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FORMATION OF COGNITIVE INTEREST IN PRIMARY SCHOOL STUDENTS THROUGH MOBILE TECHNOLOGIES

The formation of cognitive interest in primary school students is one of the most important tasks of an educational institution, as it is at this age that the foundations of curiosity, the desire to explore the world, and the motivation for self-development are laid. In today's world, the younger generation is surrounded by various gadgets and the Internet. Therefore, the use of mobile technologies in primary school lessons is not only relevant but also necessary for engaging students' attention and fostering their motivation to learn.

The purpose of this study is to determine the specific impact of mobile technologies on the development of cognitive interest in primary school students.

In the modern world, mobile technologies are not only technical learning tools but also an integral part of the environment, enabling learning at any time and in any place. Moreover, they allow for the creation of individualized educational pathways, enabling students to not only consume resources but also actively contribute to their development. By using such tools, the teacher is not merely a knowledge provider but also a guide in the digital world [2, p. 15].

O. Dyudina emphasizes that learning through mobile technologies is a unique approach that makes lessons engaging and captivating. The appeal of the "virtual world" enhances the emotional involvement of students, thereby facilitating memorization, consolidation, and reinforcement of acquired knowledge. This aspect also contributes to the activation of all mental processes and cognitive functions in children [3, p. 13].

Given the importance of cognitive interest, it is crucial to use applications that personally engage students, have an attractive and user-friendly design, and include creative and problem-solving tasks. Mobile technologies should enable children to engage in fundamentally new and exciting activities that stimulate their motivation to learn. Therefore, it is essential to utilize not only ready-made resources but also to encourage the creation of custom ones [5].

V. Bilous believes that the functional structure of a mobile application should include features that neutralize the causes of declining motivation and promote the development of intrinsic learning motives. These features include inviting friends to join the app and interact within a network, providing feedback to the app's creators, and ensuring a user-friendly interface that incorporates various multimedia elements such as short audio and video materials [1, p. 303].

Additionally, mobile applications should be designed based on didactic principles such as activity, accessibility, awareness, and visualization. These principles are best

realized when the application stimulates interest and engagement in the learning process [1, p. 304].

For effective cognitive interest development, a teacher should not only impart knowledge but also teach students how to apply it in practice and seek answers to new questions. Only under these conditions can sustained interest and progression to higher levels of cognitive activity be ensured [4, p. 972].

By incorporating mobile technologies, students can apply their knowledge to solve real-world problems, analyze challenging situations, and draw their own conclusions. This, in turn, increases their level of cognitive activity and fosters cognitive interest [4, p. 973].

The role of mobile technologies in modern education is undeniable. They create innovative learning environments that make education more engaging and accessible for students. However, their success depends not only on technical capabilities but also on the teacher, who guides the learning process. It is the teacher's responsibility to create conditions for the effective use of mobile devices, directing their potential toward developing students' critical thinking, creativity, and other essential skills.

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