

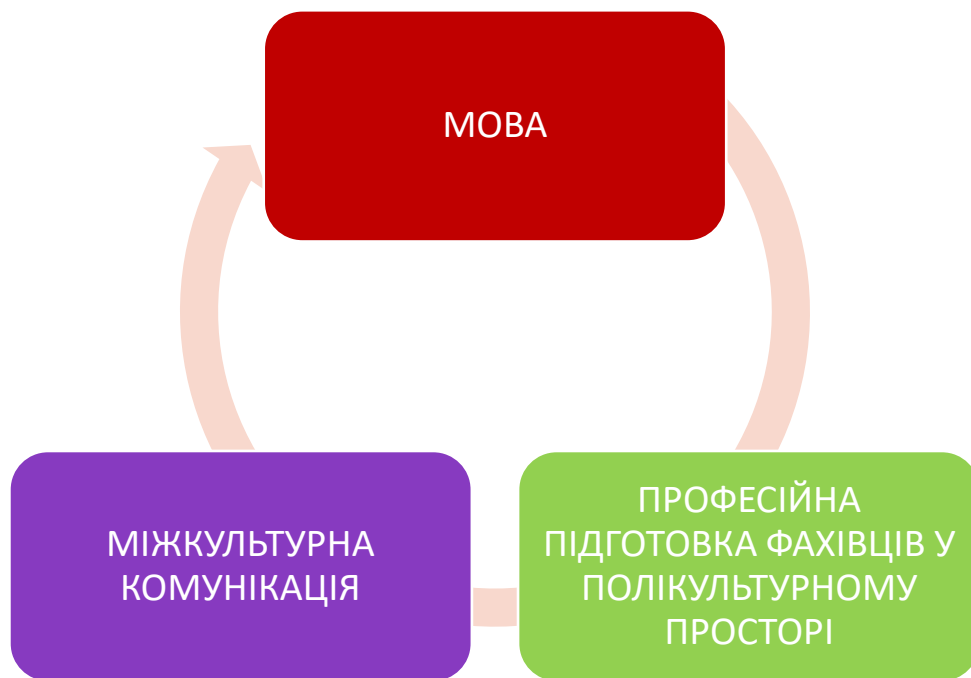


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса
2024

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DEVELOPMENT OF COGNITIVE INTEREST OF JUNIOR SCHOOL STUDENTS UNDER CONDITIONS OF A POLYCULTURAL EDUCATIONAL ENVIRONMENT

Keywords: *cognitive interest, junior schoolchildren, cognitive activity.*

At the current stage of the education reform, one of the main tasks is to create the necessary conditions for the full development and self-realization of every citizen of Ukraine. The key to the effectiveness of educational activities and the learning process of junior high school students is the effectiveness of cognitive activity, which depends on the purposefulness of students' mental activity, the development of their intellectual abilities and their innate talents.

Our country is actively reforming educational processes, which require today's scientists and teachers to improve their skills, write textbooks, enhance lesson organization, foster students' independence, and develop schoolchildren's thinking. One of the main tasks is to create conditions for the full development and self-realization of every citizen of Ukraine. The key to effective learning and mastering new knowledge in elementary school is forming cognitive interests in junior students, which is relevant for building the educational process. The school needs to instil in the student the desire to constantly replenish his/her knowledge with the help of self-education to promote the urge to expand his/ her general and special horizons. Taking care of creating support and developing interest in the subject in the learning process is the most important task faced by every teacher. A modern elementary school aims to form a person who knows how to learn and wants to learn. The teacher should act as an assistant, an organizer of pedagogical interaction with the student aimed at the development of activity, independence, cognitive and creative abilities, the formation of cognitive interest, which is characterized by the initiative of searches, and the independence of students in acquiring knowledge and skills.

It is noted that the main thing in the work system for the development of cognitive interest of junior schoolchildren is that the learning process should be intense and exciting, and the communication style should be soft and friendly. A necessary prerequisite for successful learning is the creation of an atmosphere of joy, curiosity and interest in the learning process. The development of cognitive interests of primary school students in the learning process must be ensured by the correct balance of reproductive and productive activities, skilful inclusion emotional material and constant stimulation of students at all levels of cognitive activity.

