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Didactic Opportunities in Mastering Lessons for Elementary School Students

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Abstract: Learning is a two-way process. It includes teaching - the activity of a teacher who directs the processes of perception, understanding and memorization by students of educational material, and learning - the activity of students who perceive educational material, comprehend and remember it, learn to apply acquired knowledge in practice.

Keywords: learning, visibility, primary school, teacher activity, student activity.

Relevance of the topic: Students' acquisition of knowledge, skills and abilities can be ensured with minimal participation of teachers. But “without the active activity of the students themselves, the process of mastering educational material is impossible” [1]. To acquire knowledge, skills and abilities, students “must make a certain volitional effort, perseverance, and have a desire to learn” [2]. However, a prerequisite for the active cognitive activity of younger schoolchildren is the perception of educational material, which in elementary school requires special conditions and organization.

Students’ perception and awareness of educational material should be based on the ideas existing in their memory, on their sensory experience or basic knowledge that they acquired earlier or during the study of related subjects. However, in this experience there may be superficial and inexpressive ideas, unclear and imprecise, incorrect and distorted [3]. The support for mastering new knowledge can only be expressive, clear and correct ideas. Therefore, for successful study at school, it is important for children to develop specific images, ideas about the world around them, and sensory (sensory) experience (sensos - feeling, sensory experience - sensory experience, which consists of different representations of memory) [4].

Of great importance in the initial education of schoolchildren is ensuring the following and sequence of the process of assimilation of knowledge - from sensory comprehension to conceptual generalization and use in the system of practical activities [5]. However, experience shows that while observing other components of the process of acquiring knowledge in a modern mass school, one of its stages is not taken into account - ensuring the primary perception of educational information. Teachers consider this stage optional and pay extremely little attention to it. Despite the fact that the need for primary perception is justified by such characteristics of children as imagery, concreteness and emotionality of perception.

The purpose of the study is to identify and experimentally test the didactic conditions for using visual aids in primary school lessons.

Main part.

Knowledge always begins from direct contemplation, from the observation of things, phenomena, that is, from the direct interaction of a person with the objects being learned using the senses. To get to know an unknown object, a child must examine it from all sides, determine

its shape, color, hardness, taste, smell, etc. The factual material thus studied becomes the basis for its further mental processing. Any thinking is carried out only on the basis of data acquired as a result of direct or indirect acquaintance with objects, phenomena, processes.

Studying at school is a specific cognitive process. The process of human cognition and the acquisition of knowledge by students at school have certain differences. They consist mainly in the fact that during the lesson the students do not explore anything new, they only study information and concepts that are firmly established by science. To this goal, the teacher leads them along a straight path, much shorter than that which humanity has taken in the study of scientific truths. However, as in the cognitive process, practical activity plays an important role in the acquisition of knowledge, skills and abilities. When performing practical tasks, students examine objects, analyze phenomena and processes, compare them with each other and with previously studied ones, make generalizations, and apply knowledge in practice.

Cognitive activity is understood as a system of active interaction between a subject and an object of knowledge (nature, society, oneself, a system of cultural values, experience of cognition and activity), conditioned by the psychological characteristics of the subject's individuality, his personal properties and a system of preferences [7].

Cognitive activity is the unity of sensory perception, theoretical thinking and practical activity. It is carried out at every step of life, in all types of activities and social relationships of students (productive and socially useful work, value-oriented and artistic-aesthetic activities, communication), as well as by performing various subject-practical actions in the educational process (experimentation, design, solving research problems, etc.). But only in the process of learning does cognition acquire a clear design in a special educational-cognitive activity or teaching inherent only to a person [8].

Cognitive activity is a person's active study of the surrounding reality, during which the individual acquires knowledge, learns the laws of existence of the surrounding world and learns not only to interact with it, but also to purposefully influence it.

Based on the above given definitions of cognitive activity, we will rely on such a definition of cognitive activity as the process of assimilation and improvement of one's knowledge through the active interaction of the subject with the objects of knowledge with the help of such mental processes as: memory, attention, thinking, speech, perception, imagination and sensation.

This process must have clear support to achieve a positive result. Since the very concept of "didactics" is understood as a branch of pedagogy that studies the problems of learning, that is, reveals the patterns of assimilation of knowledge, abilities, skills and determines the volume and structure of the content of education, it is precisely didactic support of cognitive activity that is necessary. Not just "didactic tools," but rather the broader concept of "didactic support."

Having defined the concepts of "didactic support" and "cognitive activity," there is a growing need to talk about the primary school student and the characteristics of the modern primary school student.

