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PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR ACTIVATING PUPILS' COGNITIVE ACTIVITY

Abstract. In the context of modernizing the education system, the problem of activating the cognitive activity of younger schoolchildren emerges during the theoretical study of the principle of activity in the learning process. This requires, first and foremost, the creation of legal frameworks that ensure effective teaching, diagnostics and the full development of children's abilities. The societal demand for creative and active individuals capable of flexibly and independently applying acquired knowledge in real-life situations and solving problems in specific conditions significantly influences the development of the entire education system, particularly primary education. Pupil engagement and awareness in the learning process stem from the nature of education as a process of understanding and mastering the material. The implementation of this principle requires: developing pupils' need for knowledge acquisition, applying various methods to activate cognitive activity (posing questions, encouraging conclusions based on factual analysis, etc.), expanding independent work for understanding and mastering materials, conducting observations, organizing practical activities, analyzing, summarizing, drawing conclusions, and stimulating creativity. These mental activities play a crucial role in educational development. As a key factor in the continuous education system, the specific characteristics of each age group define different approaches and methods for activating cognitive activity. The early school years are directly related to the teaching of primary schoolchildren. During this period, significant physical changes occur in children. The general development of their motor system increases their mobility, enthusiasm for play, and difficulty maintaining one position for extended periods. Increased excitability and reactivity to external stimuli, accompanied by rapid fatigue, require careful attention to their psychological state and the ability to transition smoothly between different

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activities. In this regard, implementing musical breaks, ensuring classrooms have fresh air, conducting relaxation exercises during recess, and other supportive activities are essential. Young pupils can quickly adapt their movements to logical rules, explain their actions rationally, shift between different situations, and make more objective evaluations. At this stage, children begin to understand relative concepts such as smaller, shorter, less, which help characterize the properties of studied objects more clearly. Since mechanical memory prevails in young schoolchildren, it is essential to teach them how to consciously absorb material and develop voluntary attention. The behaviour and actions of children at this age are largely imitative, which is why the educational process requires a structured pedagogical approach to foster self-awareness and self-analysis.

Keywords: pupils' characteristics; teaching and upbringing process; cognitive activity; innovative; individualization and differentiation; younger schoolchildren.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Currently, there is no single generally accepted classification of pedagogical methods in pedagogy, as well as a single view on the content of teaching and education methods. While some researchers distinguish between teaching and education methods, others do not. The very concept of a method is interpreted in different ways: as a way to achieve a goal, as a method of joint work of a teacher and a student. There are various classifications of teaching methods. The most generally accepted among them are the following classifications: by sources of knowledge (oral, visual, practical); by problem-based learning (explanatory-illustrative, reproductive, heuristic, research); based on a holistic approach to the learning process (methods of organizing and implementing educational and cognitive activities, motivation and stimulation, self-monitoring of the effectiveness of educational and cognitive activities).

It is known that teaching methods and techniques are one of the important components of the educational process. Therefore, when solving certain problems in the educational process, it is necessary to take into account the specifics of each of them when choosing other methods, as well as methods that activate the cognitive activity of students. For experimental work, the methods of competition, educational games [7], motivation [1] were used. These methods significantly facilitate the perception and understanding of the material being studied. We included the following methods of activating the cognitive activity of

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students in the process of teaching the material through oral explanations: creating a problem situation, posing cognitive problems and questions; the teacher's ability to enrich his explanation with vivid facts, interesting details, understandable aphorisms, which gives the lesson an entertaining character; the use of visual and technical teaching aids.

As A. Abbasov and H. Alizade [1] note, the above methods are effective when the teacher ensures that students learn the material being studied and creates conditions for them to experience the joy of success. If the student does not receive practical help from the teacher when difficulties arise at the beginning of learning, then these methods cannot have a stimulating effect on him. Most scientists in our country and many foreign countries believe that without problem-based learning it is impossible to activate the educational and cognitive activity of students, to raise the level of their moral qualities. In this article, preference was given to the system of questions and answers. The formulation of the question is an incentive to find an original solution to the problem, unusual combinations, individual search activity. When answering questions, one should take into account the knowledge gained, the peculiarities of students' memory and cognitive styles. The answer is the emergence of new associations and the growth of cognitive interests.

