

***FORMING COGNITIVE INTEREST IN PRIMARY SCHOOL
STUDENTS USING MOBILE TECHNOLOGIES***

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Introduction. Modern primary schools are undergoing active digitization of education, which necessitates the search for effective ways to stimulate cognitive interest in students. Mobile technologies have become an integral part of children's lives, so their integration into the educational process is a natural stage in the development of pedagogical practice. Theoretical provisions regarding the formation of cognitive interest have been considered by such scholars as I. Dyomkina, N. Pashko, I. Turchyna, V. Shyroka, while the issue of using mobile

technologies in the educational environment was studied by A. Gerevenko, O. Dobrostan, Yu. Korneiko, L. Mikhailova, N. Kovalova, O. Slobodyanik, and others. A generalization of their approaches has made it possible to identify the significant potential of mobile technologies in the development of cognitive activity in younger schoolchildren.

In pedagogical science, cognitive interest is defined as a special form of motivation that directs the student towards active cognition and emotionally charged intellectual activity. In the works of researchers, it is considered as “the selective orientation of a person towards the sphere of knowledge, accompanied by the experience of satisfaction from cognition” [1].

Aim of the study. Scientists distinguish two levels of cognitive interest – situational and initiative. Situational interest arises under the influence of vivid stimuli and is fleeting. Initiative interest is stable, associated with long-term motivation and an internal need for knowledge. In elementary school, situational interest dominates, gradually transforming into initiative. In junior school age, cognitive interest is associated with curiosity, emotionality, and high sensitivity to new impressions. Important conditions for its formation are a positive emotional background, an individual approach, and the use of creative and interactive teaching methods.

Cognitive interest has a complex structure that includes motivational, emotional, content-related, and activity-related components [2]. It is formed gradually, from curiosity about individual facts to deep intellectual interest aimed at searching for and establishing patterns.

In early school age, the development of cognitive interest is determined by the characteristics of the emotional-volitional sphere, thinking, attention, and memory. According to V. Shiroka, cognitive interest manifests itself in a child's desire to ask questions, seek cause-and-effect relationships, experiment, and compare phenomena [8]. According to N. Pashko, important conditions for the

development of interest are the stimulation of positive emotions, the creation of situations of success, and the involvement of the student in active activities. Individualization of education is of particular importance, as it allows for the unique cognitive experience of each child to be taken into account [7].

I. Dyomkina and I. Turchina emphasize the role of the psychological state of students, drawing attention to the influence of anxiety and stress factors on the reduction of cognitive activity [3]. To maintain it, it is necessary to use various types of interactive methods, non-standard forms of work, games, and creative tasks.

Mobile technologies provide quick access to educational materials, interactive exercises, games, and multimedia content. Scientists Yu. Korneiko, O. Dobrostan, and K. Nikolenko note that mobile devices contribute to the development of critical thinking, information search and analysis skills. The use of smartphones and educational applications allows for the individualization of learning and increases student engagement. Mobile technologies are seen by researchers as a tool that significantly expands the possibilities of traditional learning. They emphasize that the use of mobile devices is consistent with the principles of flexibility, accessibility, multimedia, and interactivity [6]. Students have the opportunity to work with information at a comfortable pace, receive quick feedback, and complete tasks in a game format. In the studies by L. Mikhailova and A. Kocharyan, the emphasis is on the fact that mobile technologies contribute to the formation of such competencies as critical thinking, independence, decision-making skills, and information literacy [5]. Scientists emphasize that mobile technologies are particularly effective in stimulating cognitive activity, as they combine game mechanics, multimedia, and quick verification of results. However, an important condition is pedagogical control, which prevents students from becoming distracted.

According to L. Danilova, mobile technologies are particularly effective when working with children as a means of visualization, allowing them to immediately see the results of their actions [4].

Mobile technologies can stimulate the interest of younger schoolchildren thanks to the following features:

- interactivity – ensures active interaction with educational material;
- multimedia – the combination of visual, audio, and text images enhances interest;
- game format – increases motivation and creates a positive emotional background;
- personalization – allows you to work at your own pace;
- accessibility of educational resources – ensures quick search and verification of information;
- increased student autonomy – promotes the development of independence in learning.

Mobile technologies create qualitatively new conditions for organizing cognitive activities for younger schoolchildren. Their use ensures the integration of interactive, multimedia, and individualized forms of learning, which contributes to a holistic impact on the motivational, emotional, and cognitive components of cognitive interest. Within the framework of modern primary education, mobile technologies are not only a technical resource, but also an important didactic factor capable of optimizing the process of knowledge acquisition and increasing the level of internal learning motivation among students. This approach is in line with trends in the development of digital pedagogy and necessitates further scientific exploration of the possibilities of mobile learning.

Conclusions. Theoretical analysis has shown that the formation of cognitive interest in younger schoolchildren is a complex, multi-component process that

depends on age characteristics, motivation, emotional state, and the organization of the learning environment. Mobile technologies have significant potential as a means of stimulating cognitive activity. They provide interactivity, multimedia, flexibility, and personalization of learning, which enhances students' interest in learning. Scientific sources indicate that mobile technologies contribute to the development of independence, critical thinking, creativity, and cognitive activity. Thus, their use is a promising direction for the improvement of modern education.

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