PROJECT ACTIVITY AS A MEANS OF FORMING COGNITIVE INTEREST IN BIOLOGY LESSONS

The article analyzes the use by teachers and the perception of students of the method of project learning in the study of biology in the 7th grade. The modern education system requires the teacher to use new approaches to covering a large amount of information. Students must have completely different skills: to think, understand the essence of things, make sense of ideas and concepts, and already on the basis of this, be able to search for the necessary information, analyze it and apply it in specific conditions, formulate and defend their opinion. Project technologies are used in the educational process to successfully achieve this goal. The scientific analysis of psychological and pedagogical studies of project-based learning and the project method made it possible to draw a conclusion about the importance of using the project method, which provides intellectual and creative development of the individual.

The analysis of psychological and pedagogical literature proved that the problem of forming project-based learning of students attracted the attention of many researchers and teachers. In their works, they describe the stages of development of project-based learning, justify the main types of projects and characteristics, put forward various definitions of the essence of project-based learning of students.

When organizing research activities in the framework of project-based learning, there is a transition from broadcasting indisputable truths to students' independent search for a solution to the problem. Independent observation or experimental (laboratory) work forms students' understanding of the reasons underlying certain events, facts and phenomena.

During the lessons with the use of project learning, a significant increase in cognitive activity was observed, knowledge and especially skills became deeper and stronger, there is a trend of increasing learning and the quality of knowledge. In addition, it is possible to include weak students in active cognitive activity, to increase interest in the subject, to teach self-evaluation of the results of one's work. Students were not passive listeners, but active participants in the process of obtaining and applying information.

It was project training that gave a high result – high motivation to study, and as a result, a high level of scientific knowledge of the research subject.

At the stage of the ascertainment experiment, a survey was conducted among 7th grade students. It turned out that conducting a lesson using project-based learning made it possible to remove psychological barriers, fear of testing knowledge in class, and anxiety. Students develop a positive motivation to study biology. Many students like biology lessons, they believe that they will need biological knowledge in the future.
The work carried out confirmed the hypothesis that the systematic application of the project method contributes to the development of cognitive activity.

Work on the formation of project skills is a long process. And only the systematic involvement of children in project activities will allow improving project skills.

**Key words:** project method, biology lessons, cognitive interest, ascertaining and searching experiments.