From a psychological point of view, the root cause of human activity lies in internal contradictions – worries – between the necessary and achieved level of development. People experience this worry in various life situations. This worry motivates them to be active and work on themselves. In order for younger students to experience the emotions associated with such internal contradictions, the teacher must create pedagogical situations, thereby stimulating their self-development and activity in various types of activities. On the basis of these internal contradictions, interests, needs, and motives are formed as incentives for activity, which are activated in the individual.

Thus, stable individual characteristics of the cognitive process of the subject are formed, which are reflected in cognitive strategies. These characteristics constitute the cognitive style of the child. It is known that the pedagogical characteristic of the cognitive sphere of the individual is its cognitive complexity, reflecting the degree of categorization (differentiation) of the individual's consciousness. Thus, cognitive development is the development of knowledge and mental abilities of the student, taking into account his cognitive style. It can be assumed that this style is based on the research (analytical-searching) mindset of children. Research becomes the memory bank of the mind. In order to take action, research needs to obtain mental information. The process of awakening past feelings in memory is called recollection. Memories can be tactile, olfactory,

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somatic (pain), thermal (temperature) and natural (internal sensations and emotions). Perception is fixed in memory, so it has the property of being reproduced, but the degree of its reproducibility varies from person to person.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. It is important to note that the organization of educational activities implies the creation of conditions for the development of the child as a subject interested in his own development. This is the main task of developmental education, which is solved in grades 1–4. Therefore, during this period, when the interest in learning is so high, the child begins to develop productive imagination and the ability to productive thinking based on fantasy.

A. Alizade [5] called the current situation the main psychological mechanism of creativity, and at the same time substantiated the expediency and possibility of training aimed at the development of the child. It is shown that an active life position depends on the student's attitude to the surrounding reality and is formed in various types of activity, primarily in the learning process. An active life position and personality development are in dialectical interaction: an active life position is impossible without comprehensive development, which in turn ensures an increase in the social activity of the individual [9, p. 217].

As for our study, the psychological and pedagogical principles of active learning, as well as the principles of problem-based and developmental learning have been studied by such scientists as N. Kazimov [9], A. Abbasov [2], Ya. Komensky [10], A. Alizade [5], R. Aliyev [7], A. Gadirov [8], Z. Freud [11], V. Vilyunas [13], F. Allahverdiyeva [3], N. Leites [14], and others.

The experience of school education has repeatedly confirmed the fact that the rationale for the introduction of the active learning principle in conjunction with other principles will occupy a central place in the near future of school development. For example, in the 60–70s of the last century, under the leadership of N. Kazimov [9], some principles of teaching were developed and formulated, such as the assimilation of theoretical knowledge, a fast pace of studying the material, ensuring a high level of learning difficulty [9, p. 281].

In the article, based on the research of A. Alizade [5] R. Aliyev [6], J. Piaget [15], V. Vilnius [13], N. Leites [14] and others, we took into account that at each stage of a child's development, only one of the many types of activity dominates. In preschool age, the leading role is played by role-playing games, in primary school age – by educational activities, in adolescence – by communicative activities. Many research-teaching practitioners believe that the success of teaching primary school students depends on the flexibility of the lesson schedule, the dynamism of the diagnostic system, etc. They note that the methods of

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problematic interpretation, research, search, and projects play an important role in the development of cognitive activity [13].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of the article is to determine of the school as a social institution are:

- the formation of a patriotic Azerbaijani personality, physically healthy, spiritually rich, highly moral, educated, respecting the customs, traditions and culture of both their own and other peoples;
- the comprehensive development of cognitive interests, creative abilities, general educational skills and self-education skills of children, the creation of conditions for self-realization of the individual.

The implementation of these ***objectives*** involves the following:

- creation of favourable opportunities and conditions for the physical, mental, moral and emotional development of the individual;
- consistently focusing on the principle of "cultural relevance of education", designed to ensure the formation of human spirituality, the connection of a person with the material and spiritual values of culture;
- systematic updating of the content of education, reflecting changes in the fields of science, technology, culture and economics.

One of the specific ways to solve these problems is to improve the content, forms and methods of teaching for a more complete implementation of the principle of activation in teaching. In recent years, a lot of work has been done in the field of pedagogy and psychology on the practical implementation of the principle of activation of teaching.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

As is known, memorization of information is the basis of learning and formation of individual experience of the student's activity. Information entered into memory is integrated, remains in memory in a connected form, is stored in a single structure reflecting the interrelation of external manifestations. Therefore, in our article it was very important for us to ensure a high level of assimilation in a short time based on recall, to divide the educational material into parts in a convenient way, in what sequence (algorithm) to present it to primary school students, and also to know what advantages are more characteristic of this age group.

