

DEVELOPING STUDENTS' INTEREST THROUGH PEDAGOGICAL TOOLS

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Abstract

The problem of educating students' interest in learning is one of the main didactic problems. Current problems of theory and practice of education are among the main directions of development of integrated pedagogical process in higher education, increasing interest in knowledge of the studied subject, activation of students' educational activities. It is inextricably linked with the education system, the upbringing of a person and the formation of his basic culture.

Keywords: educational process, experience, knowledge, didactic, higher education, method, methodological, pedagogy, practice, psychology.

Among the many considerations aimed at improving the educational process, which serve to enrich the teacher's experience and practice, the idea of forming students' interest in knowledge, which allows for the purposeful use of the objective and subjective goals of teaching and learning values, occupies an important place. The didactic solution of the issue of interest is related to the methodological foundations of teaching. The most important task of the science of pedagogy and psychology of personality is to find new methods and methods that will form a motivational and valuable attitude towards learning the basics of modern science and technology. The role of interest and its importance in effective learning is recognized by all eminent educators. This issue has always been in the attention of researchers. The development of interest in learning in the history of pedagogical ideas V.B. Bondarevsky, Ya. A. Comensky, V.N. Lipnick, J. J. Rousseau, K.D. Researched in the works of scientists and specialists such as Ushinsky. John Amos Comenius is rightfully considered the founder of the scientific approach to theoretically and practically justifying the interest in learning, calling for "teaching children to think" as early as the 17th century. He wrote: "No matter what activity you start, first of all, you need to arouse serious love for it in students, to prove the superior aspects, useful and pleasant aspects of this science" (92, 354). K.D. Ushinsky created a didactic system that develops the mental abilities of students. His comments on independent learning have not lost their relevance to this day. The theory put forward by Ushinsky contains the deep psychological foundations of the development of interest in learning. The teacher emphasized that teaching without any interest kills the student's desire to learn, and the educator should not forget that he will not go far without them (199). He considered interest to be a component of the holistic process of moral formation of a person.

Interest in knowledge is included as a necessary component in the development of didactic problems of higher education, such as training manuals, improvement of didactic manuals, effective development of the educational process, improvement of teacher's qualifications, development of student's independent learning. The formation and development of great interest in learning and the need for self-education is a complex process related to the study of the student's personality, his motivation for learning and his behavior, which is of great importance in the development of individual potential and creative abilities. In person-oriented pedagogy and psychology,

methodological issues related to the practical elimination of these problems have been studied and researched.

Psychological-pedagogical aspects of formation and development of cognitive interests are widely covered in the works written by S.I. Arkhangelsky, Yu.K. Babansky, L.I. Bojovich, V.M. Vergasova, L.S. Vygotsky, A.K. Dusavitsky, N. Morozova, I.P. Podlasogo, I.A. Sviridova, M.N. Skatkina, G.I. Schukina.

The research conducted under the leadership of these scientists equips teachers with knowledge of the theoretical foundations of the most important pedagogical problems and provides examples of concrete scientific fact, didactic and methodological content. Without taking into account the achievements in this area, the issue of developing students' interest in learning mathematics cannot be solved.

The literature reviewed by I.P. Podlasov (157) presents learning factors organized on the basis of long-term studies using ranking, factor and correlation analysis, expert ratings, electronic modeling, and computer testing. He formed a list of the first forty factors in descending order of influence on the effectiveness of the didactic process.

The range of their influence was determined as the correlation coefficient established by Pearson's test. Studies have shown that among the forty mentioned criteria, the first place is interest in educational activity, profession and subject.

According to I.P. Podlasov, interest is the main reason for movement, which is considered especially important by the individual.

In psychology, a number of researchers interpret interest as an orientation to acquire specific knowledge in relation to the objects and subjects of a person's activity (29,13).

Interest is an attitude that positively evaluates the activity of the subject. L.S. Vygotsky (43, 64) stated that interest is the natural driving force of child behavior, which is a true expression of instinctive striving.

