

LEARNING PROCESS IN PRIMARY SCHOOL AND WAYS TO IMPROVE ITS EFFECTIVENESS

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ABSTRACT

This article reveals possible ways to improve the quality of education in primary school: effective educational technologies and methods that allow achieving dynamics in learning. And also the article outlines the tasks of the methodological association of primary school teachers to improve the quality of education.

Keywords: Quality of education, efficiency, primary school, improving the quality of education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At the present stage of didactics development, the problem of increasing the effectiveness of the teaching process attracts the attention of scientists in connection with the search for the most rational ways and methods of managing the educational process, structural-system analysis of educational material and the teaching process, as well as analysis and assessment of the effectiveness of technical and methodological teaching aids. Now it is no longer enough to master the basic skills of reading, writing, counting, solving problems. The formation of these skills is included in the solution of broader and more important tasks:

First, to lead children to subject teaching in the logic of scientific knowledge, to reveal to them those basic and fundamental properties of the studied area of reality, which constitute the content of this science. Thus, mastering reading skills turns into an introduction to the study of language as a means of communication and thinking, and elementary numeracy skills turn into an introduction to the study of quantitative relations.

Secondly, to form educational activities in children that have their own tasks and methods. At the present stage of development of our society, educational activities should be carried out by a person throughout his life. This is the second "profession" of each person, on the ability to carry out which largely depends on the advancement in the main chosen business.

Thirdly, to use all the possibilities of the period of primary education for the formation of motives for learning and for the intellectual development of children [1].

"From the totality of social experience accumulated by mankind, schooling," as D. B. Elkonin, - should convey to children not just empirical knowledge about the properties and methods of actions with objects, but generalized in science and recorded in the system of scientific concepts, the experience of human cognition of the phenomena of reality: nature, society, thinking. " Therefore, moving on to the question of the effectiveness of the learning process, one should not forget about the relationship between the concepts of learning and development, which, based on the concepts of developing education by D. B. Elkonin, V.V. Davydova, L.V. Zankova and others, are inextricably linked [2].

The key problem in solving the problem of increasing the level of efficiency and quality of the educational process is the activation of the teaching of students. Its special significance lies in the fact that learning, being a reflective-transforming activity, is aimed not only at the perception and memorization of educational material, but also at the formation of the student's attitude to the cognitive activity itself. The transformative nature of activity is always associated with the activity of the subject.

If we do not want the child to become burdened by school from the first years of education, then we must take care of awakening such motives of learning that would lie not outside, but in the very process of learning. In other words, the goal is for the child to learn precisely because he wants to learn, so that he feels pleasure from learning itself. Even Jan Amos Comenius urged to make the student's work a source of mental satisfaction and spiritual joy.

Therefore, one of the goals of primary education is the development of a child's cognitive activity: "For the development of independence and activity of children, it is important to positively evaluate every successful step of the child, an attempt (even unsuccessful) to independently find an answer to a question. It is very useful to give children creative learning assignments: think up something, guess, pick up other examples, etc. Let the children argue, reason, make mistakes, together with the teacher find the right solution. "

Note that activity expresses not the activity itself, but its level and its nature. It influences both the goal-setting process and the awareness of motivation and methods of activity. Activity (as a personal education) expresses the special state of the student and his attitude to activity: attentiveness, disposition, lively participation in the general process, quick response to changes in the circumstances of activity.

The student's activity in educational activity, as a manifestation of his real strength, can be considered both a prerequisite and a result of his development. At the same time, activity is not an innate, unchanging personality trait, which means that it can be developed.

As a characteristic of personality, activity reveals its dynamics, initiative and becomes a source of transformation and maintenance of meaningful ties with the outside world. Activity appears in correlation with activity, revealing itself as a condition for its formation, realization and interaction, as a property of its own movement. Personality's activity helps in building its development programs: social, spiritual and biological [3].

Research in recent decades has been studying in depth various approaches to the problem of activity: its types (social, cognitive, labor and others), its properties (adaptive and non-adaptive, reproductive and productive-creative), as well as the very process of forming a high level of personality activity.

The property of activity as a personality trait is formed in activities of a different plan (cognitive, labor, social, etc.). Moreover, the manifestation of activity in certain types of activity corresponds to their nature and specificity. Depending on the type of activity, the types of activity are respectively distinguished: cognitive, labor, social, etc.

