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TEACHING ENGLISH TO PRIMARY SCHOOL CHILDREN THROUGH CARTOONS

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Abstract. Cartoons as a means of developing children's activity of children in the learning process is considered in this article. Researches and analyzes the work of domestic and foreign scientists in the field of teaching English to primary school children through cartoons.

The aim of the article is to substantiate and confirm theoretically the importance of cartoons in the development of students' cognitive activity of children.

The use of the above cartoons is especially effective when organizing them into a system that assumes a certain sequence and gradual complication. The analysis of the results of experimental work showed a positive dynamic of the formation of cognitive interest in experimental classes. The main task of the experimental work was solved, and the system of personal development situations was an effective means of forming the cognitive interest of younger students in the English language.

Keywords: cartoon, cognitive, activity, solution

Basic provisions

The study of the role of play and its correlation with learning outcomes occupies a large place in the works of domestic and foreign psychologists and teachers. Numerous studies prove that for the formation of a full-fledged positive educational motivation, purposeful work is necessary, where one of the important places is occupied by cartoons, the purpose of which is the active development of educational activities. When children watch cartoons, their interest in learning activities increases dramatically and their performance increases [1].

One of the leading forms of child activity is cognitive activity, which stimulates educational activities based on educational and cognitive interest.

Educational and cognitive activity is a combination of educational and cognitive activities. To understand what is a learning activity, give a few different interpretations of the term "activity", "cognitive activity", "educational activities" and "learning activity" with the aim of realizing these concepts, and adopting the most precise definition of the learning activities in this study.

According to A.N. Leontiev, activity is a meaningful and purposeful interaction of a person with the environment, mediated by external and internal activity, or a specific type of human activity aimed at cognition and creative

transformation of the surrounding reality and oneself. Human activity is included in the system of social relations and is the main source of culture [1].

Authors M.V.Gamezo and I.A.Domashenko defined activity as a specifically human activity regulated by consciousness, generated by needs and aimed at cognition and transformation of the external world and the person himself [2].

Authors L. A. Karpenko, A. V. Petrovsky, and M. G. Yaroshevsky defined activity as purposeful activity that implements the needs of the subject [2].

According To V. N. Druzhinin, the most appropriate definition of activity is the following:” activity is the process off an active attitude of a person to reality in the course of which the subject achieves the goals set earlier, meets various needs and develops social experience”[4].

In the psychological dictionary of I. M. Kondakov, the following definition of actovoty as given:” Activity is the active interaction of a living being with the surrounding world, during which it purposefully affects objects and thereby satisfies its needs”[5].

In the “Big psychological dictionary”, activity is an active interaction with the surrounding reality, during which a living being acts as a subject that purposefully affects the object and satisfies its needs. Due to the extreme complexity and continuous variability of external conditions, even at relatively early stages of phylogeny, there is a vital need for the emergence of mental forms of managing the practical interaction of a living being with the environment [6].Activity is an active interaction of a person with the environment. Now let’s move on to the next concept of “cognitive activity”. Cognitive activity is a conscious activity of the subject, which is aimed at acquiring information about objects and phenomena of real reality, as well as specific knowledge .

N. F. Vinogradova and O. A. Rydze defined cognitive activity as an active study of the surrounding reality by a person, during which an individual acquires knowledge, learns the laws of the existence of the surrounding world and learns not only to interact with it, but also to purposefully influence it [7].

According to I. Y. Kulagina and V.N. Kolutsky, cognitive activity is a conscious activity aimed at cognition of the surrounding reality through such mental processes as perception, thinking, memory, attention, speech [8]. L.S. Vygotsky wrote that mental development expresses something new that is performed independently by the formation of new qualities of the mind and transfers mental functions from a lower to a higher level of development along the line of arbitrariness and awareness [9].

Introduction

In modern education, there is a problem of choosing a teaching method, but not all methods are effective in activating the educational and children’s cognitive activity. Most children have a low level of cognitive interest in the subject and children with an active reluctance to learn are increasingly common. Therefore, the main task of the teacher is to find the most effective forms, methods, conditions

and methods of teaching, the purpose of which is to activate the cognitive activity of students in the learning process. One of the most important problems of cartoons – the problem of activating educational and cognitive activity-remains relevant both in theoretical and practical terms. Depending on its solution, the effectiveness of the teacher and the student, and, consequently, the result of training as a whole, is determined. It is determined by the problem of activating students' learning activities.

