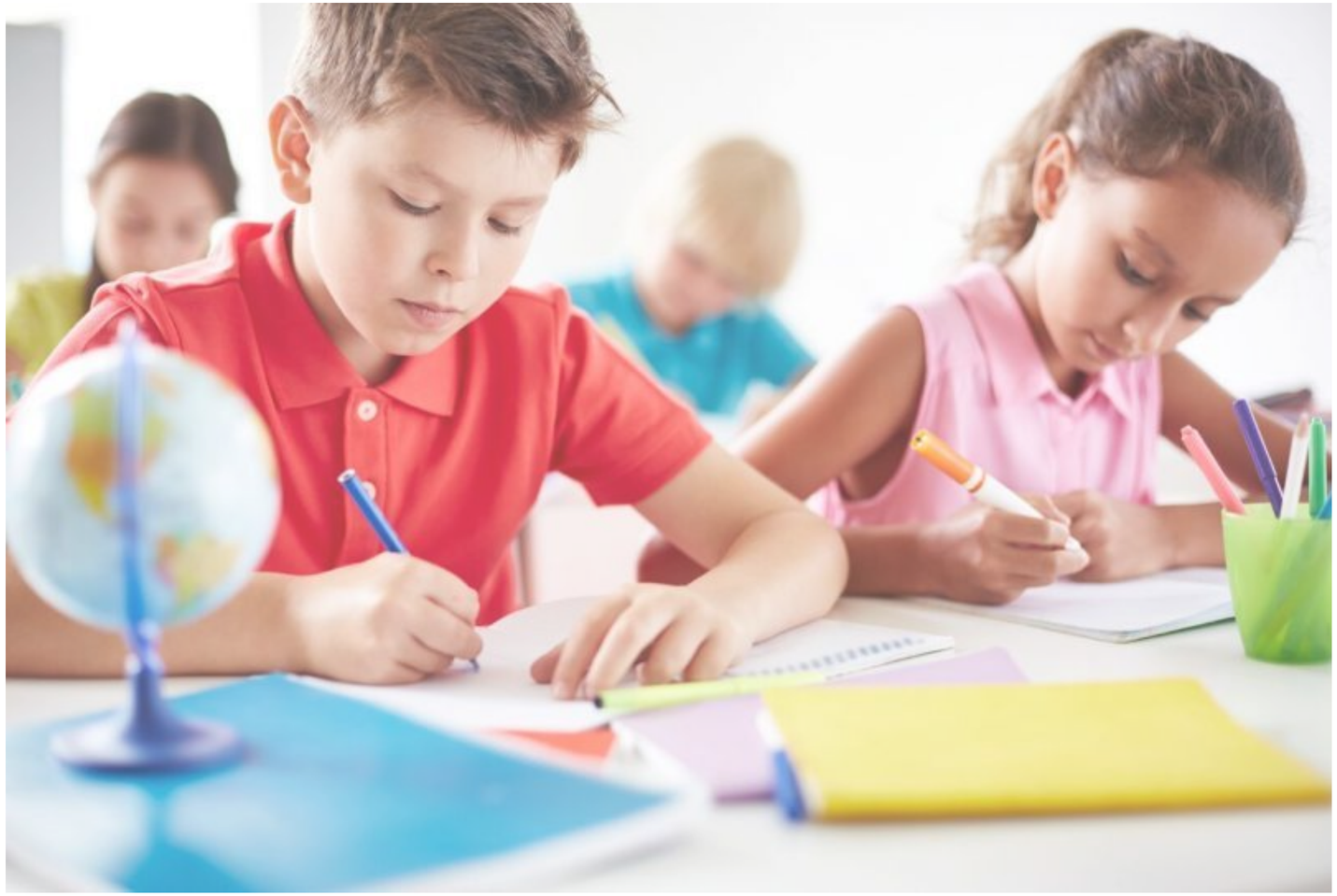

The problems of children's interest in learning

Younger school age is called the pinnacle of childhood. The child retains enough childlike qualities - naivety, levity, a bottom-up view of the adult. But he is gradually losing his childish spontaneity in behavior, acquiring a different logic of thinking.

