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DEMONSTRATION METHODS AS A MEANS OF FORMING COGNITIVE INTEREST IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

The article examines the role of demonstration methods in the educational process of primary school students. It analyzes the specifics of visual aids, identifies major difficulties in the formation of cognitive interest, and explains how demonstration methods help to overcome these challenges. The pedagogical value of demonstration as a means of activating cognitive activity and improving the quality of learners' understanding is substantiated.

Keywords: *demonstration methods, cognitive interest, visual aids, primary school students, learning motivation.*

Introduction

At the current stage of educational development, one of the key objectives of primary schooling is the formation of a stable cognitive interest in learners. The effectiveness of the learning process directly depends on the level of a child's motivation, activity, and ability to perceive educational material. However,

pedagogical practice often reveals insufficient motivation, decreased attention, and difficulties in understanding new concepts. Under these conditions, the importance of demonstration methods increases, as they enable teachers to present educational information in a visual, accessible, and emotionally rich form.

Relevance of the Study

The relevance of using demonstration methods is determined by the age-related characteristics of primary school children. Visual-imagery thinking dominates at this stage of development; therefore, the perception of visual information significantly facilitates the assimilation of knowledge. Without visual support, educational content becomes less understandable, which reduces motivation, increases fatigue, and complicates the formation of coherent concepts. Demonstration methods eliminate these difficulties and ensure deeper, more conscious comprehension of learning material.

Problem Field of the Study

In primary school, several factors hinder the development of cognitive interest. One of them is limited learning motivation, expressed through decreased attention and insufficient activity of learners. The situation is aggravated by children’s limited life experience, which makes many phenomena and processes abstract and detached from reality.

Moreover, primary school students often lack adequately developed analytical skills such as observing, comparing, identifying characteristics, and drawing conclusions. When there is no visual object to rely on, the effectiveness of thinking processes decreases, resulting in superficial learning. Children’s attention is also characterized by rapid fatigue, which requires constant stimulation and support. Demonstration methods help solve these problems by providing visual representation of educational content, activating perception, and eliciting emotional response. Through demonstration, the learning process becomes practice-oriented, and children gain the opportunity to observe phenomena that are often inaccessible in everyday life. This makes knowledge more understandable, meaningful, and memorable.

Pedagogical Essence and Importance of Demonstration Methods

Demonstration methods include showing real objects, models, charts, diagrams, illustrations, videos, as well as performing simple experiments and observational activities. Demonstration promotes the development of visual thinking, observation skills, and analytical abilities. It ensures accessibility of complex ideas and fosters the formation of solid knowledge structures. Demonstrations also activate attention and the emotional sphere of learners, creating conditions for the emergence of stable cognitive interest. Children not only observe but also try to explain what they see, ask questions, and make assumptions. This encourages the development of an exploratory approach to learning.

The Role of Demonstration in Forming Cognitive Interest

The use of demonstration methods significantly contributes to the development of cognitive interest among primary school students. Visual aids facilitate deeper understanding of content, help overcome difficulties connected with abstract concepts, and make lessons more engaging. Demonstration increases attention stability, enhances emotional perception, and stimulates cognitive activity. As a result, learners become more initiative-driven, demonstrate a desire to search for information independently, and develop a more conscious attitude toward learning.

CONLUSION

Demonstration methods are an effective pedagogical tool that helps address the key problems associated with forming cognitive interest in primary school students. Visual representation, expressive imagery, and the practical orientation of demonstration ensure accessibility of educational material, activate thinking, and support the development of observation and analytical skills. The use of demonstration methods increases the effectiveness of the learning process and promotes the formation of stable learning motivation.

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