Таким чином, усебічний розвиток особистості дитини у молодшому шкільному віці відповідно до її вікових та індивідуальних особливостей психофізіологічного стану, формування системи морально-етичних цінностей, ключових і предметних компетентностей, необхідних для активної соціальної життєдіяльності потребує сталих знаннєвих і соціально обумовлених навичок, здатних забезпечити готовність випускника початкової ланки до продовження навчання в старшій та вищій школах, подальшого професійного життя.

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INTERACTIVE LEARNING INFLUENCE ON PERSONALITY FORMATION

The article analyzes the definitions of "personality" and "interactive learning". The influence of interactive learning on the formation of personality is considered.
Key words: *interactive learning, teaching methods, personality, socialization, communication.*

У статті проаналізовані визначення понять «особистість» та «інтерактивне навчання». Розглянуто вплив інтерактивного навчання на формування особистості.
Ключові слова: *інтерактивне навчання, методи навчання, особистість, соціалізація, комунікація.*

The development of education largely determines the state of future society, culture and personality. "Education shapes a person, equips him with knowledge, cultivates civic qualities, the ability to think and work, communicate and relax, live in a social way and at the same time be an individually unique person" [3, p. 11].

The development of interactive learning elements can be found in the works of V. O. Sukhomlynskyi, innovative teachers of the 70-80's (Sh. O. Amonashvili, V. F. Shatalov, S. M. Lysenkova and others), in the theory of developmental learning. Active teaching methods, which are directly related to interactive, have been intensively developed by scientists such as V. Ya. Platanov, Yu. N. Yemelianov, N.N. Bohomolova, V. P. Zakharov, A. P. Panfilova, as well as T. Alberg, J. Stewart, C. Rogers, K. Benne, L. Bradford, K. Vopel and others.

Taking into account that interactive forms, methods, techniques and learning technologies are currently considered to be the most effective, and that most published textbooks on pedagogy do not analyze interactive teaching methods separately, there is a problem in identifying the impact of interactive learning on personality formation.

Therefore, the purpose of our study was to determine the impact of interactive learning on personality formation. We set the following tasks: to analyze the definitions of "personality" and "interactive learning"; to establish the influence of interactive learning on personality formation.

The object of research is personality formation.

The subject of research – interactive methods as factors in personality formation.

We used the following research methods: analysis and summary of literature on the research issue, comparison, practical method.

The scientific novelty of our work is an attempt to explore interactive learning as a factor in personality formation.

Results of the research. The learning process is not an automatic teaching of educational material, it requires intense mental work of a person and his own active participation in this process. True sustainable knowledge will not only be formed through explanations and demonstrations. Their formation and assimilation can be achieved only through interactive (active) learning.

Interactive means capable of interaction, dialogue. Interactive learning is a specific form of cognitive activity organization with the intended purpose – to create comfortable learning conditions in which each student feels his success, intellectual ability [4, p. 9].

Interactive learning is mainly based on a personal activity approach and contains non-situational (such as dialogue) and situational (such as game – simulation and non-simulation; non-game interactive methods – analysis and pedagogical modelling, etc.) teaching methods.

Interactive learning is, first of all, the organization of comfortable conditions in which all students actively interact with the teacher and with each other, modelling life and professional situations, using role-playing games and methods to create situations of search, empathy, contradictions, risk, doubts, beliefs, satisfaction of analysis and self-assessment of their actions, common problem solving.

The process of personality formation is influenced by a number of factors. Scientists often identify heredity, environment and upbringing as factors influencing the development of personality, and organize them into two major groups: biological and social.

It is noted that man as a biological being is born once, but as a person – twice. For the first time – when a child begins to say "me", when he forms a system of selfhood – the central education that occurs in late childhood. The child learns to separate himself from the adult, begins to treat himself as an independent selfhood. The second birth of a person occurs when a person has formed a worldview, consciousness and self-awareness, their own moral needs and assessments, a system of values, clear life guidelines that make it relatively stable to the beliefs of others. This allows him to manage his behaviour in accordance with the beliefs, generally accepted moral norms, consciously choose a certain type of socially useful activity, fully perform social functions, be responsible for his own actions to society [1].

Thus personality is a measure of human social development. The main role in shaping personality is played by the social factor. The biological factor, in turn, is only a prerequisite for personality development. Therefore, social conditions are one of the most important in personality formation and development.

During the process of socialization, an individual absorbs the knowledge, social experience, norms and values, his integration in the system of social ties and relationships that are necessary for its formation and functioning in a particular society. Socialization is characterized by social experience assimilation and its "redistribution" to the level of personal attitudes and orientations.

S. D. Maksymenko defines personality as "new socio-cultural form of human psyche as a biological being, as an integrity capable of self-development, self-determination, conscious substantive activity, behaviour and self-regulation who has a unique and inimitable inner world" [2, p. 142].

According to S. D. Rubinshtein and O. M. Leontev, personality is formed and born from activity. They believe that an individual on the one hand, is a condition of activity, and on the other – a product of activity.

An interactive learning essence is that learning takes place under the condition of constant active interaction of all participants. This is a co-education, mutual learning (collective, group learning in cooperation, where a student and a teacher are equal, equal educational process parties).

During interactive learning, first of all, the socio-cultural factor develops, which is one of the most important in the formation of personality. Due to communication and interaction with other participants in the game (role) forms of educational process, a person develops skills and abilities

for cooperation, mutual assistance; the abilities to empathize, analyze and introspect are developed; a system of values, life guidelines, awareness of oneself and one's role in society are formed.

Today, interactive teaching methods are an important way for a teacher in the classroom, a trainer in a group and a teacher in any educational institution. In today's world it is important to arouse interest in the educational topic, to turn the audience of passive observers into active participants. The interactive teaching methods, in contrast to traditional ones, are based on the active interaction of participants in the learning process.

The most well-known methods of interactive learning are: project method, case-method, discussions, role-playing and business games, organizational activity game, training sessions, team competitions and contests. Also it is widely accepted to use elements and techniques of interactive learning in traditional forms of learning, such as working in pairs, in small working or creative groups, brainstorming, etc.

Due to the conditions created during the use of interactive learning methods, students develop axiological, culture-universal, educational-cognitive, communicative and personal self-improvement competencies that directly affect personality formation.

Scientists and practitioners have proven that interactive learning is an effective method of motivating learning activities and stimulating interest in learning. It also helps to master the stages of learning, development of critical thinking, the formation of a positive self-concept, creativity, growth of self-confidence, development independence, and growth of success.

In addition, interactive activities involve the organization and development of such communication, which leads to mutual understanding, interaction, joint solution of common but important tasks for each participant, contributing to the formation of organizational and communication skills, the formation of relevant life and professional competencies.

Conclusions. Personality is not a passive result of external influence, it develops in the process of their own active activities, including learning.

Interactive learning opens the opportunity to cooperate with each other for all its participants, gives the opportunity to realize the natural desire to communicate, promotes high learning outcomes and the ability to interact with the environment.

Interactive learning creates conditions for stimulating, motivating cognitive activity, to ensure a high level of activity and independence and creates a productive creative atmosphere in the school, which is the basis for discovering the creative potential of the individual as a basis for its full realization in all spheres of life.

Therefore, we can conclude that interactive learning promotes development and directly affects personality formation.

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