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THE POTENTIAL OF DIGITAL TECHNOLOGIES AS A MEANS OF FORMING JUNIOR PUPILS' COGNITIVE INTEREST

Statement of the problem. The formation of a sustainable cognitive interest is a prerequisite for successful schooling. Cognitive interest is the means that facilitates and accelerates a student's mental reactions, stimulates the perception and assimilation of new knowledge, motivates the production of unconventional judgements and ideas, and is the basis for encouraging students to engage in creative activities. Having formed cognitive interests, primary school students will be able to study successfully, they will have a stable and systematic interest in the learning process.

Therefore, one of the most important tasks of a teacher is to activate student's cognitive interest using effective and modern technologies. Digital technologies are those tools that optimize the process of primary school pupils' perception of new information, facilitate their memorization and develop their research skills.

Analysis of recent research and publications. The psychological aspects of the formation of cognitive interest in primary school age are covered in the works of such scholars as A. Boyko, M. Komar, M. Matiushkin, etc. The methodological aspects of forming the cognitive interest of primary schoolchildren using digital technologies are outlined in the studies of V. Andrievska, Y. Vasylenko, L. Stadnyk, O. Savchenko and others.

The purpose of the article is to reveal the potential of digital technologies for the formation of the cognitive interest of primary school students.

The main outline of the material of the article. Contemporary researcher A. Boyko defines interest as a person's active cognitive attitude to the world. Interest and cognition are closely related to each other, and if cognition is to some extent possible without interest, interest arises, activates, develops and disappears under the condition of a person's ability to cognition and as a result of it [1, p.30].

According to methodologists O. Komar and M. Matiushkin, cognitive interest is a selective orientation of a person to cognition of something, to study its essential characteristics and features of functioning. Interest in cognition is a valuable essence of a person, without which he or she ceases to be a person and to respond to the world in which he or she lives. In all approaches, the essence of the concept of "cognitive interest" was established as an interest in mastering any new information, including learning [2, p.116].

The cognitive interest of primary school students is formed and developed in the activity, and it is influenced not by individual components of the activity, but by its entire objective and subjective essence (nature, process, result). The subject of cognitive interest is the human ability to learn about the world around us not only for the purpose of biological and social orientation in reality, but also in the most essential

attitude of a person to the world – in the desire to penetrate its diversity, establish cause and effect relationships, identify patterns and contradictions.

The cognitive interest of primary school students is the driving force behind their knowledge acquisition, a means of forming skills and abilities, the basis of students' attraction to the process of creative activity, which cannot be effectively formed without the use of effective means of optimising this process, which are age-appropriate and appropriate to the peculiarities of mental and cognitive development of primary school students. One of such effective means is digital technologies.

According to L. Stadnyk, the use of visual aids in the educational process of primary school significantly optimises students' oral and written communication skills when using appropriate materials (presentations, lapbooks). Google and its subsidiary YouTube can also be effective learning aids. There are many videos available for educational purposes. Video hosting platforms allow students and teachers to create collections and playlists for students to learn new information. This technique helps to form a stable positive motivation of primary school students to learn [3, p. 67].

Younger pupils are interested in interactive classes in a relaxed playful way, because while playing, pupils learn about the world in the most familiar way, form an attitude to the environment in which they are. Using digital tools and computer games gives primary school students an additional stimulus to learning and investigating the surrounding world (both real and virtual).

In the context of the growing popularity of social media, it is worth noting that various messengers can also be used as an effective learning tool. Telegram, WhatsApp and Viber are quite popular among primary school students who spend a lot of time in chats and communities, talking online, and use these messengers to receive and transmit data in the context of distance learning. Any smartphone has emoticons and emoji, which can be a tool for expressing reflection on the part of students (for example, describing impressions of a lesson or their own activities using emoticons, choosing the most appropriate option). They can be useful when students want to express their emotions at the beginning or the end of an interactive lesson using digital technologies. The use of this technology allows the teacher to establish direct contact with students and better understand their expectations or preferences. However, this method of communication should not be used frequently in the classroom, as it can make it difficult for younger students to switch from involuntary to voluntary attention when learning new material and can lead to their involuntary switch to social media.

Conclusions. Thus, we can say that a primary school student is a researcher. This is due to the personality's desire to observe and experiment, to independently seek new information about the world.

The interest of schoolchildren arises in the form of their inventive orientation of mental processes on objects and phenomena of the surrounding world, in the form of tendencies, aspirations, needs of the individual to engage in various types of activity, however, first of all, the ones that bring pleasure to students, in the form of special selective attitude to the surrounding world, to its objects, phenomena, processes.

Digital technology is an effective tool that fully corresponds to the peculiarities of the development of cognitive interest of a person during primary school age, correlating with the peculiarities of thinking and perception of primary school students,

providing for the use of interesting and familiar forms and methods of work in the classroom. That is why a teacher should use the potential of this powerful tool when it is possible and integrate tasks and activities in a digital form into the educational process of primary school.

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