

**Оксана Кіліченко,**

кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Oksana Kilichenko,

Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
oksana.kilichenko@pnu.edu.ua
ORCID ID 0000-0001-5641-5481

Лариса Наконечна,

кандидат філологічних наук, доцент, доцент кафедри педагогіки початкової освіти,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Larysa Nakonechna,

Candidate of Philological Sciences, Associate Professor, Associate Professor of Pedagogy of Primary Education, Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
larysa.nakonechna@pnu.edu.ua
ORCID ID 0000-0003-0743-4576

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СТИМУЛЮВАННЯ ПРОЦЕСУ УЧІННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ

Анотація. У статті розглянуто особливості стимулювання учнів початкових класів до навчання. Проаналізовано й узагальнено поняття «мотив», «мотивація», «стимул», «стимулювання». Визначено етапи формування інтересу учіння в учнів початкових класів і його залежність від організації освітнього процесу. Досліджено рівень сформованості пізнавальних інтересів школярів. Систематизовано й розроблено класифікацію стимулів навчальної діяльності, яка включає стимули, джерелом виникнення яких є процес діяльності, стимули, джерелом виникнення яких є зміст діяльності, стимули, джерелом виникнення яких є стосунки між учителем і учнем, стимули, як результат оцінювання учнів і стимули, які виникають внаслідок використання різних засобів навчання. Показано залежність використання стимулів навчання від використання методів навчання і форм організації навчального процесу. Зокрема, конкретизовано вимоги до використання таких методів навчання: спеціально організовані ситуації успіху, метод створення ситуації інтересу до певного предмета, метод створення ситуації новизни навчального матеріалу, метод опори на життєвий досвід учнів. Зазначено доцільність використання методу стимулювання навчального процесу в початковій школі різноманітних ігор та ігрових форм організації пізнавальної діяльності, з-поміж яких виокремлено такі групи ігор: короткі ігри та ігрові оболонки. Зауважено особливості організації освітнього процесу в початковій школі з метою стимулювання учіння дітей через поєднання їх у групи.

Визначено роль шкільних підручників як засобів організації освітнього процесу та особливості їх використання в стимулюванні учіння учнів молодшого шкільного віку. У статті окреслено педагогічні умови успішного стимулювання дітей до навчання, основними з яких є забезпечення відповідності змісту програмного матеріалу розумовому розвитку учнів, застосування різноманітних видів, форм і методів навчальної діяльності, використання на уроках колективної діяльності, творчість учителя в процесі роботи з підручниками, створення сприятливого морально-психологічного мікроклімату.

Ключові слова: учень початкової школи, навчальний процес, учіння, стимул, мотив, стимулювання.

STIMULATION OF THE PRIMARY SCHOOL STUDENTS' LEARNING PROCESS

Abstract. The article considers the peculiarities of stimulating primary school students to study. The concepts of "motive", "motivation", "stimulus", "stimulation" are analyzed and generalized. The stages of formation of learning interest in primary school children and its dependence on the organization of the educational process are determined. The level of formation of cognitive interests of students of a class is investigated. Systematized and developed classification of learning stimuli, which includes stimuli, the source of which is the process of activity, stimuli, the source of which is the content of activities, stimuli, the source of which is the relationship between teacher and student, stimuli as a result of student assessment and stimuli arise from the use of different learning tools. The dependence of the use of learning stimuli on the use of teaching methods and forms of organization of the educational process is shown. In particular, the requirements for the use of such teaching methods are specified: specially organized situations of success, the method of creating a situation of interest in a particular subject, the method of creating a situation of novelty of educational material, the method of relying on life experience of students. The expediency of using the method of stimulating the educational process in primary school of various games and



game forms of organization of cognitive activity is indicated. Among them are the following groups of games: short games and game shells. The peculiarities of the organization of the educational process in primary school in order to stimulate children's learning through the combination of children in groups are noted. The role of school textbooks as a means of organizing the educational process and the peculiarities of their use in stimulating the learning of primary school students are determined. The article outlines the pedagogical conditions for successful stimulation of children to study. The main ones are to ensure the content of the program material to the mental development of students, the use of various types, forms and methods of learning, use in lessons of collective activities, creativity of teachers in working with textbooks, creating a favorable moral and psychological microclimate.

Keywords: primary school student, educational process, teaching, stimulus, motive, stimulation.

INTRODUCTION

The problem formulation. Before modern education, the priority is to create conditions conducive to the development and self-realization of each person, finding ways to guide students to develop positive motivation to learn and stimulate cognitive interest.

