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FORMATION OF COGNITIVE INDEPENDENCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS BY MEANS OF INNOVATIVE TECHNOLOGIES

One of the most important tasks of pedagogical science at the present stage of educational development is the formation of a creative personality of a student who can think independently and unconventionally, because the development of such a way of thinking in children is a social necessity.

In younger students, the skills of cognitive independent learning activities are just beginning to take shape. At the same time, special research and advanced pedagogical experience show that under certain learning conditions, first-graders are already able to successfully perform tasks that require search, reasoning, reasoning.

Therefore, one of the most important scientific and practical problems of modern primary education is the problem of forming the cognitive independence of primary school students in the process of learning English.

The purpose of the article is to theoretically substantiate and develop pedagogical conditions for the formation of skills of cognitive independence of junior high school students in English lessons using innovative technologies.

Cognitive independence of primary school students is based on certain features of psychological and pedagogical content. At an early school age, the intellectual development of a child in his development rises to a new qualitative stage. Children have the ability to act not only in accordance with the requirements of the adult, but also in accordance with the requirements of their own. At the moment of entering school, the child must have a certain level of arbitrary behavior. Qualitatively changes the arbitrary regulation of behavior, motives, cognitive processes in general. The development of the cognition of cognitive processes is one of the innovations of the early school age. The child learns consciously, independently to regulate his behavior, his actions in a new leading activity - learning. At the same time, not only arbitrary behavior is formed, but also random memorization, arbitrary attention, and thinking. The ability to act is organized in accordance with the tasks facing the child. [4: 221]

As mentioned above, the creative personality will be characterized by such features of thinking as: flexibility, originality, independence, logic. We will consider each of them below.

This characteristic is called originality. The development of this characteristic directly depends on the ability to mentally connect distant images of objects that in real life will not be able to have such a connection.

Causal thinking develops in a child by the end of primary school age. This is because students try to understand the causal relationships about objects or phenomena or the patterns of occurrence or development of various events. As noted by G. Kostyuk, children's research activity at this stage is characterized by two qualities: increasing the level of independence of mental activity and critical thinking of students. [2: 124]

The independence of the individual in the process of search, research is a guarantee that the child learns to control their thinking (or rather, its processes): set goals for search, hypothesize the causes and consequences of actions, learns to comprehend known facts, compare them with hypotheses. Therefore, in the process of such activities, due to the consideration of different options from the position: "true or false" the child offers his own ideas, which are often unique and original. These abilities, without a doubt, are the leading factors of creativity at the stage of causal thinking.

As for the critical thinking, as its characteristics, it is manifested in the fact that children begin to evaluate their activities and the activities of others in terms of norms and rules of social morality and ethics.

Thanks to children's awareness of rules and laws, their work becomes more conscious, logical, believable. On the other hand, criticism sometimes hinders creativity, because at the stage of hypothesizing some facts seem unrealistic and may be rejected. Such factors narrow the possibilities of the emergence of novelty and originality of the idea.

Therefore, in this case it is advisable to develop children's speech skills. Inability to express one's opinion, impoverished vocabulary, small stock of synonyms, etc. can significantly slow down the process of developing the creative intelligence of the student.

Heuristic thinking. Children grow up and face a lot of situations when it is impossible to identify a specific cause of the event. Most social and natural phenomena are caused by a large number of different factors. Therefore, it is worth talking about the inaccuracy and inaccuracy of these forecasts, because they are plausible. Typical examples of situations with ambiguous forecasts can be weather forecasts, the end of a competition in a particular sport, etc. [3: 58]

The ability to approach any problem in an original and creative way helps the individual in any activity. For example, in education. After all, creativity, as a characteristic of the individual due to its existing types of thinking, is able to approach the solution of educational tasks in an original way, is not afraid of problems, offers different options for solving the problem. A creative person is able to properly construct a problem situation: to identify the problem, the criteria for optimal solution, to separate the main from the secondary, to line up objects and objects in order of importance.

In the process of learning activities with the help of such types of thinking, the student will be able to:

- reproduce the appearance and properties of an object from memory;
- guess the name of the object from the description of its properties, characteristics;
- be able to combine in one subject the characteristics of other objects or objects;
- be able to find common and opposite features in objects;
- recognize objects by description.

The cognitive independence of a junior high school student is directly related to different aspects of the educational process, so its relationships are diverse. In education, it manifests itself simultaneously in different planes. In the process of forming a self-developed personality - as a learning goal; in the process of acquiring knowledge, skills and abilities - as a means of raising awareness and effectiveness of the acquired material. At the same time, didactics considers the cognitive independence of the student as a result of an effectively organized learning process. [1: 23]

Psychology and pedagogy have established that there is one way to acquire knowledge - it is the mental and physical activity of the students themselves, which is guided by the teacher. The amount and quality of knowledge, skills and abilities that students acquire in the course of this organization depends on how it is organized and in what ways it is carried out. It also means that the experience of cognitive independence cannot be conveyed in words, stories, examples. Only the direct involvement of students in the process, which requires the focus of independent efforts of thought, will, feelings, provides mastery of the experience of cognitive independence. And it is through experience that assimilation takes place.

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