**SUMMARY**

**Ivanova A. Organization of cognitive activity of junior schoolchildren in the adaptive-play period of study in primary school**

The qualification work consists of an introduction, 2 sections, findings, a list of references (81 items, 1 of them in a foreign language), and 11 addenda on 15 pages.

The study deals with the problem of continuity between preschool and primary education in general and in teaching methods in particular, which should ensure unity, interconnection and consistency of the purpose and content of education, taking into account the age characteristics of children at adjacent levels of education. The work analyzed the peculiarities of the adaptive-play period of study and proposed ways of organizing the cognitive activity of junior schoolchildren during this period.

The purpose of the study is to theoretically substantiate and experimentally verify the pedagogical conditions for the organization of cognitive activity of junior schoolchildren in the adaptive-play period of study in primary school.

Thetasks of the qualification work:

1. To substantiate the importance of continuity between preschool and primary education as a condition for successful adaptation of junior schoolchildren.
2. To determine peculiarities of cognitive activity of junior schoolchildren in the adaptive-play period of study.
3. To analyze the specifics of the organization of the adaptive-play period in the new Ukrainian school.
4. To study the level of adaptation and cognitive activity of first-graders.
5. To substantiate the pedagogical conditions for the organization of cognitive activity of junior schoolchildren in the adaptive-play period of study in primary school and determine their effectiveness.

The research object is the educational process of adaptive-play period of study in primary school.

The research subject – the pedagogical conditions of the organization for cognitive activity of junior schoolchildren in the adaptive-play period of study in primary school.

The section 1 “Theoretical foundations of the problem of organization of cognitive activity of junior schoolchildren in the conditions of reforming primary education” defines ways of continuity between preschool and primary education as conditions for successful adaptation of junior schoolchildren; the psychological and pedagogical bases of cognitive activity of junior schoolchildren are analyzed; the peculiarities of adaptive-play period in the new Ukrainian school are considered.

In the section 2 “Experimental work on the organization of cognitive activity of pupils in the adaptive-play period” the results of diagnostics of cognitive activity and the level of adaptation of first-graders at the stated stage of the experiment were provided; pedagogical conditions for the organization of cognitive activity in the adaptive-play period were proposed and the results of experimental work were presented.

Keywords: adaptation, adaptive-play period, game learning methods, junior schoolchildren, educational process, pedagogical conditions, primary school education.