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ENSURING THE EFFECTIVE APPLICATION OF EDUCATIONAL MODELS AND INTERACTIVE TEACHING TECHNOLOGIES IN THE EDUCATION SYSTEM

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Abstract

This article analyzes various educational models and the effective use of interactive teaching technologies in the education system. It emphasizes the importance of implementing new pedagogical methods and technologies to enhance students' knowledge and skills and improve the performance of educators. The article highlights the potential of interactive teaching technologies—such as reading and writing strategies, group work, multimedia tools, and online platforms—in promoting active student engagement and collaboration. Special attention is given to the development of students' creative thinking and problem-solving abilities through the integration of modern technologies in the learning process.

Keywords: Educational models, interactive teaching technologies, education system, innovative pedagogy, multimedia learning, teacher professional development, student engagement methods.

Educational models encompass various approaches and methodologies, each offering a specific method for teaching students and developing their knowledge. Below is a brief overview of major international educational models.

The state education model is a government-managed, funded, and regulated educational system. This model aims to ensure public welfare, equality, and the

right to access information. Public education is often free and provides favorable conditions for citizens to exercise their right to education.

Many countries offer free or subsidized education to their citizens, which may apply to all levels of education (primary, secondary, and higher education). The education system is primarily financed through the state budget, which helps broaden access to education and achieve social equality.

To ensure quality in education, the government establishes universal standards. These standards help unify the education process and minimize differences between universities, schools, and colleges.

The state education model is designed for the general public, creating opportunities for all citizens to access education. Public education also aims to reduce disparities between social classes and provide equal opportunities for individuals of all ethnic, religious, and social groups. To be effective, the state education system must be well-organized, based on moral and social values, and continuously focused on improving the quality of education.

The Reggio Emilia educational model is an innovative and child-centered system for early childhood education that was developed in the 1940s in Reggio Emilia, Italy. It was originally designed to support widowed mothers and their children. This model places children at the core of the learning process and aims to foster creativity, independence, and collaboration. Although it is primarily designed for children aged 0 to 6, its principles can be applied to broader educational contexts. In the Reggio Emilia model, children are active participants in their learning, shaping their own educational experiences based on their interests, needs, and experiences.

Children in this system use multiple modes of expression, referred to as the "100 languages of children," which include drawing, music, drama, movement, writing, and other forms to express their feelings, thoughts, and experiences.

Teachers in the Reggio Emilia model are not just providers of knowledge, but partners who support the learning process. They learn alongside the children, observe, ask questions, introduce new ideas, and help to develop the children's thinking.

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The learning environment is highly valued and is often referred to as the "third teacher." Classrooms are designed to encourage creativity, foster social interaction, and support children in expressing themselves.

Education in this model often involves collaborative learning and group activities. Children engage in discussions, work together, make decisions, and participate in collective activities, helping to develop social skills.

Children are engaged in learning processes that are based on their personal interests. Teachers work with children to solve problems and select educational materials, often grounded in real-life experiences and daily routines.

The Reggio Emilia model promotes the development of independent thinking, self-regulation, and decision-making skills. Children are given autonomy to choose their activities and manage their time, with teachers providing support.

Learning in the Reggio Emilia approach is viewed as a long-term developmental process. Children are given time and opportunities to explore new ideas and approaches.

Teachers closely observe the learning process and adapt their teaching based on these observations. Research and observation help identify the children's evolving interests and improve the learning process accordingly.

Parental and community involvement is a key element of the Reggio Emilia model. Cooperation among parents, teachers, and children is essential. Parents actively participate in their children's development and maintain regular communication with educators.

In the Constructivist model, students actively participate in strengthening their understanding and knowledge. Teachers encourage students to explore new concepts and help them construct new understandings based on prior experiences. Students learn through personal experiences and activities, making the learning process both effective and engaging. Constructivism fosters creative and critical thinking. Students learn to solve problems and develop new ideas. Through collaboration, they share experiences and deepen their understanding. Learning through hands-on activities and experimentation connects students with real-world contexts.