It is known from the theory of learning that the effectiveness of independent work of students depends mainly on the following factors:

- selection of teaching and methodological materials taking into account the level of training and cognitive abilities of students;

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- conducting an introductory conversation with students about the purpose of the work, the topic of the new material to be mastered, and clearly formulated questions;
- determining the order of organizing independent work and the use of active creative methods in its implementation.

As can be seen, external controllability of independent work is of great importance for the successful implementation of learning activation. In this regard, our study is aimed at identifying methods and means capable of ensuring the involvement of students in the learning process. Technical training aids (video, computers, etc.) also play a key role in improving teaching methods.

It is also known that any cognition is a creative process, and therefore, when we talk about psychological and pedagogical conditions, we mean the following: selection of methods and techniques for activating the creative process, taking into account the psychological and pedagogical characteristics of primary school students; familiarization of primary school students with the Azerbaijani language, mathematics, technology, music, drawing, fine arts; development of interest and motivation for educational activities, the need for creativity; the use of problematic situational tasks and exercises that stimulate creativity; targeted activation of educational and cognitive activities of primary school students in integrated mathematics lessons, children's visual reading and music, taking into account their age characteristics; based on the principles of integration and interaction, which allows combining music and reading classes during the creative period. The study of creativity in active cognitive activity, as well as issues related to the diversity and level of children's abilities, rich in new, complex and multifaceted ideas, have found wide reflection in pedagogical literature [6]. The widespread opinion that creativity is a rare phenomenon is erroneous (creativity is the lot of select people with special talents). Creativity is the basis for creating new knowledge, methods, skills and abilities. Teachers and psychologists have proven that cognitive activity shapes personality, and early school age is the basis for developing creative abilities. Thus, this period has significant and rich resources (reserves) for the implementation of cognitive processes: figurative perception, voluntary attention, verbal-logical thinking, creative imagination, active speech. By the end of school age, these processes should move from a "natural" state to a "cultural" character, that is, turn into higher mental functions associated with speech. This is facilitated by work, learning, communication and play – the main types of activity that a child of primary school age is most likely to engage in at school and at home. Under the influence of learning, students develop qualities characteristic of adults, and all cognitive processes are restructured.

Physiologists, teachers and psychologists have proven that a primary school student, with proper preparation, is capable of mastering complex material.

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Ya. Komensky [10] noted that "...the formation of educational and cognitive activity is a process of constantly providing the student with the opportunity to independently perform this activity without the help of a teacher" [10, p. 76].

It should be noted that the effectiveness of training depends on the form of its organization. Therefore, one of the main traditions of improving the forms of organization of training in pedagogy is associated with an individual approach. The individual approach is based on taking into account the real possibilities of training students in order to increase the activity of cognitive activity and reflects the following provisions:

- the main cognitive motivation of a creative child takes the form of research activity, which is expressed in his high selectivity in relation to new research;
- the generator of creativity development in a child is problem-based learning, which encourages the student to apply appropriate methods to solve the problem, ask questions and ensures a constant desire for innovation;
- originality is an integral element of creativity, since it is determined by the degree of difference, unpredictability and uniqueness of the solution to the proposed mathematical, musical or other problem.

The choice of forms of organization of educational and cognitive activity and their relationship depend on a number of factors: a specific didactic goal, the nature of the content of training, the educational base, the level of training of students, the pedagogical skills of teachers. All these circumstances are necessary for the effective combination of individual, group and frontal work on organizing the activities of schoolchildren in the lesson, which creates the widest possible opportunities for the activity of each student in the lesson. Traditionally, the main form of organization of training in comprehensive schools is a lesson. In addition to lessons, training at school is also carried out in other forms.

A number of scientific works [9] emphasize the need for a systematic study of the material and show that this requires the use of not only new knowledge, but also new technologies. These technologies will develop skills that allow one to see the unity of the world and the diversity of human activity through the unity of school subjects and a scientific worldview. The method of understanding a unified and holistic view of the world will allow students to perceive the world in a broader context. Analysis and synthesis of the phenomenon under study in accordance with philosophical patterns, transitions from the general to the particular and from the particular to the general will contribute to the activation of students' cognitive abilities.