Therefore, it is important to increase the efficiency of the educational process, aimed not so much at equipping children with a system of industry knowledge, but to ensure their diverse personal development in accordance with individual inclinations and abilities, to learn to independently obtain the necessary information, develop skills in practice, make responsible decisions. To implement these goals and provisions of the New Ukrainian School, it is necessary to form in primary school students cognitive interests and positive motivation to learn, to develop a desire to learn. "Encouraging children to succeed in educational activities, taking into account individual characteristics and creating appropriate educational situations, will promote the development of their potential and desire to gain new experiences in the learning process and will form a positive motivation to learn" (Parfilova, Lysenko, 2014). The main thing in a teacher's pedagogical skill is the ability to motivate, stimulate learning, not force.

Analysis of recent research and publications. In scientific and pedagogical research of teachers (Sh. Amonashvili, Y. Babansky, N. Bibik, G. Voloshina, V. Zhelanova, A. Kanishchenko, O. Kirichuk, G. Kobernik, O. Kobernik, O. Savchenko, V. Sukhomlinsky, V. Teplynska, T. Shamova, G. Shchukina, etc.) identified ways to stimulate students' learning activities and justified the feasibility of using various forms of methods and tools as stimuli in the formation of knowledge, skills and abilities. However, the analysis of the pedagogical scientific literature shows that there is no single point of view on the study of this issue.

The purpose of the article: to determine the pedagogical conditions for effective stimulation of the learning process of primary school students.

RESEARCH METHODS

To achieve this goal, methods of analysis and synthesis, abstraction, generalization, questionnaires were used, which made it possible to analyze the pedagogical conditions of using the stimulation of the learning process of primary school students and determine the main directions of this process.

RESULTS OF THE RESEARCH

Modern pedagogical science and school practice are faced with the dilemma of how to teach children to learn so that they do not lose interest in learning, how to form motives, how to implement stimuli.

To analyze this problem, it is necessary to specify such concepts as "needs", "motives", "stimuli". Note that stimuli are based on needs, and motives are closely related to them.

Analyzing the concept of "stimulus" in the general sense, we note that it means a set of factors that motivate a person or group of people to carry out certain activities. Therefore, the concept of stimulus organically combines both personal and social needs of people and all the objects to which they are directed and includes the means to achieve them. Thus, a person is motivated to a certain activity through a system of stimuli. As a result, the process of formation of motivating forces of activity is determined through quantitative and qualitative changes in the systems of various stimuli.

Under the concept of "stimulus" to learn we understand the factors that motivate individuals to act creatively in the learning process. Therefore, we stimulate the learning process of primary school students as a complex, multifaceted system of techniques, methods, tools, which are due to certain social goals, psychological and pedagogical features of educational and cognitive activities of students, their age and individual characteristics.

In primary school, the leading activity, instead of play, gradually becomes educational activities, which not only contributes to the development of intellectual, cognitive characteristics of the child, but also strengthens its mental processes, motives and needs that significantly affect the entire life path.

Primary school children first develop an interest in the learning process itself, then there is an interest in the results of educational activities. And only after some time the interest in the content of education is formed and there is a need for new information, knowledge.

There is a need to clarify the terms "motive", "motivation", "stimulus". "Stimulation" of educational and cognitive activities, which is essential for the disclosure of their content and identify real ways to enhance the educational activities of students.

The activity of the teacher in the educational process of primary school is determined by its organization, which would provide high results of educational and cognitive activities of students, stimulating their activity. After all, it is through the stimulation of educational and cognitive activities that students are encouraged to be active. It should be noted that external



factors are a real motivating cause of activity only if the special stimulating efforts of the teacher, which are aimed at the perception, understanding of students of the objective values of external factors, the acquisition of personal meanings.

According to Yu. Babansky (1985), the activity will not achieve the desired effect if it is not provided with proper motivation and a positive attitude to it.

The concepts of "motive" and "motivation" are semantically similar words, but not identical psychological concepts. They have different meanings and they perform different functions.

The term "motive" comes from the French word "motif", which literally means "motivation". Therefore, it is often understood as a person's motivation to act. Among the motivations are: external influences (external stimuli) and the impact on the internal organs of the body (internal stimuli) (Savchenko, 2013). For example, the physiological process in the body: fatigue.

Therefore, depending on the factors that affect human activity, the concept of "motive" in different authors has acquired different meanings. However, in psychological science there is a common opinion that the motive is a specific phenomenon and therefore it should be considered as arousal, need, purpose, intentions, personality traits, states.

Note that the motives are relatively stable traits, manifestations of personality. If we consider the cognitive motive of the student, we mean that in most situations he shows cognitive motivation, interest in the content and process of activity.

However, motivation is characterized not only by motives, but also by situational factors: the influence of different people, the specifics of activities and situations. They can be dynamic and changeable.

