ENHANCING THE COGNITIVE ACTIVITY OF YOUNGER STUDENTS WITH THE HELP OF CARTOONS

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Abstract. This article explores the main features of cognitive activities and its influence to the younger students with the help of cartoons. Mentioned the significant factors and processes, which coincides with the analyzed problem. The article is focused on the cognitive activities, aspects of the development of children's cognitive activity and concepts of cognitive processes.

Keywords: Cognitive activity, younger students, children, learning process, cartoons, cognition, cognitive process.

The study of the research work is based on the knowledge of such disciplines as "pedagogy "and" psychology". Pedagogical teaching is the methodological basis of pedagogy and helps to understand the goals of education, as well as to solve the problems of the worldview, the interaction of the collective and the individual, understanding the theme such as 'enhancing the cognitive activity of younger students with the help of cartoons' at school. The relationship between pedagogy and psychology is as thorough and clear as possible: pedagogy uses methods of psychological research to identify, describe, explain and systematize pedagogical facts and phenomena; any section of pedagogy relies on the corresponding section of psychology in its research; the construction of learning and educational processes corresponds to the laws of mental and cognitive activity, cognitive skills and personal development of a student, psychological qualities, needs and capabilities. During the research work the fundamental characteristics of the pedagogical and psychological categories such as "cognitive processes", 'cognitive activity, 'competency-based education' were described.

In the process of teaching the 'cartoons to the younger students', interactive teaching methods are used, which allow activating the cognitive activity of students. These methods include creating and solving problem situations, micro-applications, games, self-testing and self-analysis of psychological qualities, analysis of pedagogical phenomena, development of pedagogical essays and reviews.

The cognitive activity and the cognitive processes [1].

A child's whole life is accompanied by various activities, where he acquires a certain knowledge, his mental and cognitive development. According to L.Vygotsky, the driving force for mental development is the doctrine of universal human values as a way of 'acquiring'. Instead, learning will not succeed if the child does not function as a subject for cognitive activity.

Researchers J. Bruner, L. Vygotsky, L. Wenger, D. Godovikova, M. Lisina,

V. Mukhina, S. Rubinstein, K. Sherbakova and others studied the problem of cognitive activity in preschool children.

Cognitive activity is an organized, targeted process of acquisition, mastery, refinement and consolidation of knowledge, skills and abilities, new knowledge, skills and abilities acquired by a child with the help of adults or independently in previous practice. Cognitive activity has the same complex structure as all others: purpose, control and actions, conditions, goal, motive, method of execution, evaluation and actions [2].

N. Talizina distinguishes two classes of cognitive activity - general and special. The general class of cognitive activity includes methods used in all activities.

A specific class of cognitive activity refers to only a specific activity. For example, in speech these are the methods of sound and complex analysis of words, translation of literary texts, memorization of poems. One of the factors for cognitive activity is the child's mental activity, which later becomes cognitive activity. Mental activity is defined as the body's need to recognize itself as well as the environment.

Cognitive activity is the state of the body's readiness for cognitive activity that stimulates it. According to D. Godovikova, cognitive activity is reflected in the child's desire to form a 'worldview through predictive research activity'.

In pedagogy, children's learning activity is seen as a didactic principle that requires the teacher to organize the learning process, which promotes children's development of necessary skills, initiative, creativity, independence, strong knowledge, thinking, control and speaking skills.

One of the types of cognitive activity is speech activity, whose development is mainly in the twentieth century. F. de Saussure 'Linguistics'; L. Scherba "On Three Aspects of Linguistic Phenomena and Experiments in Linguistics" (1931), "Language System and Speech Function" (1974); L. Vygotsky "Thinking and Speaking" (1934) M. Jinkin "Speech Mechanisms", O. Luria "Language and Consciousness" (1979); O. Leontiev "Language. Talk. Speech Activity "(1969)," Fundamentals of the theory of speech activity "(1974)," Fundamentals of psycholinguistics ". (1997) and others). on this phenomenon.

In addition to "psychological regulation," language has a "language system," which includes a set of individual actions "speech and understanding." The division into language teaching such as speaking, listening, reading and writing.

The second way to understand speech is the psychological method. According to O. Leontiev, the speech act is epistemic, because it "embodies" the truth through language [3].

The third approach is psycholinguistics. According to I. Zimnya, O.Leontiev, whose theme is the relationship of personality to the structure and functions of speech, on the one hand, language as a major "component" of the image of the human world, on the other hand the page. It can be a procedure whose components are speech verbs whose object is subordinate to the general purpose of the activity Speech processes (depending on the circumstances) or speech actions that are part of other verbs that are not speech. Thus, the structure of speech activity includes

speech procedures, speech procedures, speech procedures, and speech state.

Pedagogical process and cartoons.

Pedagogical process - this concept covers the method and manner of organizing educational relations, consisting in the systematic and purposeful selection and application of external factors of the development of study subjects. The pedagogical process is understood as the process of teaching and educating a person as a special social function, which requires the environment of a specific pedagogical system.

On her 'The Modernization Of Foreign Language Education' book, S.S.Kunanbayeva has reported that 'The principle of conceptualization allows the assimilation of a new linguoculture by the student during the learning process within an information-based and educational environment created both by the internet and by electronic educational resources containing audio, video, multimedia aids on the linguistic, cultural, ethnic, sociological and other features of different nations in order to immerse the student in the cultural and linguistic environment of the MFL being studied' [4].

The learning process is a part of the integral pedagogical process. It is one of the most planned and complex processes. During the learning process the cognitive activity of the student is carried out under the guidance of the teacher.

