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РОЗВИТОК ПІЗНАВАЛЬНОЇ АКТИВНОСТІ УЧНІВ МОЛОДШИХ КЛАСІВ У ПРОЦЕСІ НАВЧАЛЬНО-ВИХОВНОЇ ДІЯЛЬНОСТІ

Анотація. Стаття висвітлює проблему розвитку пізнавальної діяльності молодшого школяра, що набуває все більшої актуальності, оскільки зміни життя в сучасному світі потребують і змін мети та призначення сучасної освіти.

У статті розкрито особливості підвищення пізнавальної активності молодших школярів. Акцентовано увагу на потребі гармонійного розвитку особистості молодшого школяра, здійсненні виховного впливу на нього задля розкриття внутрішнього потенціалу, вивчення потреб та запитів, створення на цій основі комфортного освітнього середовища.

Висвітлено підходи до розвитку пізнавальної активності школярів, оскільки пізнавальна активність є основою практично будь-якої діяльності школяра і визначальною базою організації освітнього процесу в школі.

Розкрито сутність понять «пізнавальні інтереси», «пізнавальна активність», «інтерактивні методи», «інтерактивне навчання», «критичне мислення», продемонстровано взаємозв'язок розумових операцій, виховання та практичного впливу на особистість у процесі формування потреби бути активним. Виокремлено передумови підвищення пізнавальних інтересів учнів, розкрито основні вимоги до організації сприятливого освітнього, виховного та розвивального середовища закладу освіти. Продемонстровано основні аспекти використання інтерактивних методів на практиці.

Акцентовано на основних вимогах до практичної діяльності педагога, названо основні інтерактивні прийоми та методи, що доцільно використовувати задля стимулювання пізнавальної активності учнів. Схарактеризовано вплив різних інтерактивних форм та методів роботи з учнями початкових класів.

Проаналізовано наукові підходи до означеної проблеми, встановлено напрями, форми та методи практичного втілення. Наголошено, що пізнавальна діяльність є першорядною умовою формування в учнів потреби в знаннях, оволодіння вміннями інтелектуальної діяльності, самостійності, забезпечення глибини і міцності знань.

Ключові слова: навчання, навчально-пізнавальна діяльність, інтерес до навчання, інтерактивні технології, мозковий штурм, пізнавальний інтерес.

DEVELOPMENT OF COGNITIVE ACTIVITY OF PUPILS OF YOUNGER CLASSES IN THE EDUCATIONAL PROCESS ACTIVITIES

Abstract. The article is devoted to the problem of the development of the cognitive activity of a junior high school student, which is becoming more and more relevant, since changes in life in the modern world require changes in the purpose and purpose of modern education.

The article reveals the peculiarities of increasing the cognitive activity of younger schoolchildren. Attention is focused on the need for the harmonious development of the personality of a junior high school student, the implementation of an educational influence on him in order to reveal his inner potential, the study of needs and requests, and the creation of a comfortable educational environment on this basis.

Approaches to the development of cognitive activity of schoolchildren are highlighted, since cognitive activity is the basis of almost any activity of a schoolchild and the determining basis of the organization of the educational process at school.

The essence of the concepts "cognitive interests", "cognitive activity", "interactive methods", "interactive learning", "critical thinking" is revealed, the relationship between mental operations, education and practical influence on the personality in the process of forming the need to be active is demonstrated. The prerequisites for increasing students' cognitive interests are highlighted, the main requirements for the organization of a favorable educational, educational and developmental environment of an educational institution are revealed. The main aspects of using interactive methods in practice are demonstrated.

Emphasis is placed on the main requirements for the teacher's practical activity, the main interactive techniques and methods that should be used to stimulate students' cognitive activity are revealed. The impact of various interactive forms and methods of working with primary school students is characterized.

Scientific approaches to the given problem were analyzed, directions, forms and methods of practical implementation were established. It is outlined that cognitive activity is a primary condition for the formation of students' need for knowledge, mastering the skills of intellectual activity, independence, ensuring the depth and strength of knowledge.

Keywords: training, educational and cognitive activity, learning interest, interactive technologies, brainstorming, cognitive interest.

INTRODUCTION

Formulation of the problem. The main task of the modern Ukrainian school is to increase the effectiveness of the educational process with the aim of promoting the comprehensive and harmonious development of a person, his intellectual and moral growth, and the education of a creative personality. An important and necessary condition for effective education is the formation of the cognitive interest of younger schoolchildren.

The problem of the formation of younger generation is a priority area both for the education system and for the development of society as a whole. Today, the problem of educating developed creative personality in the socio-pedagogical conditions of its life activity is becoming relevant.

Cognitive interest constantly affects a person's behavior, his spiritual and mental spheres, intellectual, moral-ethical, and communicative qualities, and therefore ensures the education of a creative personality. Interests in knowing reality have a significant impact on a person, as they are closely related to his attention, memory, thinking, emotions, wish and contribute to creative self-realization and spiritual self-improvement. Therefore, educational work has the leading importance in satisfaction the needs and interests of students, and therefore we consider the formation of their cognitive interest to be an important direction.

