

*N. Prokhorenko,  
Student,  
K. Harashchuk,  
PhD (Education), Senior Lecturer,  
Zhytomyr Ivan Franko State University*

## **ON THE PROBLEM OF THEORETICAL FOUNDATIONS OF USING LEGO TECHNOLOGY IN PRIMARY SCHOOL LESSONS**

New state standards of primary education regulate the use of modern educational technologies in the educational process. The use of LEGO technology creates conditions for the complex development of the child's personality, involves them in cognitive activity, improves the quality of education, increases the activity of the child in the educational process, creates effective conditions for work in the classroom and increases success.

The use of LEGO bricks in lessons makes this technology a universal tool aimed at overcoming a number of typical difficulties in the assimilation of the program material by children of primary school age. Lego bricks are visual and figurative models of intellectual operations that students perform in the course of their cognitive activity. Lego technology contributes to the development of children's creative abilities, communication skills, and the ability to solve cognitive and research tasks [1:68].

The problem of using innovative technologies in primary school has been studied by V. Burova, J. Goodwyn, O. Lokshina, I. Mariuts, V. Meleshko, O. Onats, I. Osadchij, L. Parashchenko, O. Pastovensky, Ya. Stemkovskaya, M. Shevtsova, and others.

**The main purpose of the article** is to study the use of LEGO technology in lessons in primary school.

Game is the main type of activity for children of primary school age. Through play, children learn about the world, learn to interact with the surrounding environment, perceive information, and try to assimilate and analyze it. Play will become even more interesting with the use of Lego bricks.

Nowadays, LEGO constructors are an indispensable material for lessons in educational institutions. For the educational process, LEGO technology is interesting because it is based on integrated principles and combines elements of play and experimentation. LEGO games are a way for children to explore, learn, and navigate the real world [2:145].

National and international scientists have developed a large number of examples of the use of LEGO technology. So, there are many common tasks and assignments that can be used in the educational space of NUS. Among them, the most popular is the "Six Bricks in the Educational Space of the School" method [3:209].

For example, in lessons in elementary school, the use of LEGO constructors can be carried out in several directions, solving certain tasks. Instead of ordinary sticks, LEGO parts can be used as counting material [4:431]. That is, having laid out the parts in front of them, children must count and determine the number. In addition, each LEGO part contains a certain number of "protrusions", which can also be used as counting

materials. On sections of different sizes, you can simultaneously show the difference between numbers and rows of numbers. To do this, you need to sequentially arrange the bricks with one protrusion, two, three, four, etc. in front of the children.

Integrating LEGO technology into primary school lessons can offer a dynamic and engaging approach to learning. The effective use of LEGO brings educational benefits as LEGO helps with understanding geometry, spatial reasoning, and fractions through hands-on learning. Allow students to use LEGO creatively to represent mathematical concepts. Use group LEGO projects to teach teamwork and collective problem-solving. Ensure all students can participate in and benefit from LEGO activities, adapting tasks as needed. Overall, LEGO in math education makes learning interactive, fun, and helps develop critical skills like creativity and problem-solving.

In conclusion, LEGO is an indispensable material for the activities of younger school children today. LEGO technology is interesting because it combines elements of play and experimentation. The use of a LEGO constructor in an elementary school class is an important part of the educational process that contributes to the development of physical and mental abilities of students. At the same time, LEGO-based learning techniques can motivate students to learn and improve memorization and assimilation of material.

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