The learning activity becomes the leading one in the younger school age. It defines those changes which occur in mental development of children at this age stage. During learning activity, psychological transformations are formed which characterize the most significant results in the child's development and are the foundation which provides for this development at the next age stage

The formation of cognitive interest in younger students is the most important condition for the organization of the learning process, as it contributes to the mastery of deep, systematic knowledge, the formation of learning motivation, the development of cognitive mental processes. The purpose of this article is to analyze possible and effective approaches to the formation of cognitive interest in children of primary school age, reflected in the psychological and pedagogical literature.

According to V.A. Kazantseva and A.V. Karpenko essential potential for the formation of cognitive interest in junior school children has extracurricular activities, the authors have developed programs to ensure the emergence of positive emotions, interest, motivation to learn and discover new things in children.

In the publications of a number of researchers the effective role of project activities in the formation of cognitive interest in elementary school students has been studied and justified. Project activity integrates elements of cognitive, game, labor, training, theoretical and practical activities, and, therefore, creates a rich range of opportunities for children to choose the most interesting for them project topic, project product, the way it is presented.

In learning activities to activate and maintain the cognitive interest of younger students, as analysis of the literature shows, it is effective to use the following methods and techniques:

1. The method of cognitive games (charades, riddles, didactic games and more).
2. The method of emotional stimulation (creating a competition between students).
3. the method of creating situations of cognitive dispute.
4. The method of solving non-standard tasks.
5. Methods of using visuals.
6. Research methods.
7. Methods of organizing educational cooperation (collective and group activities).

In applying these methods, various techniques are used:

- the method of content analysis according to independently composed questions;
- the method of teaching the intonation of question and exclamation sentences. "Try you ask a question";
- the method of reciting the content of what you have read;
- the method of drawing up riddles;
- the method of singling out the main character and other protagonists of the work and deploying a cognitive route around it;
- the method of using proverbs;
- the method of illustrating a thought;

- the technique of referring students to sources for missing information;
- the use of creative work;
- conducting non-standard lessons (business game, fairy tale, journey, trial, educational tournament, report);
- the "delayed guessing" technique;
- the "surprise" technique;
- the "fantasy add-on" technique;
- conducting integrated lessons;
- the method of differentiation;
- the method of dramatization;
- the use of entertaining material (puzzles, riddles, quizzes, crosswords).

No less important is the education of students cognitive motives. Psychological and pedagogical studies show that in the formation of personality activity and its development one of the main places belongs to cognitive motives. According to G.I. Shchukina, "Cognitive interest appears among other motives of learning of a schoolboy as a motive, which is given preference.

Also among the methods of enhancing learning distinguish the method of algorithmic learning. Its essence is to trace the way able students find the most rational way to solve a problem and show the rest of the students a sample of how to perform certain actions. According to the author of the method, L.N. Landa, its goal is to form "thought processes with given properties" in students.

Many teachers use the group method. S. Tantsorov's research reveals in detail the concept of group work and describes the processes organized for the purpose of developing thinking in students. In this form of teaching the class is divided into groups of 3-4 people. The groups are given task cards with tasks, and they, having consulted, must solve the problem.

Individual work with students contains two main tasks: to identify children's cognitive interests and aptitudes; to strengthen, develop and deepen these interests.

Advanced teachers skillfully apply the method and included techniques to create an emotional and moral situation.

A necessary condition for the development of children's cognitive interests is to find ways to encourage students to learn. To this end, teachers are recommended:

- Include elements of entertainment in lessons;
- Influence children by means of art;
- Involve children in the discussion of issues in class;
- To give children individual tasks which require them to search for new knowledge;
- To give recommendations on how to find additional literature.

For the most competent and effective implementation of the process of formation of cognitive interest of younger students, the teacher should take into account: the possibilities of students of his class, individual characteristics; create a favorable learning environment; use a variety of methods and techniques.

In conclusion, it is important to note that only a direct combination of all possible methods of stimulating learning in their unity can contribute to the successful formation of cognitive interest of younger students.

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Thank you for your attention, I am ready to answer your questions