The child's activities correspond to his vital needs. The main rule of pedagogy aimed at the formation of human personality requires that the entire educational system be structured taking into account the interests of specific children.

According to pedagogical laws, before you invite a child to an activity, you should interest him, find out whether he is ready for this activity or not, whether all his interest is focused on this activity, whether it is necessary for the learning and cognitive process. In this case, the teacher only guides and directs the activity.

As noted by many researchers, a special type of interest in learning is evident. This is the interest in acquiring knowledge, or simply the interest in knowing.

"Its field of application is an activity, with the help of which the contents of the subjects taught and the necessary abilities or skills are mastered, and the student acquires knowledge" (217, 96).

The analysis of the existing definition of the topic helps to understand the process under study as follows:

- Interest in acquiring knowledge is the orientation of a person to the cognitive process based on the characteristic of choice: his characteristic of choice is expressed by one or another field of knowledge, in which the student engages in this field of science in order to learn and master his values.
- In educational conditions, the interest in acquiring knowledge is expressed by the student's inclination to study, cognitive activity in the field of one or a number of educational subjects (216).

Teaching requires a lot of interest. Levels of development of interest in learning researched by G.I. Shukina. The primary level of interest is "open and immediate interest in new facts, interesting events" (217, 97). A high level of interest is "a relative interest in knowledge that constitutes the deeper and often invisible inner essence of important objects or events. This level requires research, speculation, active use of existing knowledge and methods" (217, 97). A higher level of interest that serves to acquire knowledge is "the student's interest in cause-and-effect relationships, in determining laws, in establishing general principles of phenomena acting in various conditions. This level is related to the elements of scientific and creative activity, mastering new methods of learning and improving the old ones" (217, 97). "Curiosity arouses interest in a person, creates a feeling of expectation. The nature of the student's attention often depends on the level of the student's attention during the lessons, and the level of his interest in that lesson, his activity, critical awareness, creative growth, the student's tiredness and excitement, happy or, on the contrary, depressed mood, the need to use knowledge creatively. depends on whether it appears or, on the contrary, does not want to do it" (29, 74). The level of interest that serves to gain knowledge, which reveals the path of development of the student in a general sense, is also V.B. Analyzed by Bondarevsky.

"From curiosity to interest, from curiosity to continuous learning activities, scientific interest that arose from it, and a person's desire to study various topics in depth in a more and more stable manner, to pay special attention to the study of these topics. This is the way of the emergence and development of interest in learning, which is associated with the mobilization of will, strength, hard work" (29, 15). G.I. Shukina examines the special issue of internal desire: "The issue of internal desire is the desire to study, the needs and interests of schoolchildren, their attitude to knowledge, the educational process, and activities" and this process is being studied more and more deeply. (216, 42) The characteristic of interest in learning is its ability to enrich and activate the activity process. "Interest in learning is one of the elements that hinders the mechanism of perception and creates conditions for the activation of cognitive activity in general, that is, it is a factor that not only creates an opportunity to increase the efficiency of the thinking mechanism, but also creates conditions for increasing the efficiency of the mechanisms of perception and behavior (36, 109)."

According to V.B. Bondarevsky, "the constant interest in learning is the dedication of a person, the need to deepen and creatively apply knowledge" (29.5). One of the main conditions that ensures the effective solution of the question of interest in gaining knowledge in daily practice is the creative application of the principles and methods of teaching and training by the teacher; mastering the art of arousing and developing interest in learning; to arouse interest in the teaching team, to hope for success, to create a small creative environment. The interdependence of all conditions and initial conditions is explained, first of all, by how effectively each teacher mastered the methods of creative activity (29, 62). The formation and development of interest that serves to gain knowledge should be based on the psychological and pedagogical foundations of this process.

