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PEDAGOGICAL CONDITIONS OF DEVELOPING COGNITIVE INTERESTS IN PRIMARY SCHOOL STUDENTS

Education of children concerning stable cognitive interests, their development has always been an urgent problem, since the formation of an active creative personality, its self-regulatory abilities is the main direction of modern pedagogy in the field of didactics, with addressing the fundamental issues of moral formation of students. It is no coincidence that the National Doctrine of Education Development of Ukraine in the XXI century states: "The main goal of the Ukrainian education system is to create conditions for the development and self-realization of each individual as a citizen of Ukraine, to form generations capable of lifelong learning, to create and develop the values of civil society." This corresponds to the principle of humanism, which is based on the concept of education that considers the child as a personality.

The study of scientific sources shows that the problem of the development of cognitive interest in students has always been in the spotlight of scientific interest being studied by many educationalists. Today, with the reform of educational content, forms and methods of teaching, it is gaining even more importance. Various aspects of the problem of development of cognitive interest in schoolchildren are reflected in the works of psychologists (L.S. Vygotsky, N.V. Kuzmina, Y.O. Ponomareva, G.S. Kostiuk) and pedagogues (V.O. Sukhomlinsky, Sh.O. Amonashvili, A.S. Makarenko, K.D. Ushinsky).

The problem of development of cognitive interests in a child has received the substantiation in the works of renown pedagogues: J.Komensky, K.Ushinsky, S.Rusova. G. Schukina who separated the cognitive interest from general interests, thus generalizing the pedagogical means of its development at different stages of learning.

The interest is a selective emotional and cognitive attitude of an individual to objects, phenomena, events of surrounding reality, as well as to relevant types of human activity. Here the object of interest, which has fascinating, attractive sides, and the subject, for whom these sides are vital, are acting in unity [2, p. 11].

On the basis of orientation activity there gradually develop first curiosity (global, still little differentiated, but already clearly cognitive attitude to the environment), and then – the interest being quality that allows one to purposeful and deep penetrate into the essence of things and phenomena [2, p. 11].

The interest has a complex psychological structure. It is not a separate specific mental process since it is a form of connection between the needs of the individual and the means of their satisfying. By its nature, the interest is not individual's innate property, it does not arise by itself, but due to the impact on the person by the

surrounding reality, that is, it is social in its nature. The diversity of the material world in which a person lives, causes his/her different interests, the development and formation of which take place in the process of different activities: game, educational, labour, social activities [2, p.12].

In pedagogy there are four qualitative stages of interest development: interest, curiosity, cognitive interest, theoretical interest.

All these stages of development of interest they change, interpenetrate, connect with each other, and sometimes coexist in a single educational process while learning new things. A special and important area of the general phenomenon of the interest is cognitive interest, which relates to various aspects of cognitive activities [6, p. 17].

Cognitive interest is an emotionally conscious, selective orientation of the individual, which is addressed to the subject and activities related to it aspects of human behaviour and psychological structures, accompanied by inner satisfaction with the results of this activity [1, p. 33].

The intellectual, volitional and emotional aspects of cognitive interest are not its parts, but a single interconnected whole. The core of cognitive interest is mental processes [2, p. 15].

The stages of development of cognitive interest according to the level of development of awareness of cognitive needs, stability of interest and ability of the individual to cognitive activity are as follows:

- Interest being the first stage of development of cognitive interest, situational interest. Its main characteristics are instability, arbitrary nature, selective cognitive activity of the student, which arises on its basis and quickly disappears;

- Curiosity being the second stage of development of cognitive interest – is characterized by students' desire to expand their knowledge on a particular topic, problem, subject; ways of solving problems;

- Depth being the third stage of development of cognitive interest presupposes deep, stable and individually significant goals. As a rule, the interest at this stage relates to a certain field of scientific knowledge, even beyond the subject. Under the influence of cognitive interest, the student seeks to learn something new, to master the theoretical aspects of the content, to find (discover) the cause of the event, to reveal causal relationships, to establish certain patterns;

- Orientation being the fourth stage of development of cognitive interest is characterized by a conscious desire of students to deep and strong consolidation of knowledge, to master the theoretical foundations of science and their application in practice [5].

