Forms and methods of developing cognitive interest of pupils

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Abstract. *To bring up children with a deep interest in knowledge and the need for self-education means to awaken cognitive activity and independence of thought, to form a love for reading books, work and people of labor, to teach adolescents and schoolchildren to be responsible for their behavior and actions, to be conscious, disciplined, purposeful and business young people. Obviously, in order to increase the efficiency of mastering the educational material, it is necessary to use additional means in the lessons of the Russian language that contribute to the development of cognitive activity in schoolchildren in modern conditions. This is the relevance of the article dedicated to the development of cognitive interest of pupils.*

Key words: *cognitive thinking, harmonious development, cognition, interest, motivation*

When parents usually think about intellectual or cognitive development, they think more about teaching academic skills and building a knowledge base. They usually limit their concept to knowledge of colors, recognition of shapes, study of the alphabet, and consisting of reading, writing, and arithmetic. However, cognitive and intellectual development is much broader. Cognitive interest and intellectual development really focus on how changes occur in the brain related to the way we think and learn as we develop. Children not only know less than adults, they think and understand their experiences differently.

Special studies devoted to the problem of the formation of cognitive interest show that interest in all its types and at all stages of development is characterized by at least three obligatory points: 1) positive emotion in relation to activity, 2) the presence of the cognitive side of this emotion, 3) the presence direct motive that comes from the activity itself.[1]

Jean Piaget was a Swiss biologist and psychologist who developed theories of cognitive development based on his observations of children and experiments with children to find out how they learn and develop and determine at what age they acquire different knowledge and skills. Piaget viewed intelligence as an active, constructive and dynamic process. He stated that the mistakes children make in their thinking indicate the nature of their thought processes. As children develop, their thinking patterns change, and these new ways of thinking build on earlier structures, which he called schemas. According to Piaget's theory, children are naturally curious and, as they progress, begin to explore, experiment, and grow their knowledge base and skill set. In a way, children also love "little scientists". At some point, the child will touch an object, for example, on a mobile crib, and notice that it is moving. Then he/she will try it with other objects. As their brains physical development mature, they have more opportunities to explore their world. Through play and interaction with other people in their environment, young

[1]Shchukina G.I. Enhancing the cognitive activity of students in the educational process — M.: Education, 2007 - P.160

children learn new things and add them to their database, because there is always a mismatch between what they know and what they need to know. Piaget suggested that there are two processes that a child uses in trying to better understand their ever-expanding world. He defines this as *assimilation*, in which they continue to discover new information that they are trying to fit into one of their schemes, and *adaptation*, when new information does not quite fit into one of their schemes, the child changes it like scheme for posting new information. This process is repeated every time the child discovers something new.[2]

Modern psychologists and teachers are unanimous in the opinion that the quality, efficiency of activity and its result depends, first of all, on the stimulation and needs of the individual, his motivation; motivation causes targeted activity, determining the choice of means and methods, ordered to achieve the goal. Students without motivation simply do not exist. The cognitive activity of pupils, along with operational components (knowledge, abilities, skills), also includes motivational (motive, interest, attitude). Motivation is a source of activity and a person's focus on the subject or phenomenon of reality, and therefore activity appears. External motives underlying educational activities can be either positive or negative. Positive motives are caused by a sense of duty to relatives, the idea of education as a way to master the precious values of culture and higher education. Negative motives are caused by threats, punishment, reprimand, censure, bad grades. Motivation nourishes and sustains anticipated, real, gradual, ultimate success. If there is no success, motivation fades away and this negatively affects the activity of the performance. Among the various motives of the student, special attention is paid to cognitive motivation, which is the most specific. Now it is necessary to form cognitive motivation, since it gives students activity a special personal flair, thanks to which the study of the subject becomes independent. If there is an unselfish thirst for knowledge, an uncontrollable desire to learn everything new in the basics of cognitive motivation, then with such motivation the student can easily cope with difficulties. It must be admitted that the psychological patterns of the development of the motivational sphere in general and cognitive activity, in particular, have been clearly insufficiently studied. The stereotyped questions on the formation of cognitive motivation, the ratio of internal and external factors of its development and the path of formation still remain unexplored. As a result of extended learning, children sometimes do not seek new knowledge. At the same time, the child's curiosity suffocates, children grow up sluggish, with a lack of initiative and accustomed to obey an adult.

