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Formation of Cognitive Interests in Primary School Children

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Annotation: *The article reveals the problem of forming the cognitive interests of primary school students through project activities. Design, as a form of learning activity, is an effective way to develop knowledge, skills, personal achievements, individual vision in solving learning problems. Project activity in primary school is always a joint activity that develops the cognitive interests of primary school students, aimed at creativity and achieving a specific result.*

Keywords: *primary school, schoolchildren, learning, cognitive interests, project activities.*

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Introduction. In modern education, there are serious changes at the level of methodology and didactics of education, the standards and criteria for the quality of the educational process are changing, learning technologies are being revised, educational emphasis is being transferred to the formation of a personality capable of independent productive thinking, applying knowledge in situations of choice [3, 4]. Design, as a form of learning activity, is an effective way to develop knowledge, skills, personal achievements, individual vision in solving learning problems.

The works of V. P. Bespalko, A. L. Blokhin, O. B. Volzhina and others are devoted to the inclusion of project activity in the educational process of an educational institution, the problems of design at school, and the specification of its role in the formation of the intellectual foundations of the individual and its creative principles. At the same time, their works do not give an accurate idea of the potential of project activities in developing the cognitive interest of younger students. At the same time, our analytical review of pedagogical research shows that the project method activates cognitive activity, develops the creative abilities of younger students, increases their motivation for learning activities, and stimulates independent forms of work. The didactic essence of the project method is determined by its creative and constructive foundations, which form the ability of students to model the process of obtaining knowledge along the necessary trajectory, to develop cognitive skills in solving educational problems [1, 2]. The project method includes reproductive and productive activities, combines formal knowledge and practical experience [5, 6, 7].

Younger schoolchildren participate in project activities, building complexes of learning activities as independent subjects that solve educational and cognitive problems, culminating in the creation of a product with emotional, regulatory and instructing support from an adult [10, 11]. Project activity has an impact on the development of cognitive interest, which is revealed through the degree of student mastery of actions of a practical and mental nature: consciously highlight (awareness of) a problem situation, formulate a problem, determine possible ways to solve a problem, build and implement a planned plan, present a product of project activity [8 , 9]. Helping students, the teacher can adopt an arsenal of pedagogical principles: motivation, cooperation, amateur performance.

Project activity, in fact, is difficult for elementary school students; during its implementation, they may encounter a number of difficult moments. Among them is the difficulty of identifying the leading and intermediate goals and objectives; the complexity of choosing ways to solve the tasks and reasoning for the choice; unaccustomed to independent activity; inability to adjust activities taking into account intermediate results; lack of experience in objective evaluation of the process and design result [12, 13, 14]. These moments are overcome by the teacher with the correct organization of project activities in the process of working on each of its stages. Consequently, a properly organized project activity, consisting of stages of an integral structure of educational activities, ensures the maximum achievement of the goals set in specific educational conditions. The participation of the teacher at different stages of design is different [15, 16, 17]. At the first stages, this is the role of providing information and controlling its processing, and at the last stages, the role of a consultant, organizer and assistant. The teacher has the possibility of differentiation and individualization in working with children; this is especially expressed in the choice of the complexity of design tasks [18, 19]. Considering the development of cognitive interests in the course of project activities among primary school students, it is necessary to take into account its stages.

The preparatory stage is planning the topics of project activities in the annual perspective. 20 - 25 topics are compiled, suitable for individual or group design work. Topics are differentiated according to the level of difficulty. At this stage, the goals of the upcoming project activity are formulated, educational results are planned, an algorithm of work and stages of activity is drawn up [20].

The preparatory stage is the organizational activity of the teacher, who creates pedagogical conditions, creates an active developing environment, uses the necessary technical means, building positive interpersonal relationships that are adequate to the goals set. It is important that at this stage tasks are formulated that are understandable and accepted for action by primary school students.

At the next stage - goal-setting - the idea of the project is born. This is the start of the project. The teacher thinks over the relationship between the goal of the project and the needs of the children, explains why design is necessary, what it means in the educational and social process, what questions it can be directed to and what problems it helps to solve. Children discover the world of creativity and science, the simultaneity of learning and searching for something new. Younger students need to reveal the result that the group is striving for, focusing on the realism and achievability of the desired. Goal-setting involves the choice of a design object, and children need to be helped to choose small-scale work that can be done in a group, since their independent work skills are not yet sufficiently developed. Analyzing the project goal, you can apply the following methods:

1. Brain "storm" to enhance the creative activity of younger students in the team. This method stimulates the development of constructive mutual assistance, in group work develops the ability to listen to the answers of others and treat them critically and at the same time creatively.
2. The method of analogies, which is partially used in work with younger students and involves the development of hypotheses for the problem posed. Fantastic analogies, game analogies, and personal analogies - all these forms stimulate the children's cognitive interest in project activities.
3. The modeling method helps to learn how to independently build models for solving problems, using drawings, graphics to develop new notation systems. In the course of independent modeling, younger students develop the ability to understand more complex mental operations, create ideal subject environments.

4. Method of focal objects. A certain focal object and several random objects with their own features and characteristics are selected. Signs and characteristics of random objects are added to the focal object, the resulting combination develops through free associations.
5. Catalog method. Pupils compose a story or a fairy tale based on the questions proposed by the teacher. The final work can be analyzed and subjected to productive project activities.

Using various methods at the goal-setting stage, younger students learn to compare their capabilities and requirements, to choose from a variety of goals one, but the most relevant for the group. The development of cognitive interests at this stage is facilitated by self-diagnosis, carried out with the help of leading questions of the teacher.

The stage of reflection - helps to compare the final result of the activity with the goal outlined at the beginning, as well as to make self-assessment and mutual assessment of one's work. Students analyze it, determining the degree of achievement of the goal, general and particular results. The teacher, together with the children, also analyzes and independently analyzes his own pedagogical work. Students evaluate the visual result, and the teacher evaluates the pedagogical one: the level of research experience gained, the availability of new knowledge, skills, and the presence of amateur performance.

Corrective stage. At this stage, conclusions are drawn and recommendations are made on the mistakes made in the work. Students learn to understand what needs to be changed and what changes can improve the project result. When organizing project activities in elementary school, it is necessary to take into account the large time, information and resource costs. Design forms of work in elementary school can be developed not only in the process of direct design, but also element by element in the classroom. The teacher must develop lesson organizational forms and methods of educational work that stimulate the search, cognitive activity and interests of students.

Conclusions. Primary school age is characterized by differentiated, stable and effective cognitive interests. To develop the cognitive interest of younger students can be successfully developed through activities that have a practical orientation, allowing the child to enter a problem situation that affects his intellect, will, emotions, feelings, desires and actions. Project activity in elementary school is always a joint activity aimed at the educational and cognitive process, creativity, play, having a common goal, effective methods and ways of its manifestation, aimed at a specific result. The organization of project activities in elementary school is a holistic structure that brings maximum benefit to the formation of children's cognitive interest and their creative activity.

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