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Education based on self-directed learning requires more time and resources, and effective implementation depends on well-qualified teachers who can guide and support students appropriately.

For constructivism to be effective, teachers must be highly qualified as they need to guide and support students appropriately. This model helps make the learning process interactive, experiential, and creative. Emphasis is placed on developing learners' self-directed learning and problem-solving skills. In this model, the teacher is seen not just as a transmitter of knowledge, but as a facilitator of learning. The Flipped Classroom model is a pedagogical approach that reverses traditional teaching methods. It encourages students to study new material independently at home. In this model, the teacher's role changes: what would typically be taught in class is learned at home via video lessons or other online resources. Classroom time is then used for active discussion, Q&A, practical activities, and creative work.

In this approach, students watch videos or use other online resources to study new topics at their own pace before class. In class, teachers facilitate learning by helping students consolidate knowledge through practice, group work, discussions, and problem-solving.

This model empowers students to control their own learning process, allowing them to study material at their own speed. In class, teachers create opportunities for personalized or group learning.

In the Flipped Classroom, the teacher acts more as a guide, observer, and motivator rather than a traditional lecturer. They support the learning process, discuss questions, and assist students during lessons.

Technology plays a crucial role in this model. Teachers create video lessons, interactive materials, and tests, enabling students to learn on their own time. Students reinforce their understanding by accessing these materials.

While this model enables personalized learning and fosters meaningful classroom interaction, its effectiveness depends on access to technology. Not all students may have internet or devices at home. Teachers must also be familiar with new tools and methods, which requires professional development and training. To support all learners, especially those who struggle with independent learning, additional help may be needed to prevent misunderstandings.

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The Blended Learning model integrates online and offline instruction. Students study part of the curriculum online and another part through traditional classroom methods. While online learning promotes autonomy, it can also lead to passivity without proper motivation. Therefore, teachers must regularly monitor student progress and provide encouragement.

Teachers need solid technological skills and a good grasp of online teaching methodology. This requires preparation and training. Technical issues like poor internet connectivity or platform malfunctions can disrupt the learning process—especially in remote areas. Each model has its strengths and limitations. Educators and institutions can combine them based on student needs and educational goals.

Various models used in interactive education include the following:

- Extra-active learning: Students actively participate in the classroom, not only as listeners but through discussions, debates, and hands-on tasks. This fosters independent thinking and problem-solving skills.

- Active (intrinsic) learning: Students are encouraged to explore and analyze knowledge independently. The teacher acts as a guide, focusing on students' personal development.

- Intro-active learning: Learners use their internal resources to master knowledge. The learning process is driven by their interests and needs.

- Interactive learning: There is active communication and collaboration between teachers and students. Interactive techniques help reinforce knowledge and promote its practical application.

The term "interactive" derives from the English words "inter" (mutual) and "act" (to act), meaning mutual action. This includes interactions such as "student–teacher" and "student–student" collaboration.

In interactive teaching, the teacher acts as an active organizer of the learning process, while students become subjects rather than passive recipients of knowledge. This method enhances cognitive engagement, where learners participate actively and take responsibility for their own learning.

Unlike traditional lecture-based teaching, interactive learning fosters deeper engagement, encourages focus, and helps students absorb more through dialogue

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and hands-on activities. It supports diverse learning styles and is adaptable across different subjects and student groups.

In interactive teaching, the teacher acts as an active organizer of the learning process, while students take on the role of active participants. Interactive teaching is a specific organizational form of developing cognitive activity, where learners evolve from being passive recipients of instruction to becoming active collaborators in the educational process. This form of instruction represents a shift from passive learning to active engagement, where students participate directly in class activities. Such a practical approach encourages learners to interact with the material, pay attention, and engage with both the teacher and their peers. It results in deeper understanding and retention of information.

Interactive teaching contrasts with traditional classroom setups, where teachers typically lecture from the front of the class. In contrast, interactive methods encourage diverse learning activities and cater to different learning styles.

Because educational settings include diverse subjects, instructors, and students, interactive learning methods must be varied and adaptable. They offer a flexible approach that supports meaningful interaction and helps meet the needs of all learners.

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