At the same time, the cognitive activity of students in the classroom can be more or less active, depending on the teaching methods used by the teacher. Explanatory-illustrative and reproductive methods predispose schoolchildren to passivity in the study of educational material, but even they can, with a certain methodology, activate the process of cognition. There are three levels of activity:

1) reproductive activity, characterized by the student's desire to understand, remember, reproduce knowledge, master the ways of using the drawing;

2) interpretive activity, characterized by the student's desire to comprehend the meaning of what is being studied, to establish connections, to master the ways of applying knowledge in changed conditions;

3) creative activity, characterized by the student's desire for theoretical comprehension of knowledge, independent search for solutions to problems, intensive manifestation of cognitive interests.

[2] Piaget Jean Theory, experiments, discussions. Sat. articles / comp. and general ed. L.F. Obukhova, G.V. Burmese. M .: Gardariki, 2001.

The degree of activity of schoolchildren in the process of assimilating knowledge is an important factor in successful learning. From this point of view, it is important to pay attention to the use of active methods in teaching the Russian language. A teaching method can be effective when it is built on methods and techniques that activate the student's activity, first of all, thinking. The more active the student's cognitive activity, the higher the learning efficiency. Active teaching methods are understood as those who implement the attitude towards the high activity of the subject in the educational process, in contrast to the so-called traditional approaches, where the student plays a much more passive role. However, methods cannot be viewed as passive or active in and of themselves. A special organization of the participants' cognitive activity gives them an active character. Obviously, teaching methods differ in the role that is assigned to the activities of students.

Explanatory and illustrative teaching conveys ready-made information, and the students perceive, understand and remember it. This is a very time-saving way of transmitting information. However, when using it, the skills of using the acquired knowledge are not formed. This method is quite typical for lecturing, where the teacher first presents a theory, formulates a concept, and then gives illustrations or examples of their use for psychological analysis of everyday reality or empirical research. When choosing methods of explaining psychological knowledge, it is important for a teacher to foresee how new knowledge will be built into the system of past experience and knowledge of students in psychology or other subjects. Useful methods of such integration can be analogy, comparison with other phenomena and concepts already known to the student.

Programmed learning is the guided learning of a learning material, carried out in accordance with a specially designed step-by-step guide. It is implemented using simulators (for example, computers) or software textbooks. Programmatic teaching methods imply the reorganization of traditional teaching by clarifying goals, objectives, methods of solution, forms of encouragement and control in relation to the subject content of knowledge.

Problem learning consists in the fact that the teacher sets a problem for the students, and then shows the way to solve it. This is, in fact, the problematic nature of the presentation of the material by the teacher. In another case, the answer to the task, the analysis of the problem situation and the search for appropriate means were carried out It is presented by the students themselves in the process of individual or group training under the guidance of a teacher. In problem-based learning, knowledge is not transferred in a finished form, but is acquired in the process of solving problem situations.

Recently, interactive teaching has been of particular interest to teachers and students. The process of assimilating knowledge here occurs through the organization of interaction and relations between students. Interactive learning methods include group discussions, role-playing games, methods of collective problem solving. V. Ya. Laudis gives interesting examples and scenarios of using active methods in teaching psychology, accumulated in her experience of working with students.

In principle, any training session can be made active by using active methods or active learning technologies. Such technologies presuppose the organization of the educational process, in which non-participation in the cognitive process is impossible. Each student either has a specific role-playing task in which he must report, or his progress depends on the quality of the cognitive task of the group.[3]

All activities in the Russian language lesson should be aimed at consolidating the studied material. This is achieved by repeating or completing practical tasks using the material studied. For repetition,

[3]LyaudisV.Ya. Methods of teaching psychology: M.: Publishing house of the URAO, - 128 p.

you can use recognition, when the teacher repeats a thought, thesis, definition several times. The effectiveness of this repetition is usually low, as the learners remain in a passive role.

Interviewing students in the classroom can serve both the purposes of controlling the assimilation of knowledge and the goals of consolidating the latter. The usual form for the school is a detailed oral answer, when one student is responsible for the blackboard, and the rest listen. In this case, questions arise that require a fairly large amount of educational material. Another type of interview is an oral or written survey of a group of students in the first place. In this case, the questions are more specific, requiring a relatively short answer.

Taking into account the identified features, we carried out the selection of forms and methods of work to increase the level of internal motivation of high school students and the development of cognitive interests, a program of activities of a teacher-psychologist was developed to increase the level of cognitive interests. The main directions in this program were: increasing the level of development of cognitive interests in pupils. The program of the teacher-psychologist working with children included such forms and methods as: lessons, extracurricular activities, tests, tasks for the development of cognitive interests

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