"The main focus, wrote L.S. Vygotsky, - it depends on how much interest has arisen on the subject being studied, and it is not related to the influence of other factors such as reward, punishment, fear, desire to please. Thus, the rule to follow is not to arouse interest, but to direct interest. And finally, the third and last condition for the use of curiosity in the acquisition of knowledge is to bring the whole schooling system closer to life, to teach children what they are interested in, to begin with what they are familiar with and naturally arouse interest" (43, 84).

As a general psychological rule for the formation of interest, he cites the following: "For a subject to be interesting to us, it must be connected with what we are interested in, with what is already familiar, and at the same time it must include some new form of activity, otherwise it will be remained ineffective. Completely new or completely old things cannot interest us, do not arouse interest in any reality or event. Therefore, in order to relate this reality or phenomenon to the student's personality, it is necessary to make learning it the student's independent work, so that we can be sure of success. A new childish curiosity should be encouraged through childish enthusiasm. This is the golden rule" (43). The most general definition of activation of learning and cognitive activity is as follows: "It is to increase the joint learning and cognitive activity of teachers and students, to encourage its enthusiastic, purposeful implementation, to overcome inertia, passive and stereotypical forms of learning and teaching. is a focused process" (213, 135). Interests that serve to acquire knowledge "may be related to the general outlook in various fields of knowledge, and deepening of knowledge on a certain topic in some areas. Thus, when we talk about the stability and magnitude of interest that serves to acquire knowledge, we need to take into account what place it occupies in the development of the individual" (29, 15). Considering that the most important thing in the development of interest in education and learning and self-education, creative self-development is necessary, we emphasize the following: students' knowledge independent and creative striving for mastery, performing tasks that require the manifestation of critical thinking, imagination, fantasy, dreams - all these are indispensable conditions for a great interest in academic subjects (29, 13). It is necessary to distinguish two aspects of the use of interests in the practice of stimulating educational activities: the formation of passive interest and the formation of interest that serves to gain knowledge that creates the need for learning. Pedagogical literature describes many ways to create passive (inactive) interest. If the teacher limits himself only to arousing passive interest, if he does not connect it with the formed intellectual complexity, if he does not achieve the transformation of passive interest into interest in learning, he will not be able to achieve the desire to study in the student.

If we consider the question of creating interest in learning in the student, we come to the conclusion that it can be created in the following ways:

- an interesting problematic situation related to the field of "specialist preparatory sciences" or "modern" sciences. In some cases, these are situations related to everyday life;
- indicates the complexity of the problem to be solved. However, in this case, it should be remembered that students with a low level of knowledge in the audience may not react to this situation;
- knowledge-related features of the task;
- a historical digression that shows some facts that happened during the development of a given issue;
- to show the novelty of the studied issue (the teacher should determine the novelty, set the task of arousing interest)" (36, 109).

Interest in learning is very crucial for learning. "Neither physical labor nor educational activity can reach the highest level of development without a meaningful relationship directed to the individual. Curiosity is the most important stimulus of any activity, it can be considered the original form of subjective manifestations, because it represents the selective nature of activity, objects, and surrounding reality phenomena" (213, 19). At the same time, interest that serves to acquire knowledge is a special characteristic. and is an unimaginable deep personal formation. Its psychological nature is an integral complex of (intellectual, emotional, volitional) processes that are

important for a person. Based on the interest that serves to gain knowledge, the teacher can simultaneously contribute to the intellectual activity, emotional growth and volitional aspirations of the student. Interest and the complex of personal situations associated with it constitute the internal environment necessary for full learning (216). Interest in learning should be recognized as one of the most important factors in the educational process, since its influence is both on creating a bright and cheerful learning environment and on knowledge. allows the activity that serves to gain to occur rapidly (217, 97). D. Poya writes: "You do not rush to solve a problem if it does not arouse some interest, if the assignment is educational, you seriously start work; you will mobilize all your forces, you will direct all the forces to solve the problem, if the other seems to you promising, you will go to work with all your stone claws" (158, 104). Students are interested in different aspects of a particular subject. It is difficult to take into account all interests, so you need to find the main desire that is characteristic of the majority of students.

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