As you know, the goal of training is not only the mastery of students' knowledge, skills and abilities, but also the formation of the leading qualities of the personality. One of these qualities is cognitive activity, which manifests itself in the direction and stability of cognitive interests, the desire and effective mastery of knowledge and methods of activity, in the mobilization of

volitional efforts to achieve an educational and cognitive goal. This quality of the personality's activity is formed mainly in the process of cognition, which by its nature is associated with the purposeful activity of the subject. In this case, activity acts as a means and condition for achieving the goal. Bringing the subject into an active state is the result of his interaction with the external environment.

Cognitive activity is individual in nature. At the same time, it should be noted that activity, being a condition of cognition, is not an innate personality trait, it is formed in the process of activity. As for the activity of learning, it is formed in the process of cognitive activity and is characterized by the desire for knowledge, mental tension and the appearance of moral and volitional qualities of the student, and at the same time, the activity itself affects the quality of activity.

It is known that from the point of view of physiological mechanisms, the learning process is the formation of temporary conditioned connections. This process is facilitated by the excitation of the exploratory reflex, which brings the cerebral cortex into an active state. Excitation of the research reflex is a necessary condition for cognitive activity. I.P. Pavlov pointed to a common feature of situations that cause activity - novelty. Such a novelty in the educational process can be unknown information, an unusual form of material presentation, a new teaching tool [4].

The meaning of cognitive activity is that, acquiring the features of an intellectual and emotional response to solving various learning problems, they create a valuable sense of the student's orientation in what is happening in the classroom in the lesson, initiative in operating knowledge, he listens more sensitively and looks closely to what and how others do. However, the manifestations of cognitive activity are diverse, and it is difficult to isolate them. They are expressed:

- 1) in the purposefulness of cognitive actions, in their expediency, characterized by sense-forming motivation;
- 2) in the nature of knowledge, skills, methods of activity, in the mobility of their use, in the meaningfulness of questions addressed to the teacher;
- 3) in the desire to expand, deepen cognitive activity through the sources of social communication, through a wide range of reading, television, radio, computer technology.

Associated with these is the desire of schoolchildren to bring knowledge and skills acquired by them outside the educational process into educational activity.

The cognitive activity of schoolchildren is also expressed in the psychological mood of their activity: concentration, attention, thought processes, interest in the activity being performed, personal initiative.

An active response to the discussion of tasks, problems posed by the teacher (quick feedback), the desire to take part in the answers of comrades, to supplement them, to make adjustments - all these are significant indicators of cognitive activity, indicating that the student is becoming a subject of educational and cognitive activity.

In the process of learning, there are two types of activity: internal (mental) and external (motor). At the same time, the activation of the cognitive activity of students is associated, first of all, with the activity of thinking, while external activity serves mainly as a means of stimulating internal activity and ensuring control over its course. It is extremely important for the teacher

to be able to distinguish between these two types of activity. Listening carefully to the teacher, focusing on your thoughts, closely observing the experience is a genuine activity. Internal activity, concentration of the student's thoughts may not have vivid external expressions. While not genuine, only external activity is very vivid. Activity is associated with a conscious purposeful manifestation of the student's efforts and leads to the successful completion of any task that arises in the learning process. It is entirely fair to draw attention to the need to combine the activity of thought with the activity of the hands.

Based on the research of T.I. Shamova, the following levels of cognitive activity formation can be established [5]:

- Level 1 - reproductive activity;
- Level 2 - interpretive activity;
- Level 3 - creative activity.

Adhering to the point of view of T.I. Shamova about the levels of formation of cognitive activity and her proposed classification by definition of the cognitive activity itself, it is necessary to take into account when highlighting each level: first, the student's attitude to learning, which manifests itself in interest in the content of the knowledge being learned and the process of activity itself, and secondly, the desire to penetrate into the essence of phenomena, their interrelationships, as well as to master the methods of activity, thirdly, mobilization by the student of moral and volitional efforts to achieve the goals of activity. This indicator should be assessed according to the consistency and perseverance that the student shows in the learning process. Based on these indicators, we will give an interpretation of each level of cognitive activity:

Low level - reproductive activity is manifested in stable attention, is caused by the novelty of the stimulus and is characterized by the student's desire to understand, remember and reproduce knowledge, to master the way of its application according to the model. The criterion of this level of activity can be the student's desire to understand the phenomenon being studied, which manifests itself in the lesson in addressing the teacher with a question, in the practical activity of completing the teacher's assignment (working with printed material, didactic teaching aids, solving a problem, etc.), systematic doing homework, and showing interest in real behavior and deeds and intellectual emotions. A characteristic indicator of a low level of activity is the lack of interest among students in deepening knowledge, manifested in the absence of questions like "why?"