One of the most effective means of developing interest in the subject is the use of cartoons in the classroom and in extracurricular activities, which helps students to create an emotional mood for the entire lesson, causes a positive attitude to the work performed, improves overall performance, and makes it possible to repeat the same material in a variety of ways.

Materials and methods

Analysis of scientific literature on the topic, abstracting; theoretical analysis and synthesis of foreign and domestic experience to justify theoretical positions; direct and indirect observation of speech.

Results

Learners who watch cartoon very often are effective in their communication and educational institutions should assist the learners in developing their language skills. The younger students find cartoons funny and often laugh out loudly at the tricks of the cartoon personages. Laughter is the best stress buster and a self confidence developer. It likewise boosts immune resistance and causes the let off endorphins that stimulate us to enjoy positive feelings.

The main advantages of cartoons are as follows:

- Cartoons are very good attention capturing devices and motivate the learners.
- They can reveal the truth or reality about the people, events and incidents in an interesting way.
- They are useful in modifying behavior and developing positive attitude, interests and characters of learners.
- They are capable of creating humor and interest among the viewers and explaining various concepts.
- They are helpful for providing opportunity for self-expression and creativity among learners.
- Cartoons encourage the learners to listen to their own speech and read their own writing.
- Cartoon exposes the learners to a wide variety of language and it increases creative thinking.

Discussion

Cognitive activity is the unity of sensory perception, theoretical thinking and practical activity. It is carried out at every stage of life, in all types of activities and social relationships of students, as well as by performing various subject-practical actions in the educational process. But only in the process of learning does knowledge acquire a clear form in a special, inherent only to a person, educational and cognitive activity of teaching .

If we compare the concepts of “cognitive activity” and” activity”, we can conclude that the concept of” cognitive activity” expands the original concept of activity. Activity becomes not just a person’s interaction with the environment, but acts as a conscious interaction with the surrounding world using mental processes. Let’s move on to the next concept of “educational activity”.

The concept of “educational activity” appeared in the psychological and pedagogical literature relatively recently in connection with the development and research of criteria for the qualitative characteristics of knowledge, etc.) and the need to consider a holistic educational activity that includes not only knowledge, skills, techniques behind them, actions and operations of students with educational material, but also the student’s acceptance of the educational task, self-control, self-assessment, etc.

The ability to learn is the ability to solve an educational task independently, achieve a goal in the classroom, but this is impossible without conscious acceptance and creative implementation of educational activities with mandatory reflection of the activity, self-analysis and self-assessment of the degree of success of their own actions. It is based on the considered concepts of “educational activity”, it can be concluded that educational activity is a purposeful activity that is aimed at solving educational tasks and acquiring knowledge and experience.

As we have already said, the concept of “educational and cognitive activity” is a combination of cognitive and educational activities.

Previously, we defined that cognitive activity is a conscious interaction with the surrounding world using mental processes, and educational tasks and acquiring knowledge and experience. Therefore, educational and cognitive activity is a conscious, purposeful activity aimed at gaining experience, solving educational problems and developing the individuals as a whole.

Selevko G. K. Believes that educational and cognitive activity is the process of interaction of the student with the content of the educational process, which is aimed at achieving cognitive and practical goals, due to teaching, as well as the needs and real capabilities of the student [9].

According to S. G. Vorovshchikov and E.V. Orlova educational and cognitive activity is a self-controlled activity of a student to solve personally significant and socially relevant real cognitive problems, accompanied by mastering the knowledge and skills necessary for their resolution in obtaining, processing and applying information [10].

From the above concepts, we can distinguish the definition that most accurately reveals the essence of educational and cognitive activity in the framework of this study: educational and cognitive is defined as knowledge

specially organized by the student himself or from the outside in order to master the riches of human culture. Its subject result scientific knowledge, skills, behaviors, and activities that the student learns.

Cognitive activity is understood as a type of social activity that manifests itself in relation to the process of cognition. It is formed in educational activities and self-education and determines the intensity and nature of the course of learning, the result of learning

Educational and cognitive activity is the development of cognitive processes and mastering the components of educational activity.