It is important to talk in sufficient detail about the game activities, their features and types that have great potential for the development of cognitive activity in the learning process. One of the types of games that activate cognitive activity are creative games. Creative games create a microclimate. They introduce

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innovations into the creative process, in which students demonstrate cognitive activity under pressure, without preliminary preparation, based on interest and emotional mood. Most educational games are abstract in content, and younger students are characterized by imaginative thinking. It is impossible not to agree with the opinion of scientists that didactic games are a valuable means of developing cognitive activity in lessons. Such games make any educational topic interesting, bring children pleasure and create a cheerful mood. Scientists rightly note that when preparing teachers for game lessons, educational tasks should be presented to students in such a way that children perceive them as tasks, but at the same time play while completing them. During the game journey, children's vocabulary is enriched, their attention is activated, their interest in subjects increases, creative imagination develops, and moral qualities are formed. Our pedagogical motto-concept allowed us to approach the conditions of development of cognitive activity of primary school students in a different way, relying on all scientific material collected in the process of teaching children. This concept is the development of cognitive activity with the help of specially integrated lessons of mathematics, technology, fine arts, music and the Azerbaijani language, which is not widely covered in psychological and pedagogical literature.

By educational activity we mean not only the state of the student's activity, but also the quality of this activity. This is manifested in the student's desire to mobilize moral and volitional efforts to achieve educational and cognitive needs, in the attitude of the student's personality to the content and nature of the activity. This pattern follows from the essence of learning as a process of active educational and cognitive activity to understand and assimilate the material being studied. When implementing these laws, it is important to consider the following:

- the emergence of a need for independent acquisition of knowledge in schoolchildren;
- the use of various methods of activity (asking questions, encouraging conclusions, etc.);
- when studying the material, provide enough space for independent work;
- conduct observations;
- organize practical work;
- development of ideas, practical work (analysis, generalization);
- develop creative abilities.

In the process of learning, the cognitive activity of a junior schoolchild is associated with the provision of opportunities for creative acquisition of knowledge in complex problem situations, characterized by the disclosure of general patterns of thinking and the possibilities of its development. In our study,

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this pattern reveals something common, for example, in the field of music and literature. In such integrated lessons, creative acquisition of knowledge and skills will be achieved by creating problem situations in learning and providing students with the opportunity to "discover" the knowledge they have acquired using various forms and methods of research. We see this in the creation of special didactic conditions that allow us to satisfy the cognitive needs of primary school students. The most important of these are the following: visibility, activity and awareness of students, accessibility, unity of the educational, upbringing and developmental functions of learning.

Experience shows that if the content and methods of teaching are not updated on the basis of individualization and differentiation, the activation of children's cognitive activity may be delayed at any stage of development. We believe that to achieve the goal of developing the cognitive activity of primary school students, it is important to:

a) take into account the interests of students;

b) present tasks that correspond to the learning abilities of each student;

c) do not limit children's desire to deeply understand the essence of any topic.

Psychologists note that respect for the student's personality during training creates a positive emotional mood and moral uplift, which encourages students to be active. At this time, the requirements of a teacher with pedagogical skills play a stimulating role.

Cognitive interests have an emotional and evaluative impact on the perception of students. Therefore, it is very important to instil in students a positive attitude to knowledge and a deep, stable interest in academic subjects. The main factors in the formation of cognitive interest in academic subjects of pedagogy include the following pedagogical factors: the content and methods of teaching, while it is necessary to take into account the correspondence of teaching methods to the age characteristics of students; the correspondence of teaching methods to the content of the material being learned; coordination of various teaching methods; active influence of teaching methods on the organization of the process of teaching schoolchildren.

From the above it follows that the activation of the educational activity of schoolchildren has a great influence on the formation of interest in subjects. Thus, cognitive interest can be formed only in educational and cognitive activity.

One of the indicators of cognitive interest is the student's attitude to the subject. Unlike other motives, this motive is the most generally understood and has a greater significance in the motivational sphere of primary school students. As psychologists note, cognitive curiosity is not only a cognitive, but also an emotional and value attitude to the cognition of the surrounding world by a

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person, the implementation of which is associated with such emotions as surprise, inspiration, creative joy. The mechanism of cognitive activity is formed by cognitive needs, which provide activity and effort. "Cognitive need is a motivation that encourages us to achieve a goal" [4, p. 62]. Therefore, it is the need as a quality of psychological education that becomes the source and basis of expediency, which did not exist until the need for the manifestation of active contradiction-activity arose in the human body. Demand is formed as a condition for overcoming this contradiction.

