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FORMATION OF COGNITIVE INTEREST IN JUNIOR SCHOOLCHILDREN BY MEANS OF GAME TECHNOLOGIES

Today, the 21st century is characterized by rapid technical progress. But the educational process has been and remains one of the most important aspects of people's lives.

Nowadays, in most children the interest for studying disappears, and it is the main problem of not only school as social institution but also of the state on the whole. The reasons of disappearance of such an interest are different, having the most complex character. Among them are not adequate system of education, difficulties in mutual relationship between peers and teacher, permanent conflicts and problems with a health. One of main reasons of unwillingness to study lies in insufficient development of cognitive processes in schoolchildren, the absence of favourable activities and their monotony.

In order to at least somehow improve the quality of education the concept of the New Ukrainian School has been introduced being an education reform aimed at creating a school that is pleasant to go to. One of the aspects of the mentioned concept is connected with game technologies.

The purpose of the article is to theoretically substantiate the importance of using game technologies to form the cognitive interest in students.

The issues of pupils' interest for studying have been at scientific focus of many educationalists (Ya.A. Comenius, J.F. Herbart, K.D. Ushinsky). The basis of modern research of cognitive interest is found in the work of L.S. Vygotsky, S.L. Rubinstein, A.O. Smirnov, D.N. Uznadze and others.

The game is an activity with entertaining and sometimes educational purpose. The game differs from work in that that it does not set a useful practical goal, and from art in that that it does not create artistic values, although the boundaries between these activities are rather blurred.

The game has a long history. The analysis of the content of games of children of different nations and epochs leads to the conclusion that the game arose after work and on its basis. So, we can see that with the help of the game it is much easier to interest children in educational materials.

Characterizing the concept of interest, G.I. Schukina notes that "in this complex attitude of man to the material world there is an organic unity of intellectual, emotional and volitional processes" [2, p.25]. N.G. Morozov distinguishes in this problem some points: 1) positive emotions in relation to the activity; 2) the presence of cognitive properties of this emotion [2, p.30]. The development of interest is conditioned by the whole process of learning and is its important goal. At the same

time, the interest contributes to the solution of educational tasks, acting as an effective means of shaping the character of individuals [1, 112].

The concept of "cognitive interest" is interpreted as meaning of the interest in mastering any new information, including learning. The essence of cognitive interest is revealed in its focus on the process of cognition [1, p.28]. Like all pedagogical phenomena, cognitive interest is characterized by complexity and richness:

- as a goal of education;
- as a means of forming a personality;
- as a condition for effective educational processes;
- as a motivation to learning;
- as an element of personality structure [2, p.44].

Thus, cognitive interest is one of the main components of children's learning and development. For the development of children's cognitive interest it is most expedient to use play activities in the study of the Humanities.

V.O. Sukhomlinsky wrote: "Without play there is no and cannot be full-fledged children development. The game is a huge light window through which the life stream of the ideas, concepts about the surrounding world flows into the spiritual world of the child" [3, p.19].

Much attention is paid to the use of game technologies during training activities. Modern education pays great attention to the use of game forms to improve the interaction between teacher and students. With the help of play, the child better forms the need for knowledge and the ability to use it in practice.

Game technology, according to G. Selevko, contains a range of target orientations:

- didactic: broadening the horizon, cognitive activity; application of knowledge, skills, abilities in practical activities; formation of skills and abilities necessary for practical activities; development of work skills;
- educational: upbringing the independence, formation of certain approaches, positions, ethical, aesthetic and ideological attitudes; education of collectivism, communicativeness;
- developmental: development of attention, memory, language, thinking, ability to compare, contrast, imagination, fantasy, creativity, empathy, reflection, ability to find optimal solutions;
- socializing: involvement in the norms and values of society; adaptation to environmental conditions; self-regulation [4, p. 125].

The structure of game technology as an studying activity includes planning, realization of the goal, as well as the analysis of the results in which the individual fully realizes himself as a subject. The structure of game technology as a process includes:

- a) the roles played by the participants;
- b) game actions as a means of realization of these roles;
- c) game use of objects, i.e. replacement of real things by game means;
- d) real relations between the participants;
- e) plot (content) being the area of reality, conditionally reproduced in the game.

In modern school, which relies on the activation and intensification of the educational process, game technology is used in the following cases:

- as independent technologies for mastering the concept, topic and even aspects of school subjects;
- as elements (sometimes quite significant) of larger technology;
- as the technology of the lesson or its fragment (introduction, explanation, consolidation, exercises, control);
- as a technology of extracurricular activities (games such as "Quest", etc.)

The concept of "game technology" includes a fairly large group of techniques for organizing the pedagogical process in the form of various didactic games.

Taking into consideration the conducted analysis we can conclude that students' activities should be based on the creative use of games and play activities in the educational process with younger students that best meet the age needs of this category of students.

When using game technologies in lessons, the following conditions must be met:

- 1) compliance of the game with the educational goals of the lesson;
- 2) accessibility for students of this age;
- 3) moderation in the use of games in lessons.

One can select the following types of lessons using game technology:

- 1) role-playing games in class;
- 2) game organization of the educational process with the use of game tasks (lesson-competition, lesson-travel);
- 3) game organization of the educational process using the tasks that are usually offered in a traditional lesson (find the spelling, made one of the types of analysis, etc.);
- 4) the use of the game at a certain stage of the lesson (beginning, middle, end; acquaintance with new material, consolidation of knowledge, skills, repetition and systematization of studied material);
- 5) different types of extracurricular activities (linguistic, mathematical quizzes, excursions, competitions, etc.), which can be conducted between students of different classes.

Thus, with the help of game technologies, the teacher can present material in an interesting and unusual form for children to understand and memorise.

According to our research of the students (grades 1-2), we can conclude that children are more receptive to information in the form of games.

According to the results of the survey, 80% of surveyed primary school teachers believe that the game occupies an important place in learning, 85% - often use games in their teaching, 40% of surveyed teachers use games to make the learning process interesting, 35% - for activation of students' cognitive activity.

During games, children develop interest, logic, imagination, memory, and understanding of the material. It is best to use game technology in the study of the Humanities to explain, repeat, consolidate and test the material studied.

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