The process of learning at school includes not only the assimilation of a complex system of knowledge, the formation of many educational and intellectual skills, but also the development of the cognitive processes themselves – attention, memory, thinking, abilities and personality of the child. The development of cognitive mental processes in primary school age is characterized by the fact that from involuntary actions that occur unintentionally in the context of play or practical activities, they turn into independent types of mental activity that have their own purpose, motive and methods of execution.

“Cartoon is an excellent form of expression, which can deliver positive messages and can create awareness among learners as the characters speak to you and narrates the whole story through their gestures” says Ian Diamond, the senior vice president and General Manager of Turner Entertainment Networks Asia, Inc (TENA) (Dr.A.G. Sudha, Factors Influencing The Change In Behavior Of Children on Viewing Cartoon Programs, 2004).

A lot of research has been done on gender representation in cartoons and much more is taking place. It is a fact that most of cartoons show male dominant characters. Many researches such as (Merskin, 2002, Strengenz&Serbin, 1974, Thomson and Zerbinos1995, 1997) are of this point of view that cartoon world is a male world. In a study Streicher (1974) also described male as dominant in cartoons and she categorized them as “chase-and-pratfall”. Male characters in the cartoons are shown as strong and powerful and the female characters are weak, helpless and dependent. Dr.Hudak says “Cartoons, in their current state, are depicting significant differences in the status, behavior and capabilities of female and male characters. Thus cartoons tell cultural stories that can’t help but inform young minds about who they are to become”. (Gender Role Portrayal On Saturday Morning Cartoons, 1997).

Cartoons are the better medium of communication and, therefore, it deserves to be studied. Surprisingly, compared to the popularity enjoyed by the art and the artists and also compared to the importance of the art, there has been little work done in the art of cartooning. There is language involved in cartoons, a different kind of language. This makes it matter of interest to study cartoons. Cartoon has always been considered an effective medium for several reasons. The language used is usually simple for the learners or the children to understand. Humor is an art of communication and is very useful to communicate something that is not so pleasant.

Language learning and language teaching take place unconsciously. Cartoons help this process to take place. It creates a realistic target language world for the learner that assures learner-involvement. Since the learner is exposed to a realistic use of language, he becomes a participant of the target language world. This unconscious involvement of the learner on the language interaction process helps him acquire the language.

Language is learnt mostly outside the classroom, i.e., in natural circumstances where language is used for communication. This objective can also be realized by television. This medium is readily accepted by learners, since they recognize it as being a part of their life outside classroom. Once the learner knows how to comprehend the language spoken on cartoons in an interactive classroom situation they can improve and incorporate these skills and techniques into their regular cartoon viewing which gradually will result in their acquisition of the language.

Cartoons would be an excellent tool for developing awareness of the critical features of the target language. For instance, Muzzy BBC offers language learning cartoons (along with accompanying songs, activities, games and more). Learners get an exposure to the culture where the language is spoken (through video recordings, commercials) along with the language. Child literacy is one of the main priorities of both federal and private organizations around the world. Literacy holistically involved the ability to use language for communication and interaction with other people.

Learners who watch cartoon very often are effective in their communication and educational institutions should assist the learners in developing their language skills.

In cartoons, the child observes, compares, compares, classifies object by certain characteristics, makes available to him analysis and synthesis, draws conclusions and generalizations. Magic English is a video course for children. It is fun and relaxing way to learn English language.

We have identified four levels of cognitive interest formation in primary school children and their characteristics. Next, we proceed to the definition of the “initial” levels of formation of cognitive interest of primary school students. Identification of the degree of formation of each of the components was carried out by conducting diagnostic methods that perform control and diagnostic functions. The developed methodology was also used in the course of the formative experiment to assess the “final” levels of cognitive interest formation in younger students after using personal situations in English lessons. The ascertaining experiment helped to determine the “pain points” in the formation of cognitive interest, to get an idea of the general directions of the formation of its components by means of a cartoon.

The tasks of forming the cognitive interest of primary school children in the English language in the course of the formative experiment were solved consistently at all stages of the experiment, through the use of personal situations.