Thus, the psychological basis for the formation of cognitive needs is the understanding of the existing contradiction between a new fact and the existing stock of knowledge. Psychologists emphasize the relationship and interdependence between cognitive needs, cognitive activity and cognitive interests. All this ensures systematic and effective work of students in acquiring basic knowledge and skills of action. In our opinion, cognitive curiosity has significant power: it makes a person actively strive for knowledge, actively seek ways and means to satisfy the "hunger" of knowledge. Craving is a psychological discomfort, in which a person needs something that he does not have. Need is a personality attitude that is experienced as a contradiction and acts as a driving force for behavior.

In this regard, V. Vilyunas, in his studies of the phenomenon of emotional transition, noted that it is the emotions of success and failure that play the role of a universal mechanism associated with the process of regulating activity, and, based on accumulated experience, inform a person about the appropriateness of achievements and activities [13, p. 101]. Students in grades 1–4 need additional incentives that regulate their actions aimed at achieving the set goal: moral (reward, certificate, example for other students) and material (book, set of pencils, medal, etc.). Didacticians note that, given the serious shortcomings in education observed in schools and the low academic performance of students, no assessment system can satisfy either teachers or students.

Primary school children are characterized by internal and external motivation. At this age, internal motives are unstable and subject to the influence of other motives. This indicates that the expediency for this age group is low. In other words, the child sets goals and tries to achieve his needs and desires in the short term. Motivation, as an important component of the learning process, is reflected in the learning goal, lesson requirements, lesson structure, conditions and means of pedagogical influence. In order for students to really effectively engage in the course of educational and cognitive activity, they must not only understand the tasks ahead of them, but also internally accept them. In this case, they will become important for the student and will become a support in difficult times.

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RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

In order to activate the cognitive activity of primary school students, we consider it more acceptable to use the following didactic teaching methods classified by F. Allahverdiyeva [3]:

- informational and demonstration methods (explanatory and illustrative);
- educational and reproductive methods (practical work, research, experiments);
- methods of problematic interpretation of educational material;
- methods of partial search (heuristics);
- research methods [3, p. 291].

It should be noted that the problem-solving methods used to solve a general problem can also be used in a particular case. Moreover, such situations can be included in all problem-based learning methods.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Ultimately, of all the motives, the most needed by a junior schoolchild is cognitive interest in the subject. It should be borne in mind that cognitive interests are also a person's emotional and evaluative attitude to acquiring new knowledge. Its implementation is associated with surprise, inspiration and joy. It is obvious that only by developing the need-motivational sphere of the individual can one truly stimulate its activity and achieve high learning efficiency.

As in any type of activity, successful completion of the tasks set in training is possible as a result of mastering certain skills. A skill allows one to skilfully perform a certain action, while a habit, closely related to a skill, requires the performance of actions.

Since knowledge, skills and abilities are an integral part of all aspects of training, then the content of non-traditional integrated training, along with traditional means, includes innovative methods, techniques and forms of organizing educational and cognitive activity.

Taking into account the age characteristics of primary school students, the problem of developing cognitive activity can be solved as a result of the dialectical unity of integration and differentiation as interrelated, inseparable categories.

The function of developing and forming personality is initially inherent in the humanities. In elementary grades, this includes reading materials on children's literature, which glorify the dialogical integration and internal differentiation of science and art, as well as such subjects as mathematics, the Azerbaijani language, technology, music, etc.

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In the context of the theory of integration of education, the principle of activity is enriched with new content. The activity of the student as a subject of development and learning consists in the consistent, correct transfer of educational information (assimilation of knowledge) from one subject to another in the structural-procedural direction.

CONCLUSIONS / ВИСНОВКИ

The conclusion made on the basis of scientific publications on the low quality and indicators of students' knowledge is that the lessons conducted in their current form are outdated and hinder the methodological possibilities of activating the educational and cognitive activity of students. The desire of representatives of the pedagogical sphere to update the forms of organizing training, and in particular lessons, undoubtedly deserves praise. Many ideas on creative searches in this direction have been published in periodicals and scientific and methodological publications on pedagogy. In our study, special attention was paid to integrated lessons on this topic as innovative. Thus, the model we present is based on the use of interdisciplinary integration. This helps to bring academic subjects closer together, to come to a common denominator and to present the content of humanitarian subjects more deeply and in a larger volume. We believe that creative disciplines are the most important source and way of developing an emotional-value attitude to the world.

