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КАК СФОРМИРОВАТЬ ПОЗНАВАТЕЛЬНУЮ ДЕЯТЕЛЬНОСТЬ МЕТОДОМ ПРОЕКТОВ¹

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Аннотация

В современном мире у детей имеется низкая познавательная активность. Дети не хотят или боятся задавать вопросы учителям, не умеют или не хотят искать какую-либо информацию самостоятельно. Таким образом, познавательная активность это сложный процесс, который выражается в любознательности, интересе окружающему миру и стремлении учиться.

Ключевые слова: дошкольники, методы исследования, студенты, познавательная деятельность, метод проекта, педагогическое исследование.

HOW TO FORM COGNITIVE ACTIVITY BY MEANS OF THE PROJECT METHOD

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ABSTRACT

In the modern world, children have low cognitive activity. Children do not want or are afraid to ask questions to teachers, do not know how or do not want to search for any information on their own. Thus, cognitive activity is a complex process, which is expressed in curiosity, interest in the world around and the desire to learn.

Keywords: preschoolers, research methods, students, cognitive activity, method of project, pedagogical research.

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The relevance of using the project method is evidenced by the fact that in the scientific pedagogical literature it is mentioned in the context of the humanization of education, problem-based and developmental learning, pedagogy of cooperation, personality-oriented and activity-based approaches; integration of knowledge, social education.

The perspective of the project method lies in the fact that it makes it possible to develop observation and analysis of phenomena, comparison, generalization and the ability to draw conclusions, creative thinking, logic of cognition, inquisitiveness of the mind, joint cognitive-search and research activities, communicative and reflective skills and much more, which are components of a successful personality.

The project method was first described in the 1918 book of the same name by the American psychologist and educator William Kilpatrick.

The subject of the study is the project method as a means of forming cognitive activity in older preschoolers.

Research objectives:

- 1) To study pedagogical, psychological literature on the problem of research.
- 2) To reveal the essence of the project method in the formation of cognitive activity of older preschoolers
- 3) Give a quantitative and qualitative analysis of the results of the study.

Research methods: observation, experiment: ascertaining, literature analysis, conversation, generalization.

For the first time, a complete description of the project method was given by J. Dewey and W.H. Kilpatrick. They called the method "instrumental pedagogy", the key idea was to provide the student with independence in choosing work, taking into account his interests and intentions. The students themselves set a goal, planned and carried out work on the transformation of new knowledge and skills. [1, c.330]

W. H. Kilpatrick defined the project method as an activity performed by a child independently and "from the heart". disagreeing with this point of view, J. Dewey believes that the project method is a joint activity of the teacher and students aimed at finding a solution to the problem that has arisen, a problematic situation. [2, c. 266]

An observation was carried out, during which factual material was collected. Based on the results of observation and conversation, we found out that cognitive activity in children of the older group is at a low level

As for cognitive activity, only three children have cognitive activity at a high level (Kirill, Anton, Anastasia - 36% of the group). These guys are able to work on a project independently, with a high degree of interest and participation, ask questions and even offer their ideas. They are able to independently search for information, are able to generalize, analyze, classify, highlight the main and secondary, do not face problems when evaluating their work. They can briefly give a report on the activities carried out. During the project, we did not encounter any problems of motivation.

The average level of cognitive activity was revealed in two children (Maxim, Elena - 24% of the group). They face difficulties in formulating ideas for projects on their own, but they willingly agree to the ideas of the educator. The search for information from these guys is carried out mainly with the help of an educator, the guys do not experience difficulties when working with sources and other visual materials. They formulate their thoughts well enough, are able to convey it clearly, but with a brief retelling of the work done, its analysis and evaluation of themselves and their activities, they face difficulties. There is a need to maintain motivation for the child's work on the part of the educator.

The rest of the children's cognitive activity is at a low level (84% of the group). Children are not interested in much, do not ask questions to adults, do not know how or do not want to work with sources or materials. Children are afraid to take the initiative and take responsibility. They are afraid to make a mistake. They face difficulties in formulating a hypothesis and substantiating it. Children express their thoughts, generalize, systematize, analyze with difficulty, or simply cannot perform these types of activities. Also, they face problems in the situation of job evaluation and self-assessment. Children have unstable concentration, cannot finish work, face difficulties, and are capricious. They refuse to continue.

To sum up, modern pedagogical research interprets cognitive activity as a complex structural formation of a person as part of a number of components, and this does not prevent us from considering cognitive activity as a process according to E.V. Korotaeva, and as an activity according to G.V. Pugach and I.A. Bobrova. [4, c.272] Thus, cognitive activity should be considered as an integrative quality of personality, mediating the child's attitude to the development of the surrounding reality in the variety of its manifestations. Cognitive activity is expressed in curiosity, interest in the surrounding world, the desire to learn new things, which is characteristic of preschool children to a greater or lesser extent, as a result of which the development of cognitive activity by the project method will not lose relevance for a long time. This method, with the right approach of the teacher, will be interesting to children with different levels of cognitive activity. [4, c.272]

As part of the study, we considered the project method as a means of developing cognitive activity. In the project method, the independent activity of children is taken as a basis, perhaps with a little organizational help from a teacher. The project method arises on the basis of cognitive activity, based on children's interests, and is carried out favorably if the selection of materials is made and the developing subject-spatial environment is equipped at a high level. Also, a favorable factor for using the project method in cognitive activity will be the presence of elementary design skills in children. [4, c.272]

The task of the teacher is not only to teach the child, but to teach him to learn, think, memorize and perceive educational material. Various principles and methods contribute to the development of cognitive activity of younger schoolchildren. [5, c.272]

Primary school age is a special period, at this age there are various changes, both in mental and physical development.

Thus, the goals and objectives set in the work have been achieved. The hypothesis, that the using of the project method in the forming of cognitive activity of older preschoolers, is an effective way.

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