The development of cognitive interests in younger schoolchildren is the most important condition for the education of such valuable qualities as the development of cognitive abilities; strengthening of abilities and skills to independently learn and comprehend educational material; formation of basic intellectual skills necessary for mastery in primary grades. We consider cognitive interest as a higher degree of development of the cognitive activity of an individual, associated with his efforts to independently solve a problematic issue, where the focus is on the problem, and not on ready-made knowledge. At the same time, a person looks for a reason, tries to understand the essence of the subject, independently establish a regularity, reveal it causal relationships. Thought is stressed, willpower is exerted, emotions arise.

The formation of cognitive interests is naturally associated with the learning process, when the main meaning of a child's life consists in a gradual transition from one level of knowledge to another, from one level of mastery of cognitive and practical skills to another, higher one. In the structure of the educational process, there are many objective reasons for the formation of cognitive interests.

Practice shows that the search for new effective ways to improve the educational process continues in pedagogical science today. Improving the quality of schoolchildren's education is implemented through the development and implementation of new pedagogical technologies and methods, as well as the improvement of existing ones. It is important to teach a person to independently navigate information, to use it successfully, that is, it is necessary to form the ability of an individual to think creatively, outside the box, to independently replenish his knowledge. This is confirmed by the well-established opinion that progress depends on the intellectual potential of society, education, and science.

Analysis of recent research and publications. The goal is to analyze the peculiarities of the development of cognitive activity the younger schoolchildren in the process of education and upbringing.

The analysis of updated sources confirms that the specified problem is in the field of view of scientists, namely: M. Vovk, I. Zyazyun, Parfilova S, O. Rudnytska, N. Nychkalo, O. Savchenko, M. Fitsula, V. Cherkasov.

RESEARCH METHODS: The goal is to analyze the peculiarities of the development of cognitive activity of younger schoolchildren in the process of education and upbringing.

THE AIM AND RESEARCH TASKS – coverage of theoretical approaches to the development of cognitive activity of junior high school students

RESULTS OF THE RESEARCH

A characteristic feature of educational and cognitive activity is its complexity and specificity, which consists in the fact that its object (student) is at the same time its subject, the goal and the result of the change of the object itself. Educational and cognitive activity is considered in three aspects - motivational, substantive, and operational.

Purpose, motives, types of activity, interest, attention, language, communication style, reflection are the basis of psychological educational and cognitive activity of students.

According to psychologists, the following indicators of the dynamics of mental processes and behavior are distinguished - activity and emotionality. Activity is manifested in the speed and strength of the course of mental processes, and the dynamism of an individual's behavior is determined by temperament, that is, mainly innate character, but does not characterize his beliefs, views, interests. Interest is one of the forms of personality orientation. It consists in the concentration of attention and thoughts on a specific subject. This is a manifestation of not only cognitive, but also other human needs. Interest is one of the most important incentives for acquiring knowledge and increasing cognitive activity.

The main task of the teacher, in our opinion, is the formation of educational and cognitive motivations for learning in students, which are connected with the desire to master knowledge, skills and abilities. At the same time, school practice proves that the student does not have a motivated desire to learn, and the teacher has a motivated desire to teach. In our opinion, the formation of motivation is closely related to the educational process, during which the main attention should be paid to the formation of personal qualities that stimulate the student's cognitive activity.

Modern students are guided by a completely different system of motivation than the one that existed before. Youth, as the bearer of everything new, needs rethinking and refinement of the methodology of forming the motivation of cognitive activity (Skornyakov, & Medvedeva, 2002). It is quite important not to forget that today's children need something new from today's education. Nowadays, what was necessary yesterday is not relevant today.

The widespread introduction of new elements of pedagogical technologies makes it possible to solve these problems. Interactive teaching methods are one of the main and important methodical innovations. The main goal of interactive learning is to create conditions under which the student should feel successful, intellectual excellence. The essence of interactive learning is that the educational process takes place only through constant, purposeful and active interaction of all students (Gaponenko, 2019). Interactive teaching methods have many advantages, and the most important thing is that students learn to work in pairs, groups and teams, all students in the class are also involved, a large part of new material is mastered in a fairly short time, and a friendly attitude towards the opponent is formed. I believe that one of the biggest advantages of interactive learning methods is that every child has the opportunity to express his opinion (Gaponenko, 2019).

During interactive learning, students learn to be democratic, communicate with other people, think constructively, and make thoughtful decisions.

Interactive learning is primarily learning that involves communication. In our opinion, the main goal of interactive learning is based on providing comfortable conditions under which each student would feel his success, learning productivity, intellectual work, excluding the dominance of one opinion over another.

Interactive forms are very diverse, for example: "Circle", "Debates", "Knots", didactic games, paraphrasing, associative bushes, etc. Such classes are organized both individually and in permanent groups in variable groups. At the same time, one group studies the material, and the second group practices this material.

Practicing teachers use elements of interactive learning that are rational in working with the class team. It is interactive methods that give the ability to create an educational environment. Theory and practice are learned at the same time, and this enables students to form character, develop worldview, logical thinking, coherent speech, and form critical thinking; identify and implement individual perspectives. Students look for a connection between new and already acquired knowledge; make alternative decisions.

