УДК 373.1

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FORMATION OF INTELLECTUAL FEELINGS OF YOUNG SCHOOLCHILDREN THROUGH MATHEMATICS

The significance of forming intellectual feelings in early school age is determined by their dominant influence on the process of knowledge acquisition. Active cognition in the process of educational activity is associated with overcoming difficulties, successes, and failures, thus giving rise to a whole range of feelings: wonder, doubt, joy, confidence, satisfaction, disappointment, and so on. These feelings express a person's attitude toward their thoughts, the process, and the results of intellectual activity, they are linked to the cognitive activity of the individual and constantly accompany it.

Researchers and practitioners of many generations (J. Comenius, K. Ushinsky, A. Leontiev, G. Kostyuk, V. Sukhomlynsky, O. Savchenko, Sh. Amonashvili, N. Bibik, I. Bekh, O. Kononko and others) have noted that without emotions, positive feelings and motivation to learn, to form cognitive independence in young schoolchildren is impossible.

O. Savchenko notes: "To cultivate students' interested attitude towards learning, one must rely not only on feelings of duty and will, which are weak regulators of behavior at this age, but also on the child's natural curiosity, emotionality, intellectual feelings, self-esteem, role in the collective, etc." [1,10].

The concept of "intellectual feelings" encompasses a lot of variations. These include: interest, curiosity, surprise, conjecture, a sense of the new prompting to seek deeper knowledge, feelings of confidence or doubt, success or failure, humor, irony, etc.

The mechanism of intellectual feelings is the innate orienting reflex, but its content depends entirely on education, upbringing, the surrounding reality, and living conditions.

Intellectual feelings in young schoolchildren are formed gradually. They are more associated with objects, with visual images and representations, rather than with abstract thoughts and ideas. Typically, these feelings stimulate thinking and compel deeper penetration into the essence of objects and phenomena. A teacher should strive in class to enrich children's emotional experiences, which have positive life significance.

One effective way aimed at forming intellectual feelings is through unusual tasks. Here are several such tasks that are appropriate for mathematics lessons:

- a child's letter to their grandfather/grandmother, friend, describing their plans to visit them, indicating the date and time of arrival, and how many days they will stay. Based on this data, the teacher formulates several tasks for calculation, comparison, and so on;
- a narrative drawing where, based on the results of calculations, one needs to climb a tower and find the key to unlock the palace;
- expressions where the components of actions are encoded by specific symbols (geometric figures, drawings of fruits, plants, etc.);
- narrative tasks where students recognize their class, their district, their city;
- projects related to school life, created collectively by students;
- a drawing that needs to be reproduced in altered cells;
- a route that needs to be traversed according to given arrows or the results of calculations;
- logic tasks with a humorous undertone;
- tasks in the form of riddles, rebuses, crosswords.

Having successfully completed such tasks, students experience feelings of satisfaction, confidence, joy, and success.

Based on a comprehensive study of the phenomenon of success, the eminent educator V. Sukhomlynsky put forward a fundamental thesis for the theory and practice

of education: "Success in learning is the only source of a child's internal forces that generate energy to overcome difficulties, a desire to learn. All our plans, searches, and reconstructions turn into powder, into a dead mummy, if there is no child's desire to learn. It comes only with success in learning" [3, 164].

Didactically expedient are tasks where the correct answer is programmed: calculate in a circle chain, help the hero navigate the labyrinth, decrypt a word or phrase through calculations, etc. Typically, expressions related to mathematics and words like "well done," "good luck," etc., are encrypted.

Undoubtedly, experiencing the feeling of success installs confidence in a child's abilities. They foster a desire to achieve good results again, creating a sense of internal comfort, which, in turn, positively affects their overall attitude toward the world.

In the textbook for students of pedagogical faculties, O. Savchenko advises: "The starting point for a teacher should be a desire to ensure that all students experience the feeling of real success repeatedly. To this end, for weak children, a situation of programmed success should be created" [2, 158].

In the current challenging conditions of implementing the educational process, fostering a sense of success and the joy of learning is one of the tasks of education. Positive emotions contribute to forming the readiness of young schoolchildren to act successfully – to play, to make friends, to learn.

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