Among the educational and cognitive motives are: focus on mastering generalized ways of learning (A. Markova, D. Elkonin); motivation of content and processes (M. Matyukhina), motivation of well-being and avoidance of troubles (M. Matyukhina); motivation to achieve (R. Nemov).

Among the main types of motivations are: motivation to succeed, motivation to prestige, motivation to avoid failure.

The term "stimulus" of learning means the factors that may be certain circumstances, external conditions, certain regulations that encourage the child to act creatively during learning.

We consider the process of stimulating learning as a complex, multifaceted system of methods, techniques and tools that are determined by social goals, psychological and pedagogical essence of students' learning, individual and age characteristics in their personal qualities.

To classify the stimuli for educational activities, we take as a basis the classification of G. Schukina (1986), which, depending on the source, identifies: stimuli, the source of which is the process of activity (problems, practical work, various forms of independent work); stimuli, the source of which is the content of the activity (novelty of the material, the degree of complexity of the content, its practical significance); stimuli, the source of which is the relationship between teacher and student. We also supplement this classification with: stimuli that arise in the process of student assessment and stimuli that arise in the process of using different learning tools.

To implement these learning stimuli in the educational process of primary school should use teaching methods that are aimed at the formation and development of students' learning motives, stimulate their cognitive activity and promote better learning.

Traditionally, there are two large subgroups in this group.

The first of them presents methods of forming cognitive interests in students.

In the second - methods, mainly aimed at forming a sense of duty and responsibility in learning.

It should be noted that with the implementation of the New Ukrainian School (2016), the list of methods has increased significantly.

To determine the features of the organization of the educational process using the stimulation of students' learning, it is necessary to investigate the level of formation of cognitive interests of students in the class. To this end, students of 3-A and 3-B classes of Chornotysyanska school of 1-3 grades of Zakarpattia region were asked to answer the following questions of the questionnaire: Why do you go to school ?, What prevents you from studying well ?, What lessons do you like the most and why ?, What do you remember the most from the last lessons ?, What feelings do you feel when you receive an initial level of assessment or your work is not evaluated at all ?, What feelings do you feel when you receive a "high level" ?, Do you do your homework yourself?

The analysis of the questionnaires of 3rd grade students of the Chornotysyanska school of the 1st-3rd grades of the Zakarpattia region allows us to draw the following conclusions.

To the first question: "Why do I go to school?" the majority of students (81%) answered as follows: "Because I want to learn and know a lot."

Analyzing the answers to the question: "What lessons do I like and why?", we can conclude that most children remember those lessons that were interesting to them.

To the question: "What prevents me from studying well sometimes?" students responded differently. Some gave the answer - laziness (7%), the second - friends on the street (27%), the third - the phone (81%). The answers were varied.

To the question "How do you feel when you receive the initial level of evaluation or your work is not evaluated at all?" and "How do you feel when you get a 'high level'?" almost all children gave the same answers: "When I get a bad grade - I feel resentment, and when I get high grades - I feel joy."

Considering the question: "Do I sit down to do my homework?" 95% answered that they do it on their own, and only 5% answered that they help them.

We also offered a questionnaire to the students of the experimental class in order to identify their type of attitude to educational and cognitive activities. The questionnaire included the following questions: "Do you enjoy going to class?",



"Do you mostly understand the teaching material?", "Are you satisfied with the teacher's attitude to you?", "Do you always understand the explanation of new material", "Do you always do your homework?", "How often do you visit the library?", "Do you plan your future activities, find out the reasons for failures, take into account mistakes in further work?"

The results of the survey showed that 32% of children in the class have an active-positive type of attitude to learning, 54% - positive, 12% of children have a functioning type of attitude and 2% - negative.

When organizing the educational process in primary school in order to stimulate students' learning, it is necessary to use methods to stimulate students to learn. As our research shows, the following methods are effective in primary school:

- situational modeling using simulation, role-playing and business games;
- collective learning using interactive methods "Microphone", "Brainstorming", "Press Method", "Carousel", "Teaching-learning", "Two, four - all together", etc .;
- cooperative learning: work in pairs, groups;
- project activity.

The form of the organization of training also promotes stimulation of training of younger schoolboys. As G. Kobernyk, O. Kobernyk, G. Voloshyna (2020, p. 64) note, the work of children in small groups is effective. They define such ways of combining children into groups as a combination of "students with different levels of educational and cognitive activity, but according to their preferences" and a combination of students with creative educational and cognitive activity with the definition of original tasks.

