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THE EFFECTIVENESS OF MINDMAPS IN LEARNING HISTORY

Admission: There is worldwide agreement that high quality interaction between teacher and learners is an important element of effective teaching. In traditional way of teaching the only interactive resource available to the student was the teacher. Other resources for learning (textbooks, video, maps, tables) have only facilitated one-way communication and require metacognitive effort on the part of the user in order to construct knowledge from them In order to engage learners in the studying process with, a high degree of teacher intervention is needed [4]. Thus, effective interactive teaching is characterized by interchange between teacher and involving students to create, to share, to analyze, to discuss ideas rather than the common initiation-response-feedback sequence of teacher questioning.

Aim of the study: This paper examines different interpretations of interactive teaching, explains and proves effectiveness of the suggested method of teaching than other approaches (placing the teacher in a different role), and analyses the evidence concerning its value.

The research methods and material: The scientific literature and other sources relevant to a particular problem were examined and compared. 3-phase lessons of History were conducted and performed during 3 months. 15 first year students in Zhytomyr Medical Institute were also interviewed concerning their use of ICT. Their comments about learning focused on how they remembered things, and they confirmed and extended what the teachers had said and what the researchers had observed. Based on the findings of the study, relevant interpretations were discussed, and some recommendations were suggested.

Our society lives in digital era, where everyone wants something efficient, effective, dynamic, fast, modern, useful and interactive. The term 'interactive' appears in two distinct strands of educational research discourse: one concerning pedagogy and the other concerning new technologies in education. Teaching students with traditional method where there is only one way of communication is no longer effective [5].

Student interactivity is defined as the student's ability to response continually [5]. According to scientific literature, interactivity has long been aimed at the contribution to successful teaching and learning. Because of that reason to solve the problem, we need interactivity in teaching and learning to create better environment to be more active and dynamic [1, 2, 5].

Research indicates that kinesthetic activities and active lessons are essential for motivating students [2, 3, 5]. Active learning will lead to students' cooperation and involving in discussion and collaboration with others.

Teaching History with first years students in Zhytomyr Medical Institute. The three-phase lesson format was used for all History subject in the institute. In this class,

students were learning about the features, causes and effects of 'The Second World War'. For the first phase, the teacher used a prepared Powerpoint presentation with images and graphics to stimulate thinking about the topic during an interactive whole-class questioning sequence, to confirm points given as answers, and to support her explanation of the main ideas and issues. The main phase of the class involved the continuation of an activity in which groups of seven students produced mindmaps concerning the topic on large sheets of paper onto which students arranged prepared cards. The teacher explained to them that the following class, each group would use Publisher on the five individual PCs in the classroom to write up the points covered in their mind map using a magazine format. The teacher later explained that the manual approach increased the involvement of all seven students in the group, compared with using PCs where only two or three tended to contribute. The third phase of the class was a review activity concerning the main learning points. A flipchart had been prepared displaying a table with three columns, the headings for each column, and words placed in random order along the bottom of the page which were to be dragged into appropriate columns. First year students were nominated to come up in turn to move the words into the correct columns, using the knowledge they had gained from the earlier manual activity. This involved some strategic thinking when students were unsure of the place to move their word to, and some gauged the reaction of the rest of the class when dragging a word to different possible positions before letting it drop when the others students indicated agreement [1,2,4 5].

Traditional method of teaching often makes the student unmotivated with boring classroom environment, disengages from the teaching material, and produces a passive classroom. On the other hand with the new method of teaching, interactive classroom has been proven otherwise [4, 5].

Conclusion. The current generations who are digitally native and active require a new approach of teaching and learning because the traditional method has been proved to be not effective. To support the need, an interactive learning method is developed. The new approach increases the visual spatial skills, memory skills, and multitasking ability. It helps student to gain knowledge in teams and independently, and a teacher's role is to guide and monitor the process.

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