

FEATURES OF THE DEVELOPMENT OF HIGHER MENTAL FUNCTIONS OF SCHOOLCHILDREN IN DIGITAL EDUCATIONAL ENVIRONMENT

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The development and creation of a digital educational environment for teaching, educating and developing schoolchildren is an essential requirement of modern education policy [1]. Many foreign and domestic scientists talk about the phenomenon of «clip thinking», «distractibility», «multitasking», «digital generation» etc. Pedagogues are very little aware of changes in the psyche of modern children. Knowledge about changes in the formation and development of higher mental functions of modern schoolchildren is urgently needed for a competent organization of the educational process. The term «higher mental functions» was introduced to science by L.S. Vygotsky and denotes the fact that thinking, speech, attention, perception and memory in childhood do not develop spontaneously, but only in social interaction and purposeful activity. It is a logical conclusion that the lack of understanding by educators of processes that ensure the correct perception of digital information provided to learners, leads to the inefficiency of educational activities. «Clip thinking» mean thought processes based on visual images, with a weak ability to generalize and «everyday» logic of reasoning [2]. The defects in attention, perception and memory development can be judged, first of all, by the increased level of distractibility of schoolchildren [3]. Long-term memory is particularly affected, most educational information is perceived by students as irrelevant. «Digital dementia» occurs in schoolchildren as a reaction to the use of gadgets, when memorizing images and words is delegated to various technical devices. Teachers' understanding of the negative aspects of digitalization of the educational process does not mean a complete abandonment of the use of modern technical devices. Digital technology is just a tool for learning. There is a need to assess the risks of using digital learning tools for pupils of different ages. Teachers should clearly understand what educational goals and in which specific conditions digital tools can be used to increase the efficiency of the learning process without prejudice to the physical, cognitive and personal development of students.

Literature

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