The development of cognitive interests is not limited to the logic of age changes, but is largely determined by individual psychological characteristics of learners, by the influence of the social environment, which can manifest itself in such entities as:

1. Intellectual activity: students ask questions to the teacher, in particular those that have a cognitive meaning, thus revealing the desire to clarify something or open the vistas of further knowledge; to seek to participate in various activities, to want to express their own point of view, to make certain additions; to freely operate with acquired knowledge; to seek to share with others (classmates, parents, teachers) new information that is not part of the curriculum.

2. Emotional manifestation: facial expressions, gestures, exclamations, exchange of impressions with friends, etc., associated with the process of understanding, the sudden joyful prospect of a solution and self-confidence; rational ways of solving the problem, the success of the activity.

3. Volitional manifestation: concentration of attention and resistance to distractions from the lesson, an indicator of which is the reaction of students to the call for a break. For some students, the call is a neutral stimulus, and they continue to work, trying to bring it to a logical conclusion, while the others immediately stop working, close textbooks and notebooks, leave unfinished task, running out for a break.

4. Free choice of activity: giving preference to a particular type of activity, disclosure of students' interests, needs and potential opportunities [4, p. 60].

The development of cognitive interests in primary school children is also influenced by various factors, including: psychological (positive emotional atmosphere, personality-oriented communication in the educational process; volitional efforts of students to overcome cognitive difficulties; age characteristics of students, as well as their inclinations and abilities); educational (content of educational material: interesting cognitive information, problem tasks); procedural (content, forms, methods and techniques of teacher's work with students); social (influence of students, parents, friends, media, etc.). [4, p. 62].

The formation of cognitive interests is a long process. It requires certain conditions and depends on pedagogical guidance, on the correct establishment of the organic unity of the system of science, the system of knowledge of this science and the system of its teaching in school. Students acquire effective knowledge when, under the guidance of the teacher, they work actively and with interest on the sources of knowledge.

It is necessary to distinguish the main stages of the process of formation of cognitive interest:

- Preparation of a certain ground for the emergence of cognitive interest;
- Creating conditions that contribute to the need for knowledge and appropriate activities;
- Formation of a positive attitude to the subject and activity;
- Organization of activity in which real cognitive interest is formed.

The formation of a positive attitude to learning depends on many conditions, especially on teacher's knowledge concerning the child's readiness to learn as a serious responsible and persistent work; on teacher's knowledge as for the attitude of the individual to school, to knowledge, to subjects and changes in this attitude over a long period, on the organization of the educational process, in particular the use of children's opportunities to the acquisition of knowledge.

The main condition for the formation of interest is the student's understanding of the content and significance of school subjects; to do this, the teacher must set a clear pedagogical goal: what he/she must convince students today, how to reveal to them the knowledge of certain issues for concrete time and for the immediate future [1, p. 35].

The second important condition for arousing interest is the presence of something new both in the content of what is being studied and in the very approach to its consideration. It is impossible to repeat known truths on the same cognitive level: it is necessary to expand the horizons of students' knowledge, to find in a well-known question the new, previously unknown, but essential things for a deeper understanding of the material.

The third condition for the formation of interest is the emotional appeal of learning. We must strive to ensure that the knowledge gained at the lessons evoke an emotional response in individuals; activate moral, intellectual and aesthetic feelings.

The fourth condition for the education of interest is the presence of an optimal system of training the creative rights and cognitive tasks to the appropriate "portion" of program material [3, p. 68].

Conclusion Thus, a special and important area of the general phenomenon of the interest covers the cognitive interest, which relates to various aspects of cognitive activity. Cognitive interest is a directed activity of a person to cognition, which is characterized by high efficiency of acquired knowledge. Cognitive interest is an alloy of important for the development of personality mental processes, the main element of which is volitional efforts. The intellectual, volitional and emotional aspects of cognitive interest are not part of it, but a single interconnected whole.

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