Specially organized situations of success play a special role and, first of all, for students who have learning difficulties. For the effectiveness of their use it is necessary:

- in the lesson to create a favorable moral and psychological climate in the process of performing tasks;
- in order to maintain the child's self-confidence; respect for it at certain stages of the lesson to give accessible tasks;
- mandatory use of differentiation in the lesson;
- use of heuristic and creative approaches;
- creating in the educational process as many episodes, cases, situations where the child can participate;
- children were called only by name;
- do not be afraid to give good grades, even for minimal student success.

In the process of stimulating students' learning using the "success situation", the following techniques should be introduced: "I give a chance"; "Horizon line"; "General joy"; "Emotional surge"; "Emotional encouragement"; "Exchange of roles".

A special role in stimulating the learning of primary school students, as our research shows, is played by the method of creating a situation of interest in the teaching of disciplines. Imaginary interesting adventures, humorous passages, etc. were used for its realization. For example, traveling with a team of Fixies, or with the Puppy Patrol.

It is also appropriate to use the following methods in lessons: the method of creating a situation of novelty of educational material, the method of relying on the life experience of students. That is, at each lesson they tried to create such a moral and psychological atmosphere, in the process of which children received moral satisfaction from intellectual growth. For example, when a student feels the enrichment of his vocabulary, the baggage of knowledge, he will appreciate every hour of school, will try to work more effectively on himself.

In particular, when studying topics from the integrated course "I explore the world" in the textbook by I.V. Andrusenko (2020) "Diversity of plants in nature", "Mushroom grew in thick grass", "Diversity of animals in nature", it is worth asking children to remember which animals plants, mushrooms they know. What exactly can they tell?.

An expedient method of stimulating learning is the method of using various games and game forms of organization of cognitive activity. Among which we distinguish the following groups of games:

1. Short games. These are subject, plot-role and other games that are used to develop interest in educational activities and solve certain specific problems. So, for example, to practice the skills of verbal arithmetic in math lessons, you can use games - chains, built on the principle of transferring the right of reply along the chain.

2. Game shells, which are not limited to the lesson, but can continue. For example, in elementary school, a lesson is in the form of a game, when there is a plot that combines the whole lesson or coming to the lesson "to visit the children" of the characters of the cartoon "Puppy Patrol". After a short greeting and explanation of the reasons for the arrival, each of the puppies chooses a number of students and completes the task.

Most teachers use short-term games that can be used effectively at any stage of the lesson.

Textbooks also help to stimulate the learning process in primary school. So the analysis of the textbook O.Ya. Savchenko "Ukrainian language and reading" (2020) allows to determine the main directions of stimulation. At the beginning there are symbols, the implementation of which is already aimed at learning. Example. "We fantasize and create", "We play a skit, a play". The guidelines "Listening to teachers' advice, cooperating with each other e" are appropriate. An interesting and stimulating example is the following types of work: Media window: Mini-project - creating the cover of the book "My favorite poem" (p. 130). The textbook contains many interesting problem questions and tasks, as well as suggestions for staging.

Analyzing the textbook Logachevska S., Logachevska T., Komar O. "Mathematics" (2020), we note that it is characterized by a selection of tasks of a differentiated nature, which stimulate the desire of children to work according to the possibilities of their development. Also, in accordance with the advice of New Ukrainian school, the system "Daily 3" was introduced.



Analysis of the textbook Kornienko M., Kramarovska S., Zaretska I. "I explore the world" (2020) part 2 also provides opportunities to stimulate children to learn. In particular, the use of research laboratories, the creation of projects (For example, p. 106 Creating a project in the environment of Scratch), solving logical problems, etc.

During the COVID 19 pandemic, distance and online learning should use multimedia resources (Padlet and EDpuzzle), tools for interacting with students (<https://www.classdojo.com>), resources for interactive travel and performances (<https://www.classdojo.com>, <https://ukrainewow.com> (Ukraine Wow), <https://museums.authenticukraine.com.ua/ua/> (travel through Ukrainian open-air museums)).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on our research, we concluded that for the organization of education that would stimulate students to learn, cause satisfaction from overcoming difficulties, develop independence and initiative in acquiring new knowledge, promote self-affirmation of the child's personality, the following conditions must be met:

- a) ensuring the conformity of the content of the program material to the mental development of students;
- b) the use of various types, forms and methods of educational activities, organizing in the classroom work of a creative nature, which contribute to the creation of favorable conditions for the activity, initiative and independence of students;
- c) use in lessons of collective activity (mutual learning);
- d) creativity of the teacher when working with textbooks;
- e) the use of a system of methods of stimulating educational activities and methods of emotional stimulation;
- e) creating a favorable moral and psychological microclimate.

Therefore, in order to organize an effective educational process in primary school, it is necessary to continue research to determine the requirements and conditions for the use of online resources with primary school students.

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