At the first, motivational and stimulating stage, personal cartoons of an adaptive nature were used – “background” cartoons that contribute to the entry of

younger students into a personally oriented interaction. The use of cartoons of interest contributed to the willingness and desire of children to participate in intercultural communication in the language being studied. In these situations, such personal functions as motivating, creative, self-realization, independence were actualized, which positively affected the formation of the motivational and stimulating component of interest.

To realize the dominant tasks of the content-activity stage, we were helped by cartoons focused on the child's manifestation of cognitive independence, activity, and the desire to find an original way to solve various educational tasks. Activation of value-semantic, orientation, creative functions, independence had a positive impact on the formation of the content-activity component of cognitive interest.

At the third emotional-evaluative stage, reflexive personal situations were used, in which the child could analyze and evaluate his own and other people's ways of acting, the results, as well as the changes occurring in himself and others. Such situations contributed to the manifestation of reflexive, value-semantic, as well as the formation of an emotional and evaluative component of cognitive interest.

The use of the above cartoons is especially effective when organizing them into a system that assumes a certain sequence and gradual complication. The analysis of the results of experimental work showed a positive dynamic of the formation of cognitive interest in experimental classes. The main task of the experimental work was solved, and the system of personal development situations was an effective means of forming the cognitive interest of younger students in the English language.

Conclusion

To sum up cartoons tell about the world around us. With their help, the child learns to count, read, speak a foreign language, and distinguish colors.

It develops creativity and imagination. Cartoons develop the child's imagination. It helps the child to engage in art and drawing. He learns to distinguish between good and evil. A huge number of young ladies have fantasized approximately being princesses and boys have envisioned themselves to be brave knights after observing classic energized stories like Peter Pan, Aladdin, Cinderella, Beauty and the Beast, and so on.

Cartoons should be used in the educational process with younger students, in addition to other means used by the teacher, because it is the cartoon that is aimed at developing the child's natural cognitive interest.

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МУЛЬТФИЛЬМДЕР АРҚЫЛЫ БАСТАУЫШТАҒЫ БАЛАҒА АҒЫЛШЫН ТІЛІН ҮЙРЕТУ

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Аңдатпа. Бұл мақалада мультфильмдер балалардың белсенділігін дамыту құралы ретінде қарастырылады. Бастауыш сынып оқушыларына мультфильм арқылы ағылшын тілін үйрету саласындағы отандық және шетелдік ғалымдардың еңбектерін зерттеп, талдайды.

Мақаланың мақсаты – балалардың танымдық белсенділігін дамытуда мультфильмдердің маңыздылығын теориялық тұрғыдан негіздеу және бекіту.

Мультфильмдерді пайдалану оқушыларды белгілі бір дәйектілік пен біртіндеп күрделенуді қамтитын жүйеге ұйымдастыруда тиімді болып табылады. Эксперименттік жұмыстың нәтижелерін талдау эксперименттік сыныптарда танымдық қызығушылықтың қалыптасуының оң динамикасын көрсетті. Эксперименттік жұмыстың негізгі міндеті шешілді және жеке даму жағдайларының жүйесі бастауыш сынып оқушыларының ағылшын тіліне деген танымдық қызығушылығын қалыптастырудың тиімді құралы болды.

Тірек сөздер: мультфильм, танымдық, белсенділік, шешім

ОБУЧЕНИЕ АНГЛИЙСКОМУ ДЕТЯМ НАЧАЛЬНОЙ ШКОЛЫ С ПОМОЩЬЮ МУЛЬТФИЛЬМА

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Аннотация. В статье рассмотрены мультфильмы как средство развития детской активности детей в процессе обучения. Научные работы отечественных и зарубежных ученых в области обучения английскому языку учеников младших классов с помощью мультфильмов исследуются и анализируются.

Цель статьи – обосновать и теоретически подтвердить значение мультфильмов в развитии познавательной активности школьников.

Использование мультфильмов особенно эффективно при организации их в систему, предполагающую определенную последовательность и постепенное усложнение. Анализ результатов экспериментальной работы показал положительную динамику формирования познавательного интереса в экспериментальных классах. Основная задача экспериментальной работы была решена, и система ситуаций личностного развития явилась эффективным средством формирования познавательного интереса младших школьников к английскому языку.

Ключевые слова: мультфильм, познавательная, деятельность, решение

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