Interactive teaching methods in elementary school classes facilitate the process of assimilation of program material and activate the educational activities of students. Younger schoolchildren thereby learn to listen to another person, respect an alternative opinion, strive for dialogue, and acquire skills analysis of educational information (Gaponenko, 2019). Pupils are bolder in taking the initiative and expressing their opinions. The intensity of activity, self-activity, persistence, purposefulness of activity improve, which are the main indicators of the students' cognitive activity.

Therefore, interactive technologies play an important role in modern education. Future society needs people with up-to-date knowledge, flexibility and critical thinking, and creative initiative (Podolska, 2018).

In our opinion, the introduction of new educational technologies of personally oriented learning in lessons is a prerequisite for the active cognitive activity of students: non-standard, interesting, creative work, which in turn raises children's interest in knowledge and contributes to the emotional, spiritual and intellectual development of

schoolchildren. The technology of formation and development of critical thinking is one of the innovative technologies. It helps the student not only learn a certain amount of knowledge, but also contributes to the development of his personal qualities and creative abilities. In particular, critical thinking is the ability to think, analyze and express one's own conclusions and decisions. The ability to think critically is considered the most necessary skill of the future. It helps students to analyze information, it is worth using the acquired knowledge and justifying their opinion. This is a method that encourages participants to show their imagination and creativity. It helps to find many ideas and solutions and children can freely express their thoughts and views (Shkyr, 2019).

The development of critical thinking is quite important not only in school, but also in everyday life. First of all, you need to ask questions correctly, direct their attention in the right direction, learn to draw your own conclusions and find the right solution. Smart management by the teacher is a guarantee that each child can independently develop his creative abilities.

Each child has certain abilities that are manifested throughout the entire education. The main task of the teacher is to find the smallest signs of talent and develop them in each lesson. Of course, the main form of development of cognitive activity of schoolchildren is learning. New knowledge students directly acquire, during the educational process, which expand their worldview, and on the other hand, the student's educational opportunities develop in the process of active cognitive activity, thanks to which he can independently and creatively not only use the baggage of his knowledge, but also search for new ones, satisfying his needs in cognition (Shkyr, 2019).

For example, let's single out several critical thinking strategies that are important to use in elementary grades to develop students' cognitive interests, namely:

1) Brainstorming is a method that encourages participants to express their imagination and creativity. It helps to find many ideas and solutions and children can freely express their thoughts and views.

2) Associative bush – this method is used directly at the stage of actualization and reflection. It encourages students to think freely and openly about a certain subject, image, topic, including feelings, emotions, attitudes. So, this method stimulates a non-linear form of thinking – associative thinking.

3) "Senkan" (five-line) strategy – this method is used at there flection stage. Senkan is a white poem in which in formation is synthesizedin a concise sentence of 5 lines.

4) "Cubing" strategy – this teaching method makes it easier to consider different aspects of the subject of the lesson (Parfilova, 2020).

The use of these methods and techniques in practice ensures the following positive changes in students:

- interest in learning rises, students show activity in lessons;
- there is a desire to understand the received information;
- there are positive changes in the critical attitude towards one's activity;
- a searching orientation of thinking develops;
- the fear of making a mistake disappears;
- the desire to listen carefully to classmates, to jointly search for ways to solve educational problems, increases (Parfilova, 2020).

This confirms that various innovative technologies can beused for the development of critical thinking in primary school classes.

These and other approaches help to develop children's perception of phenomena, objects or events from different points of view, allow to successfully manage the educational activities of students, skillfully take into account the different abilities of school children, and form the traits of a creative personality.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

One of the most complexandurgent problems of elementary school is the formation and development of cognitive activity of younger schoolchildren. As evidenced by the numerous works of scientists and practicing teachers, students' cognitive interest is based on independence and initiative, participation in the discussion of questions and answers, and a persistent desire to independently solve cognitive and experimental tasks. One of the conditions for increasing the effectiveness of the educational process is the use of the method of stimulating educational activity, emotional stimulation, creating a situation of successin education, encouragement.

Therefore, the search for ways to increase the effectiveness of the development of the cognitive activity of schoolchildren should be in the field of vision. The advantages of interactive teaching methods in increasing the activity of younger schoolchildren in relation to educational and cognitive activities have been revealed.

Education is the main form of development of cognitive activity of younger schoolchildren. During the educational process, schoolchildren acquire new knowledge that develops their horizons, and in the process of cognitive activity, the educational opportunities of students are developed. And thanks to them, they can independently and creatively use the stock of knowledge and look for new things that will satisfy their needs for knowledge.

The main ways of increasing the effectiveness of the cognitive activity of younger schoolchildren are summarized, and the predicted results of the use of interactive technologies in themass-educational process are demonstrated.

The strategy of the teacher, who creates an active cognitive atmosphere during learning, consists not only in the use of new technologies, but also in the reorientation of the student's consciousness, since learning from a forced daily duty should become part of the child's knowledge of the surrounding world.

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