

The Impact of Interest-Driven Teaching on Children's Thinking and Cognitive

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Abstract: The impact of education models on children's cognition and thinking has attracted the attention of researchers with the changes of the times. This article studies the impact of interest-driven education on children's cognition and thinking during children's learning process. With the gradual rise of the interest-driven education model, the education model is constantly changing. With the gradual rise of the interest-driven education model, the education model is constantly changing. This paper argues that effective interest drive has an important impact on students' teaching effectiveness. Developments in information technology have helped but also challenged the development of teaching methods. In addition, the reform and development of education also require continuous innovation in teaching methods. Based on this, this paper puts forward the following suggestions. Teachers should fully consider students' interests and characteristics in teaching practice, use students' interests to promote students' motivation to learn and realize interest-driven teaching. With the development of information technology, teachers can innovate teaching forms, including the use of science and technology to gradually mature interest-driven education.

Keywords: Children's cognition, interest-driven teaching, education models

1. Introduction

New South Wales established family education because family education is different from the traditional teaching in that it is based on children's interests. Parents conduct interest-driven teaching for children. According to literature data, teaching is stimulated by children's interests. It can promote children's learning and improve their happiness. A survey of NSW homeschooling received data showing that child-led, interest-stimulating strategies can be effective in alleviating learning difficulties [1]. Sarah Barriage pointed out that children's interests can stimulate information needs, leading them to be curious about new things and continue to explore new things [2].

Interest-driven teaching means finding out what interests children in their education, so as to guide them to learn through interest. Under different circumstances, teaching methods will undergo different teaching changes as students change, and interest-driven teaching is effective and efficient in improving children's thinking and cognition.

Interest-driven teaching has a long history of influencing children's thinking and cognitive construction. For centuries, interest-driven teaching has been an important aspect of early childhood education in European pedagogy. In the early 1960s, Vygotsky Psychological ideas began to spread in the West, and Vygotskian teaching methods focused on achieving ZPD through assisted discovery,

where teachers guide children's learning through explanations, demonstrations, and verbal prompts [3]. That research believes that virtual game teaching is a method that can improve children's cognition and thinking for children [3]. In Dakota's article, in an Italian school in the mid-1900s, local educators used Vygotsky's education method to teach 3 -Schools were opened for children as young as 6 years old and the Reggio Emilia curriculum was created [3]. In the classroom, teachers constantly stimulate children's interests and hobbies, so as to carry out independent cognitive learning. This method is significant. Children's learning ability improves under this education, so interest-driven education is meaningful for children. Based on this, this paper deeply analyzes the influence of interest-driven on children's thinking and cognitive construction, aiming to provide a theoretical reference for children's teaching.

2. Analysis of the Role of Interest-Driven Teaching

Interest and curiosity are children's learning motivations [4]. Children cannot make rational judgments about things like adults [5]. They need constant educational guidance, and teachers' guidance is crucial. Teachers regularly pay attention to changes in children's interests and flexibly adjust course content and teaching methods to continue to stimulate their interest in learning. Teachers can carry out classroom activities to stimulate children's interest in participating in the cognitive process of knowledge. When students are immersed in the world of cognitive thinking, they will cognitively think to understand the knowledge guided by the teacher, and the teacher will then expand their learning Interest in learning more knowledge [6].

The issue of teaching children's cognitive stage is a matter of great concern globally. The study of Neitzel, C. used data collected at school entry and within 12 months before school entry to assess children's personal characteristics and Family activities [7]. The study used parent-reported data on home activities, such as the types of activities children enjoyed doing at home, to create a score profile for each child. These activity types were categorized into creative interest groups and socially oriented interest groups, which were then compared and analyzed with the children's academic behavior in the classroom. Regarding the formation of interests, the data in the article point out that the shaping of interests in early childhood may be affected by family environment and social background. The article highlights the impact that the classroom environment can have on children's academic performance. The article mentions the complexity of the relationship between gender and children's interests and academic behavior. This suggests that teachers need to consider the potential impact of gender on learning and interest formation when designing interest-driven instruction. Research, despite efforts to control for individual characteristics, still faces challenges. This also suggests that teachers need to pay more attention to the possible impact of individual differences on learning and interest when implementing interest-driven teaching. These questions in Neitzel's study provide teachers with opportunities to think about and improve interest-driven instruction for children [7].

Canadian researcher Suzanne Hidi mentioned in her article the impact of achievement goal theory and self-efficacy theory on interest and learning motivation. Interests interact with affective and cognitive connections, their strength changes over time, and they may have biological roots and neurophysiological bases. Children's interest in a topic or activity may enhance their learning. This interest may enhance children's memory and information digestion because they are more willing to invest time and energy in exploring and understanding relevant content. Interest plays a key role in children's learning motivation and self-regulation. When children are interested in a certain topic or activity, they may be more motivated to learn and explore, and they may be more likely to spontaneously control and regulate their learning behavior [8].

