

*A. Kucheruk,  
Student,  
K. Harashchuk,  
PhD (Education), Associate Professor,  
Zhytomyr Ivan Franko State University*

## **THE DEVELOPMENT OF COGNITIVE ACTIVITY OF PRIMARY SCHOOLCHILDREN AT THE ENGLISH LANGUAGE LESSONS**

Formation of the cognitive activity of younger schoolchildren is one of the key tasks of modern primary education, focused on the development of a competent, inquisitive, and independent personality capable of active interaction with the world. The transition to the New Ukrainian School determined new approaches to the organization of the educational process, among which the priority is the creation of conditions for active learning, practical research, and conscious involvement of the child in educational activities.

The realization of the goal of primary education is based on such value principles as the formation of the joy of knowledge, which is ensured by the introduction of research and project activities into the educational process, as well as the development of a free personality through the support of independence, independent thinking, an optimistic outlook and belief in one's own capabilities [3].

In the didactic views of Jan Amos Komenský, Zh.-Zh. Rousseau, I. Pestalozzi, and A. Diesterweg, the idea of the importance of the active involvement of the student in the educational process and the need for the development of his cognitive activity can be traced. The question of the formation of cognitive activity of younger schoolchildren became the subject of research by such scientists as A. Aleksyuk, N. Bibyk, O. Khomyak, V. Lozova, N. Maksymchuk, V. Onyshchuk, and other scientists. Psychological aspects of learning, the age capabilities of children of primary school age, and the peculiarities of their cognitive activity are highlighted in the works of H. Kostyuk, L. Prokolienko, S. Rubinshtein, I. Staragina, S. Tarasova, and other researchers.

**The purpose of the article** is to examine the role of cognitive activity in the education of primary school students and to demonstrate ways of developing and supporting it in English language lessons.

Cognitive activity is considered as the student's internal orientation towards proactive, independent knowledge and transformation of information; it includes motivation, interest, curiosity and the ability to plan cognitive actions.

A child's cognitive activity is determined by one of the leading patterns of a child's mental development - individuality. If the educational process corresponds to the peculiarities of the mental activity of each student, then favorable conditions are created for successful perception and assimilation of the material. Properly organized work, attention to each child will contribute to the fact that her mental powers will develop continuously, and she herself will feel strong, capable, interesting for the teacher and classmates. All children need an individual approach. Each child is a whole world, unique and incomparable, regardless of his capabilities.

The leading internal motive of a person's cognitive activity is interest in the new, which prompts him to seek knowledge and discover the truth. Cognitive interest can be understood as a positive attitude of a person to his own educational activity and a selective focus on the study of objects and phenomena of the surrounding world, which arouse interest and desire to know them more deeply.

English language lessons serve as an effective tool for developing cognitive activity, as they combine the acquisition of new linguistic knowledge and skills with practical communication tasks, encouraging students to explore, analyze and understand the surrounding world through a foreign language.

In the process of learning English, students not only acquire new language knowledge, but also develop research, communicative, emotional-volitional and creative abilities. They are encouraged to take initiative, make predictions, conduct observations, and analyze results while completing practical language tasks. This requires the use of teaching methods and forms that stimulate children's intellectual activity, involve them as active participants in the learning process, and contribute to the development of strong educational motivation.

The development of cognitive activity of primary schoolchildren during English language lessons is supported through the use of interactive techniques such as language games, visual aids, practical tasks, and observation-based activities. The use of visual materials activates attention, perception, memory, and thinking; it encourages lively communication among students about what they have heard, seen, or practiced, forms associative connections, and deepens their understanding of new vocabulary and grammatical structures in a meaningful context.

For primary school learners, the English language represents a new and unfamiliar type of activity that stimulates interest and provides an opportunity to explore another world—the culture, traditions, and lifestyles of people in countries where the language is spoken. The sense of novelty, combined with the potential for practical application of language skills, fosters intrinsic interest and supports the development of stable cognitive motivation for learning.

During foreign language lessons, children often demonstrate a high level of cognitive activity, as it engages the unity of their emotions, volition, and intellect. Emotional engagement is stimulated through exposure to poems, songs, and cultural content; volitional engagement is fostered through physical involvement in recitation, singing, and participation in games; and intellectual engagement is supported by implicit learning processes, such as the unconscious acquisition of vocabulary, grammatical patterns, and language structures through artistic and communicative activities, including songs, dialogues, poems, riddles, proverbs, and sayings [2].

The novelty of the content is combined with emotionally attractive teaching methods - game technologies, speech situations, role-playing dialogues, moving and audiovisual exercises, which contribute to the formation of sustained interest, the desire to communicate and independently learn new things [1].

At the initial stage of education (Grades 1–4), foreign language learning lays the foundation for students' дальнейший success in language acquisition and its practical use. This stage involves the integrated development of phonetic, lexical, grammatical, and spelling skills, as well as the formation of the four core language skills: listening,

speaking, reading, and writing. Furthermore, a key task of the primary school teacher is to actively engage learners in the process of foreign language learning by employing a variety of accessible methods and technologies aimed at effectively enhancing their cognitive activity [1].

Therefore, the development of cognitive activity in primary school learners is a crucial condition for the successful achievement of the goals of modern primary education. English lessons create a favorable environment for fostering motivation, curiosity, and the ability to independently acquire and apply knowledge. Within this context, students are not passive recipients of information but active participants in the learning process who observe, explore, analyze, express their own ideas, and draw conclusions.

The practical orientation of the content, along with the use of visualization, game-based learning, and project and research activities, contributes to the activation of students' attention, thinking, memory, and creativity. Moreover, due to their novelty, emotional appeal, and extensive use of communicative and interactive methods, English lessons ensure a high level of intrinsic motivation and stimulate learners' desire for further knowledge acquisition.

## REFERENCES

1. Bondar V. V., Kosharna N. V. (2022). DEVELOPMENT OF COGNITIVE ACTIVITY OF JUNIOR SCHOOLS IN LEARNING A FOREIGN LANGUAGE USING INFORMATION AND COMMUNICATION TECHNOLOGIES. International scientific journal "Grail of Science". 338-344. <https://doi.org/10.36074/grail-of-science22.07.2022.058>
2. Karaban O. M., Loskutov M. F., Popov O. I., Popova T. M., Tymoshenko L. V., Usenko S. A., Usenko S. G. FORMATION OF COGNITIVE ACTIVITY OF YOUNGER SCHOOL STUDENTS AT FOREIGN LANGUAGE LESSONS IN THE WALDORF SCHOOL.
3. Lyulko S. F. (2018). ACTIVATION OF COGNITIVE ACTIVITY IN SCIENCE LESSONS. <https://vseosvita.ua/library/embed/000dr1-d3b7.docx.html>