

*M. Denysyuk,
Student,
O. Humankova,
PhD in Pedagogics, Associate Professor,
Zhytomyr Ivan Franko State University*

THE DEVELOPMENT OF COGNITIVE INTERESTS OF YOUNG LEARNERS IN LANGUAGE AND LITERATURE LESSONS USING INFORMATION AND COMMUNICATION TECHNOLOGIES

A modern school, and an elementary school in particular, now faces an important and difficult question: how to ensure the all-round development of a child? Literary education, which is aimed at developing the intellectual and emotional spheres of the child's personality, enriches him with knowledge about the surrounding world, educates the best character traits, such as kindness, compassion, humanity, develops coherent speech, thinking, and forms aesthetic feelings, can help accomplish this task. Also, lessons in the linguistic and literary field are designed to solve such tasks as improving reading skills, as well as the ability to read aloud and silently, observing such requirements as reading correctly, consciously, clearly, quickly; development of the ability to work independently with a book; interest in the Ukrainian language, folklore and literary works, folk traditions and customs, inculcation of aesthetic tastes, education of reading culture. The fulfillment of these tasks is carried out if each learner is included in the learning process, will show the greatest activity, and this is possible thanks to the use of information and communication technologies [16].

We believe that information and communication technologies ensure the full implementation of lesson tasks. Information and communication technologies in primary school are among the most relevant and complex issues that require detailed justification. In the conditions of the New Ukrainian School, they help solve new tasks, meet the new requirements facing the modern educational process, in particular, regarding the renewal of methods and forms of organization of the educational process.

At the same time, the analysis of pedagogical experience shows that the problem of developing the cognitive interests of young learners in language and literature classes by means of information and communication technologies is still insufficiently developed and requires new approaches. It can be said that this problem requires further study.

Ukrainian and foreign scientists, methodologists and teachers R. Arnold, A. Gyn, L. Godkevich, M. Kravets, G. Kobernyk, O. Kondratyuk, O. Komar, A. Nisimchuk devoted their research to the problems of introducing information and communication technologies into education. , O. Padalka, A. Panchenkov, O. Pometun, O. Savchenko, G. Syrotenko, F. Stus, A. Fasolya, O. Shpak, I. Shevchuk, A. Shelten. They describe such technologies of interactive learning that can help the teacher, in particular, in language and literature classes.

However, there are problems in implementing this approach. One of the reasons for this is the focus of primary school teachers on teaching students to read and

understand the text, while the aesthetic and artistic nature of the work may remain out of the teacher's attention in class.

As practice shows, information and communication technologies make it possible to prevent stereotypes and monotony in the lesson: aquarium, interviewing, analysis of specific situations, business games, use of algorithms, microphone, carousel, etc. Information and communication technologies form cognitive independence and cognitive interest, because all students work at the same time; orient children to creativity, search, teach them to analyze artistic text, solve problems, develop communication skills.

The importance and relevance of the problem of the use of information and communication technologies in the lessons of literary reading is related to research in pedagogical, psychological and methodical sciences aimed at the search for such methods, teaching techniques that would contribute to the development of the personality of each student, regardless of the level of his general success. state of health, thinking, etc. As pedagogical experience shows, it is information and communication technologies that contribute to the establishment of relationships in the class team, help students learn to communicate, and contribute to schoolchildren's awareness of universal values.

All the presented facts indicate the interest of various branches of science in the researched problem, the importance of its solution for improving the state of language and literature education in primary school.

The analysis of the psychological and pedagogical literature on the researched problem gives reason to claim that the primary school age is a period of intensive mental and personal development. Neoplasms that arise at this time, educational activities create prerequisites for the transition of a junior high school student to the adolescent period. And this means that students of grades 3-4 are ready to conduct linguistic and literary analysis of prose works, which are widely presented in the literary reading program.

Thus, at today's stage of modernization of primary education, one of the most important strategic tasks is to ensure high-quality education of schoolchildren. Solving this task is possible only if pedagogical methods are improved and information and communication technologies are implemented. Connections between students, their interaction and cooperation are the main factors in the process of interactive learning. As a result of the organization of educational activities with the use of information and communication technologies in the classroom, an atmosphere of interaction and cooperation is created.

REFERENCES

1. Акпинар Лемура. Інтерактивні технології навчання в початковій школі Лемура Акпинар. Київ: Слово, 2014. 285 с.
2. Державний стандарт початкової освіти. Освіта України. № 87, 21 лютого 2018 р., 8 с.
3. Застосування інтерактивних технологій у навчанні молодших школярів: Методичний посібник для вчителів початкової школи / О. І. Пометун, Л. В. Пироженко, О. А. Біда та ін. Тернопіль: Навчальна книга – Богдан, 2011. 304 с.

4. Зінченко В.І. Використання інтерактивних форм і методів навчання в ході реалізації навчальних програм в початкових класах. Початкове навчання і виховання. 2006, № 19-21 (95-97). 3 с.