The belief in learning in education is driven by one's beliefs and interests [9]. Interest-driven teaching is more conducive to students' awareness of independent innovation and helps them use

knowledge for deeper learning. Interest-driven teaching emphasizes students' independent choice of learning. The content and methods cultivate their ability and willingness to learn independently [10].

3. The Development of Interest-Driven Teaching

3.1. The Impact of Technological Progress on Interest-Driven Education

With the popularization and development of technology and media, data-based learning has gradually increased. Children can also gain more interactivity and participation in digital media. This sense of participation has also been integrated into interest-driven teaching methods. Equipped with artificial intelligence robots in Chen-Chun Liu's study, the rapid development of technology helps create a positive interactive experience and maintains students' interest in reading [11]. The popularization of technology and media has made learning resources more abundant and diverse. Interest-driven teaching can use these resources to better meet the individual needs of students [12]. For example, multimedia teaching, online courses and interactive software, the popularity of technology and media provides more possibilities for interest-driven teaching, which can help educators better meet students' personalized learning needs and improve students' learning motivation and Effect. Using technology and media resources, combined with the concept of interest-driven teaching, teachers can create a more attractive and effective teaching environment and promote children's thinking and cognitive development [13].

A study of students' interest in learning about robot creation shows that increasing students' interest in learning about robots can help them become lifelong interest-driven creators. Understanding the cycle of interest, especially the stages of stimulating, immersing, and extending interest, is crucial to cultivating students' interest in robot creation. Teachers play an important role in cultivating students' interest in robots. Through changes in classroom design and teaching methods, students' interest in learning robotics technology can be promoted. When designing courses and teaching activities, teachers focus on how to arouse students' curiosity and stimulate their interest in learning, so as to better immerse students in learning [14].

3.2. Education Reform Makes the Interest-Driven Education Model More Mature

As the times change, education continues to change, and teachers also carry out educational reforms with the changes of the times. Teachers are no longer imparters in the traditional sense. In the 1960s, Spain reorganized teacher training courses, and teacher training was no longer limited. Different specialties emerged for general training, and the training of support teachers began to form part of this. Support teachers' roles to be more flexible and diverse, and emphasize shared responsibility across the education system, so that student education responsibility becomes a common goal for the entire school, rather than just the responsibility of a specific teacher or organization [15]. In an Australian study, the study mentioned that enterprise technology supports personalized and customized learning experiences. Teachers can use this technology to help students access information and resources based on their interests, learning styles and needs. and supporting virtual experiential learning through technology collaboration and individual student engagement. This learning environment encourages students to take an active role in collaboration and interaction [16]. Changes in teachers' roles also involve updates in curriculum design and teaching strategies. Interest-driven education encourages teachers to adopt more inspiring, interactive and practical teaching strategies to stimulate students' interests and connect subject content with students' real lives and interests. Overall, the change in the role of teachers is closely related to interest-driven education, because teachers need to pay more attention to student's individual needs, stimulate students' interest in learning, and design teaching environments and courses with the learner as the center, which are all aspects of interest-driven education. Core concepts advocated and emphasized.

4. Suggestion

Through the analysis, in practice, factors such as classroom environment, gender differences, individual characteristics, etc. need to be comprehensively considered to more effectively design and implement interest-based teaching methods and continue to conduct in-depth research to continuously improve children's interest in learning and behavioral understanding [7].

As constructivism emphasizes, children's thinking and cognitive construction will solve different problems at different ages and require continuous education and guidance. It is not a blank sheet of paper. Children will use real Faith is handed over to each other, so education is particularly important. Therefore, some teaching methods can be used to promote the development of children's cognitive and thinking abilities [5].

Continuously stimulating students' interest is one of the very important elements for teachers in interest-driven teaching. Teachers must not only pay attention to changes in students' interests but also develop personalized teaching to match teaching tasks with students' interests. Such practices can connect new learning content to students' pre-existing personal interests and enhance students' learning motivation and performance [8].

From the point of view of teaching practice, in the classroom, teachers can ask questions for students to answer interactively, and put students in the position of guides, which can stimulate students' enthusiasm, encourage students to think independently, and cultivate students' critical thinking. Teachers also need to make different adjustments in teaching by observing the different performances of children in a timely manner, encouraging and guiding students in a timely manner, so that students can gain confidence in learning and love learning. Teachers will conduct timely assessments of students to understand their progress and help students complete learning tasks, and provide timely feedback to keep students informed.

5. Conclusion

Interest-driven teaching focuses on children's individual needs and learning characteristics, and children's cognitive development provides a more meaningful and effective way of learning. When children are interested in what they are learning, they are more likely to stay focused, engaged in learning, and able to participate more actively in the acquisition and exploration of knowledge. It can better meet the learning styles and interests of different children and promote their cognitive development. Interest-driven teaching continues to develop amid continuous educational changes and technological innovation. In the future, it is expected to become one of the mainstream teaching methods in the education field and provide a more valuable educational experience for students' all-round development.

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