generation, bearer of the ideas, markers and messages encoded in its upbringing.’ [8] Summing up, we could say the following: the topics studied from the social world of the learning content on the subject ‘Around the world’ for the first and second grades reflect real, life-like facts about objects, phenomena, processes from the surrounding pupil’s world. They provoke questions and situations that activate their mental activity, prompting them to find adequate solutions to resolve problems.

The interactive methods used in this lesson aim to actively interact with all participants, making them equal partners in the learning process, because: ‘Enriching the communication situations in which learners will create and mature in the learning and self-learning process should be a priority for every teacher. Quality communication and interaction between the teacher and the student is a motivating sign for the students that the teacher cares for them, that he has a desire to understand the problems and needs of the student, that he is ready to listen to them, which will directly influence their development, their self-confidence and, of course, their motivation to be active participants in the educational process.’ [6, p. 23]
Integrated information and communication technologies help the teacher in his difficult task to respond to the demands of modern pupils. The multimedia presentations developed and implemented in the lesson are tailored to the pupils' age and needs, as well as to their individual perception and understanding of the information. They aim to further illustrate and enrich the learning content.

The didactic material, a complex of tasks for consolidation and application of knowledge, aims at verifying the level of knowledge applied by each pupil on the specific topic. By determining the level of an individual child, the teacher could direct those needed to provide support for personal development through appropriate activities.

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