The middle level is interpretive activity. It is characterized by the student's desire to identify the meaning of the studied content, to penetrate into the essence of the phenomenon, the desire to learn the connections between phenomena and processes, to master the ways of applying knowledge in changed conditions. The criterion for assessing the formation of this level of activity will be the presence of the student's desire to find out from the teacher or from another source the reason for the occurrence of the phenomenon, which manifests itself in the formulation of the following questions: questions of a cause-and-effect nature, related to the cognition of objects in its connections with other objects identification of causes and effects; questions on definitions related to the clarification of generic concepts, species differences; and also, clarifying questions requiring additional information, clarifying facts, i.e. questions like "why?"

A characteristic indicator of the average level of cognitive activity is a great stability of volitional efforts, which is manifested in the fact that the student seeks to complete the work he has begun, in case of difficulty, he does not refuse the completed task, but seeks solutions.

At this level of activity, the student shows an episodic desire to independently search for an answer to the question that interests him.

High level - creative activity is manifested in real behavior and actions, initiative, cognitive and other types of activity, selectivity in their choice. Creative activity is expressed in the desire to voluntarily participate in collective creative activity, spreading interest to other activities; the presence of creative products testifying to the transformation of interest into a stable motive of activity. A specific manifestation of cognitive activity in the course of solving mathematical problems in educational activities are:

- non-random choice of tasks to solve;
- criticality to unsuccessful attempts to solve (enumeration of known ways of solving problems);
- selection of tasks within the scope of the student's interests;
- the ability to take the position of a teacher;
- variety in ways of solving mathematical problems, self-control and self-esteem.

The main indicator of the formation of activity among junior schoolchildren is a steady interest in educational and extracurricular activities, characterized by an awareness of the goal of the activity, their need-based attitude to the subject of activity as readiness to act with the subject, the ability to work hard.

The criterion for assessing the formation of a high level of cognitive activity can be the student's interest in theoretical comprehension of the studied phenomena and processes, in an independent search for solutions to problems that have arisen in the process of cognitive and practical activities. A characteristic feature of this level of activity is the manifestation of high volitional qualities of the student, perseverance and perseverance in achieving the goal, broad and persistent cognitive interests. This level of activity is provided by the excitement of a high degree of mismatch between what the student knew, what was already encountered in his experience, and new information, a new phenomenon.

Each subsequent level of cognitive activity includes the features of the previous one and has special features that distinguish it from the previous one.

Having considered the concept of "cognitive activity", its various interpretations, we can conclude that cognitive activity is a quality of activity, which over time, under favorable conditions, becomes a personal formation. Cognitive activity is formed in the process of cognition, being the most important quality of this activity. The manifestation of cognitive activity is accompanied by a special psychological state, the basis of which is the "research" reflex. This state is characterized by emotional uplift, mental tension along with volitional effort.

The formation of cognitive activity directly affects the child's performance in school. The concept of "academic performance" is relative, it depends on the level of requirements for the education of a person, which satisfies society, established in a particular period of school development. A satisfactory level of education will always exist from the point of view of the natural differentiation of the educational possibilities of schoolchildren. It is only important that this level really meets the requirements of society, so that teachers do not stop their efforts in terms of achieving a higher level of education for each student in accordance with the prospects for the development of his educational capabilities.

In a more specific form, satisfactory academic performance is found when:

firstly, the coefficient of satisfactory assimilation of knowledge (that is, the ratio of the number of satisfactorily mastered basic concepts, laws, formulas, definitions studied during a quarter to the number that should have been assimilated) was equal to one;

second, when the coefficient of satisfactory assimilation of the basic practical and experimental skills and abilities provided by the programs was also equal to one;

thirdly, when the student had a satisfactory mastery of the skills of rational organization of educational work (planning, organization and self-control);

fourthly, when he had a satisfactory ability to highlight the essential in the material under study and showed independence of thought.

Basically, the third and fourth levels of academic performance are assessed in the form of the most characteristic score in our opinion for a five-point school.

From the above, it follows that the ways of formation and development of cognitive activity are rather complicated. You can develop cognitive activity through the content of educational material; methods and techniques of teaching and education; forms of organization of the educational process and the process of forming a child's personality. Taking this thesis as a basis, we believe that in relation to pedagogical technology, this means that when designing it, it is necessary to take into account certain conditions that favor the influence of teaching influences.

Thus, considering ways to increase the effectiveness of the use of pedagogical technologies in the learning process, one of the criteria of which is the development of the cognitive activity of students, it is necessary to take into account certain conditions that favor the influence of learning influences.

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