The question of the formation of cognitive interest was studied by such

prominent teachers as A. Disterweg, Ya. Komenskyi, I. Pestalozzi, M. Montessori, V. Sukhomlynskyi, K. Ushynskyi. It is also considered in the studies of modern scientists, such as O. Zhorzyk, O. Savchenko, I. Shamova, I. Viktorenko, and others. In the works of N. Bibik, I. Dubrovina, S. Zhuravel, O. Kyrychuk, and other researchers, methods and means of forming the cognitive interest of junior schoolchildren are considered.

Based on psychological and pedagogical research in this field, we will consider the concept “cognitive interest”. Researchers claim that cognitive interest is the most important part of the general phenomenon of interest. They define cognitive interest as the most important property of a person: to know the world not only for the sake of biological and social orientation in reality but also the desire to penetrate its diversity, to reflect the main aspects, cause-and-effect relationships, regularities, and contradictions in consciousness.

H. Shchukin defines the peculiarity of cognitive interest in a complex attitude to the world of objects and phenomena during their detailed study, in the constant and independent assimilation of knowledge in the field of interest, in the active acquisition of the necessary methods to persistently overcome difficulties [1]. Regarding the essence of this phenomenon, the researcher understands cognitive interest as the “selective orientation of the individual, which is aimed at the field of knowledge, its objective side and the process of assimilation of knowledge. This is a stable formation that, in the course of exciting actions, no longer needs external stimulation and becomes self-reinforcing.” The scientist notes that this cognitive interest is not procedural but is an expression of interest in actual productive knowledge, which leads to something new in the development of an education seeker as a whole.

From another point of view, cognitive interests are directed at the process of pedagogical cognition and its results. Interest is considered an “emotional-cognitive attitude (which is the result of emotional-cognitive experiences) to the subject or a directly motivated activity, an attitude that, under favourable conditions, turns into an emotional-cognitive orientation of the individual” [1]. The analysis of psychological studies of the phenomena of cognitive interest allows us to establish that V. Bondarevskyi, V. Mukhina, S. Rubinshtein characterize cognitive interest as selective focus of human mental processes on objects and phenomena of the world; the tendency, desire, need of a person to get engaged in a given field of phenomena, activities that bring joy; particular, selectively filled, active thoughts, lively emotions, arbitrary initiatives regarding the surrounding world, its objects, phenomena, processes. The point of view of the pedagogy of innovative teachers is interesting in the research context. Thus, Sh. Amonashvili defines cognitive interest as a form of individual endeavours, as a direction of independent search, understanding of secrets, accessible discussion of problems and solving complex problems, and affirmation of one’s opinion [3]. The ability to organize the process of education and upbringing of junior schoolchildren with an emphasis on cognitive interests is the primary basis of Sh. Amonashvili’s experience.

It is important to note that cognitive interest, which is an essential component of mental activity, actively influences the formation of various relationships: a particular attitude to a specific field of science, cognitive activity, participation in it,

communication and social interaction with co-participants of cognition, world understanding and world perception is formed. Younger school age is considered the beginning of the formation of motivation to study, when children develop an “internal position of a student”, which is expressed in the desire to go to school, to join new activities – to learn to accept a new social role among their peers.

Thus, modernity in the educational process requires the teacher to improve his/her work and to use new forms, methods, means, and techniques at lessons. A teacher needs to maintain and strengthen children’s interest in learning. The teacher should consider each student as a separate individual with his/her views, beliefs, and feelings. It is innovative technologies, particularly interactive ones, that provide a solution to this issue. Introducing these technologies allows a teacher who seeks to reveal all the abilities and talents of his/her students to teach them to learn, taking into account the cognitive interests of schoolchildren, to reach the desired goals.

In our opinion, the conditions for the formation of cognitive interest are:

- creation of opportunities for students to show intellectual independence and initiative;
- use of active learning methods, problematic questions, situations and tasks;
- training at a high but difficult level of difficulty; the availability of a variety of educational material and methods of academic work.
- The teacher uses emotionally coloured, living words. To support cognitive interests, it is vital to stimulate emotions and intellectual feelings. Their powerful source is the emotionality of the educational content.

Therefore, thoughtful, well-chosen educational material that will be new and unknown that will stimulate students’ imagination will amaze them, will necessarily include new achievements in science, research and discoveries, and will be the most critical link and means of interest in learning. Thus, we can conclude that the main thing in the work system for the development of cognitive interest of junior schoolchildren is that the learning process should be intense and exciting, and the communication style should be soft and friendly. A necessary prerequisite for successful learning is the creation of an atmosphere of joy, curiosity and interest in the learning process.

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