At primary school age, great changes occur in the child's cognitive sphere. Modern primary schoolchildren are characterized by the development of mechanical memory and a lag in the development of logical memory, this is due to the fact that this type of memory is not in demand in play or work activities. There is a transition from involuntary to voluntary perception. At the beginning of their education, younger schoolchildren have a predominant analytical perception, and by the end of their studies in primary school, their perception is of a synthesizing nature.

V.S. Mukhina argues that if at this age a child does not feel joy, does not acquire the ability to learn, does not gain confidence in himself, his abilities and capabilities, it will be much more difficult to do this in the future and will require immeasurably higher mental and physical costs [9].

Age characteristics of modern primary school age:

- age coinciding with primary school education and age from 6.5 years to 12 years;
- the age at which educational activity is formed as a leading activity;
- the age at which all new formations of a given age are united by the common name "voluntariness," which is associated with the emergence of the ability to regulate one's behavior and activities;
- the period of birth of the social "I";
- a sensitive age for the formation of learning motives, the development of cognitive needs and interests; development of productive techniques and skills in academic work, the ability to learn; development of self-control, self-organization and self-regulation skills; mastering social norms, moral development; developing communication skills with peers.

Psychological research in recent years confirms that modern younger schoolchildren are more knowledgeable, erudite, and liberated. But at the same time, modern primary schoolchildren experience a lag in the development of the emotional-volitional sphere against the background of the development of the intellectual sphere according to age. Currently, modern children are growing and developing in a post-industrial society, in a more saturated information field. These are children who cannot imagine their life without mobile Internet and gadgets; these are children who live in a world without "borders," but often this world is contained in the monitor screen or in gadgets. Experts in the field of comprehensive study of modern children note in modern schoolchildren such positive characteristics as persistence, exactingness, emotionality, sensitivity, the need to perceive information and negative characteristics such as excitability, hyperactivity, anxiety, aggressiveness.

Modern younger schoolchildren are sufficiently informed, they can reason like "adults", make "unexpected" conclusions and conclusions in the most childish situations, but at the same time, the development of thinking and mental abilities does not advance beyond their age. Most primary schoolchildren need the help of a speech therapist; they can speak quite a lot, but speak poorly. Primitiveness and poverty of speech are observed, since children spend a large amount of time in front of TV screens and gadgets, and practically do not read fiction. "Speech from the screen remains meaningless... it does not become your own. Therefore, children prefer to remain silent and express themselves mainly with gestures and short phrases." The younger generation has a "clip consciousness", which is "raised" by advertising and music videos.

A modern junior student can ask a question not only to the teacher, but also find the answer to his question using the Google service. And to find the way, he is more likely to use a navigator than to ask someone, and does not understand why use a compass if there is a navigator. Today, a junior schoolchild can simultaneously study homework and correspond with friends on social networks, listen to music and talk with one of his adult relatives. That is, a modern child has the ability to see several screens of information perception at once, the speed of the flow of information perception increases several times, therefore, when there is not enough information, the younger student begins to get bored. The main motivation of the modern generation of primary school students is to maintain interest.

According to research, modern primary schoolchildren do not make any effort to invent new games, to create their own imaginary world, since it is easier for them to press a button and new entertainment is ready, so they are already in a virtual world invented for them. There is a decrease in the imagination and creative activity of children, despite the fact that they are very easy to handle electronic games, but in working with construction sets and in paper construction they are not ahead of their peers of previous years. At the same time, the modern junior schoolchild has the ability to invent, generate new ideas based on existing analogues.

So we have, along with the classic age-related characteristics of a junior schoolchild, the characteristics of a modern junior schoolchild in a post-industrial information society:

- the need to perceive information;
- reduction of arbitrariness and motivational-need sphere;
- insufficient development of fine motor skills;
- reduction in working memory capacity;
- growth of "screen" addiction;
- ability to simultaneously work with multiple streams of information.

The period of primary school age, based on the research of the scientists mentioned earlier, is the most important period in which, when organizing the educational process that meets the requirements of a post-industrial society, learning becomes one of the leading personal needs, determined by the internal motives of students, the student is the initiator of his cognitive activity.

Conclusion:

We can conclude that didactic support for cognitive activity includes:

- Pedagogical technologies that ensure the organization of cognitive activity;
- Didactic models and tools that allow you to work with problems and contradictions;
- Didactic models and tools that allow the formation of value aspects of a child's personality;
- A complex of various types of content information on various media, developed taking into account the characteristics of modern primary schoolchildren, their individual capabilities and needs.

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