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## **THE FORMATION OF COGNITIVE INTERESTS IN CHILDREN OF UPPER-KINDERGARTEN AGE IN THE PROCESS OF RESEARCH ACTIVITIES IN NATURE**

Updating the content of education in the XXI century requires the solution of a complex problem: how to turn the vast array of knowledge accumulated by mankind in the process of its sociohistorical development, into the individual property and tools of each individual. After all, the modern world of "information explosion", which forms a new relationship between the child and knowledge, is becoming increasingly complex. Thus, the solution of the main task, which determines the new State Standard of Preschool Education of Ukraine - the development of a holistic, harmoniously developed, vitally competent personality - puts on the agenda the formation of preschoolers' active cognitive attitude to reality, the ability to navigate a variety of subjects and phenomena, the ability to arbitrarily regulate their own cognitive activity [2].

Recently, there has been a growing interest in preschool problems, one of which is the creation of conditions to stimulate the cognitive interests of older preschool children. Cognitive interest is manifested only under certain conditions and in a certain developmental environment. It is the interest that gives the child a chance to remain a unique individual, to go his own way in life, to assert him creatively, to work proactively. Thus, the problem of optimizing the cognitive activity of preschool children is especially relevant. This encourages the search for effective ways to develop the cognitive interests of preschoolers, as well as to prevent the intellectual passivity of 5-6-year-old children.

As emphasized in the modern psychological and pedagogical literature, the "new person" must develop rapidly, solve qualitatively complex problems and be able to see and solve problems, offering creative options for solving them [2].

This problem was actively developed in scientific research by such scholars as: D.B. Bogoyavlenskaya, L.S. Vygotsky, O.V. Zaporozhets, G.S. Kostyuk, O.I. Kulchytska, N.S. Leites, V.O. Molyako, Ya.O. Ponomarev, S.L. Rubinstein, B.M. Teplov, K.K. Platonov, V.D. Shadrikov, as well as modern researchers N.V. Anishchenko, T.V. Dutkevich, V.V. Kuzmenko, S.E. Kulachkivska, V.O. Kirichuk, O.M. Matyushkin, O.M. Poddyakov, V.V. Rybalka, O.I. Savenkov, N.B. Shumakova, OI Sheblanova and others.

We consider it appropriate to explore the psychological and pedagogical aspect of the problem of the formation of cognitive interests in children of upper-kindergarten age in the process of researchactivities in nature, because it will open a wide space for further studying of the problem, which is the purpose of our research.

Preschoolers are always attracted to objects and natural phenomena. Therefore, at the first stage it is important, first of all, to choose interesting material that is available for children's perception and experimentation. Along with natural objects that are in the conditions of their existence and satisfy the cognitive interests of children, it is advisable to specifically create a material environment that would stimulate children's curiosity [8].

Each group of kindergarten should be equipped with its own mini-laboratory, a kind of research center. It can store a variety of materials and equipment. For example, laboratory glassware, a magnifying glass, samples of sand, clay, pebbles, soil, grains of different crops, an hourglass, a microscope, scales, magnets, etc. In laboratories, it is necessary to create an atmosphere of curiosity and mystery, so that children do not lose the desire to seek answers to questions. This will create the preconditions for the effective organization of research activities. At the same time, children need to be prepared for search activities. The teacher must take into account the fact that knowledge as a result of independent "discovery" of the child is formed on previously acquired knowledge. Only under this condition is the child's natural curiosity satisfied.

An interesting and useful method is used in the process of research activities is the artistic word, namely: reading fiction, telling fairy tales, legends, proverbs, which will arouse the cognitive interests of the child, will promote the development of their curiosity; guessing riddles, using game techniques - receiving letters of complaint from the inhabitants of the garden, forest, vegetable garden. As they read, children think about how to help a living being, how to protect and preserve nature in order to preserve it as a whole. Conscious assimilation of knowledge is facilitated by the inclusion of elements of experiments in intellectual and didactic games of ecological orientation: "Listen" to the heart of the "tree", "Who needs an oak", "Winter secrets (green under the snow)", "Compliments to nature, leaves, grass, seeds, etc. )", "Environmental Ethics".

Thus, the problem of the formation of cognitive interests in children of upper-kindergarten age in the process of research activities in nature is relevant in modern society. A number of psychological and pedagogical studies address the following features of its formation in children of upper-kindergarten age: it is manifested from the birth and develops intensively throughout the preschool age; manifested in various activities; manifests itself in various questions, reflections, comparisons; during cognition the child shows emotions - this is evidence of the unity of intellectual and emotional; in children of upper-kindergarten age there are signs of independence, self-regulation and self-control of the child's cognitive activity. An important part of cognitive activity is cognitive interest, which increases with the accumulation of the child's experience of cognitive activity. In the senior preschool age cognitive interests acquire stability.

The cognitive interest of a preschooler depends on the knowledge he has acquired, as well as on the ways in which this knowledge is transmitted to him. The development of children's cognitive interests depends on the teacher's ability to create didactic and organizational conditions in the process of teaching preschoolers. To do this, ensure a productive content of the developmental environment, a systematic

approach to the organization of active cognitive activity of children based on the use of effective forms, tools and methods of non-standard type to develop and stimulate cognitive interests, taking into account the individuality of each pupil.

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