Integration is an effective means of teaching schoolchildren based on the use of more advanced methods, techniques, forms and new technologies in the educational process as a single system. This system of teaching combines elements of various subjects, the combination of which contributes to the acquisition of new knowledge, mutual enrichment of the subjects taught, and the effective implementation of the triple didactic goal.

Didactic principles determine the selection of educational materials corresponding to each type of science and art, their coordination, the use of methods and techniques for explaining the content of educational material from the point of view of accessibility, clarity, vitality, practicality and educational focus. In the process of teaching an integrated course of subjects, schoolchildren develop auditory perception, imagination and associative thinking, cognitive interests, emotional response, aesthetic taste, observation, and the need to see and create beauty increases.

The teacher should evoke and support a certain mental activity in younger students, promoting their ability to make independent individual decisions. It is known that the personal example, behavior and actions of the teacher can also have an educational effect. Positive emotions make educational and educational

effects accessible to the student. Negative emotions, on the contrary, distance the child from the teacher and interfere with perception. This matter was also taken into account in the pedagogical works of Sh. Amonashvili [12]. He recommended not to use grades, especially low ones, in elementary grades, so as not to cause anxiety and worry in children about negative emotions.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. Taking into account the above, we can ultimately come to the following general conclusion: the organization of training is associated with a triple goal – educational, upbringing and developmental. These goals are aimed not only at acquiring knowledge, but also at developing children's cognitive activity. In science, cognitive activity is understood as such a psychological characteristic of a person as creative abilities, creative experience and the need for creativity. These are the main conditions for the success of a person in the sphere of work and cognitive activity.

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ПСИХОЛОГО-ПЕДАГОГІЧНІ УМОВИ АКТИВІЗАЦІЇ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ УЧНІВ

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Анотація. В умовах модернізації системи освіти проблема активізації пізнавальної діяльності молодших школярів постає під час теоретичного вивчення принципу активності у процесі навчання. Це потребує, насамперед, створення законодавчої бази, яка б забезпечувала ефективне навчання, діагностику та повноцінний розвиток здібностей дітей. Суспільний попит на творчу та активну особистість, здатну гнучко та самостійно застосовувати набуті знання у життєвих ситуаціях і вирішувати проблеми в конкретних умовах, суттєво впливає на розвиток усієї системи освіти, зокрема початкової. Залучення та усвідомленість учнів у процесі навчання випливають з природи навчання як процесу розуміння та засвоєння матеріалу. Реалізація цього принципу вимагає: розвивати в учнів потребу в здобутті знань, застосовувати різноманітні методи активізації пізнавальної діяльності (постановка запитань, заохочення до висновків на основі фактологічного аналізу тощо), розширювати самостійну роботу для розуміння й засвоєння матеріалу, проводити спостереження, організовувати практичну діяльність, аналізувати, узагальнювати, робити висновки, стимулювати творчість. Ця розумова діяльність відіграє вирішальну роль у розвитку освіти. Особливості кожної вікової групи як ключового фактора системи безперервної освіти визначають різні підходи та методи активізації пізнавальної діяльності. Молодший шкільний вік безпосередньо пов'язаний з навчанням молодших школярів. У цей період у дітей відбуваються значні фізичні зміни. Загальний розвиток їх рухової системи підвищує їх рухливість, ентузіазм до гри та труднощі

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утримання однієї позиції впродовж тривалого часу. Підвищена збудливість і реакція на зовнішні подразники, що супроводжуються швидкою стомлюваністю, вимагають пильної уваги до свого психологічного стану і здатності плавно переходити між різними видами діяльності. У зв'язку з цим необхідне проведення музичних пауз, забезпечення свіжого повітря в класах, проведення релаксаційних вправ на перервах та інші допоміжні заходи. Молодші школярі можуть швидко адаптувати свої рухи до логічних правил, раціонально пояснювати свої дії, перемикатися між різними ситуаціями, давати більш об'єктивні оцінки. На цьому етапі діти починають розуміти такі відносні поняття, як менше, коротше, які допомагають більш чітко охарактеризувати властивості досліджуваних об'єктів. Оскільки у молодших школярів переважає механічна пам'ять, важливо навчити їх усвідомлено сприймати матеріал і розвивати довільну увагу. Поведінка і вчинки дітей цього віку багато у чому наслідувальні, тому виховний процес потребує структурованого педагогічного підходу до виховання самосвідомості та самоаналізу.

Ключові слова: характеристика учнів; навчально-виховний процес; пізнавальна діяльність; інновації; індивідуалізація та диференціація; молодші школярі.

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