Legitimacy is a theoretical manifestation of the phenomenon. The practical implementation of laws and regulations related to a particular phenomenon is carried out through the principles. There are 10 principles of the learning process. One of the Learning Principles is called visibility or interactive visibility principle. In the research work, we study the principle of visualization by using audiovisual type of technologies.

Studies that are carried out for understanding these changes revealed existence of «Psychological Processes».

Here the term "process" is used to describe the "algorithmic" nature of phenomena. It has been observed that when a person reacts to stimuli (or changes in behavior, emotions, or thoughts), it involves certain "steps" to express themselves.

Some studies suggest that these processes can be classified according to certain common features or their interactions. Oswald Kulpe and Wilhelm Wundt made a well-known binary classification of basic and higher processes in the late 19th century. According to Wundt, if there are no parallel physical processes, the processes will be "high". Like reading, thinking, remembering and more. Later, Vygotsky introduced another criterion. In it, he spoke of higher processes that existed only in humans and have a cultural origin, but not "evolutionary." Ricardo Tamayo's recent study focuses on the difficulty of defining "consciousness" as a "process" or "state," based on four Aristotle reasons (material, effective, formal, final) and "absolute" and "relativity" for processes.

During the learning process, a student develops and improves himself by watching developing cartoons under the guidance of the teacher. In every stage of development, the psychological process has been improved. The main thing is to memorize information, ideas, speech, imagination, etc. Each of them plays a

specific role in knowledge of the surrounding world, and cognitiveskills development.

Mental and cognitive processes in psychological science are a dynamic reflection of reality, which manifests itself in a wide range of forms. The following is a structure of psychological processes:

- cognitive;
- emotional;
- strong-willed.

Mental processes:

- arise against the background of exposure to internal and external stimuli;
- animate, revive the body;
- have a beginning, development, end.

How they differ from each other:

- duration;
- mental stress;
- the level of psychophysiological resources;
- general state (negative, positive);
- intensity level.

For the first time, we began to talk about mental manifestations in ancient times, but the study of mental processes began in the nineteenth century.

During the study, several concepts were formed: representatives from the direction formed by Jean Piaget conducted many experiments and studies, in which they found that higher mental function developed during their lifetime, but this process stopped during adolescence. Evolution stops completely when the morphological maturation of the organism ends. L.S.Vygotsky developed a different concept. According to him, mental function continues to develop throughout life. This is related to the influence of environmental factors, the influence of society, and genetic predisposition.

Functions and places in human life.

Mental processes respond to several functions:

- reception, information processing;
- manifestation of reality;
- service management;
- development, self-improvement;
- formation of creative pursuits;
- assessment of the surrounding reality. Types of psychological processes.

Scientists distinguish three types of psychological processes - cognitive, emotional, volitional. Each of these species has several subspecies.

Cognitive. Through cognitive processes, a student receives new information, develops skills and gains experience. The person collects, processes and stores new data.

Feeling. Emotion is a mental manifestation of situations and characteristics of the environment. In order to receive information, a student must be exposed to pathogens. There are receptors in the sense organs that are responsible for receiving and transmitting nerve impulses. Since the findings are not processed by

thought or culture, they are considered natural and correct.

Perception. Perception is a mental process in which images of the outside world, images of things, are created. Objective and holistic perception can be called a comparison with feelings.

To create an overview of an object or phenomenon:
- mood;
- expectation;
- The power of desire
- Background information on the topic;
- Fiction.

Therefore, the end of the result does not always live up to expectations, and it cannot be called completely independent.

Visualization. In our time, a person depicts phenomena and things that he does not touch. Visualization from previous experience. Therefore, the result of the representations can be called the second experiment.

Fiction. Penetrate into the inner world of a person. He creates photographs, photographs and videos. With your imagination, you can see an image that cannot be captured in the real world. Imagination is associated with the development of memory and creative ambition.

Thinking. Responsible for the ability to resolve emergency situations. At the same time, to solve the current situation, similar methods will be chosen that have not been used before. Another way to explain the concept of "thinking" is an endless stream of meanings, images and different ideas.

Memory is the innate ability to remember to use information at the right time. Forgetting is part of memory. It is required to quickly recall the necessary information. If a person does not know how to forget, then at some point he will have problems with multiplying what is necessary.

Attention. Integrated information selection system. With its help, a person receives only the data that he needs. There are two types of interests:

Involuntarily - a person pays attention to bright colors, loud sounds and fast movements;

Voluntarily - it is worth paying attention to the choice of a goal, which is carried out independently.

The above-mentioned psychological processes will influence to younger student during watching cartoon at school.

Psychological competencies. Communicative competencies consist of:

1) a person's ability to predict the communicative situation in which communication will take place; navigate the situation in which he finds himself;

2) communicative performance skills, etc., the ability to find a communicative structure adequate to the topic of communication and implement a communicative plan;

3) the ability to understand oneself, one's own psychological potential and the potential of a partner.

4) effective application of knowledge and skills to solve problems and tasks facing a person. It contains two main blocks:

- intellectual (cognitive) - psychological knowledge and psychological thinking;
- practical (effective) - psychological skills.

All the above-mentioned psychological processes work during watching the cartoon. This process helps to develop the essential competencies.

Many parents prefer to choose only Soviet cartoons for their children. Undoubtedly, these cartoons have not yet grown in one generation, they all relate only to pleasant emotions. But we can't forget the old vintage cartoons from the great Walt Disney. His infinitely good and positive characters Bambi, Snow White, Slonenko Dumbo are very similar to children and do not violate their normal mental development.

Children of different ages are interested in various cartoon stories. The smallest will be an interesting screen tale about a kolobok, turnip, chicken Ryaba, etc. Children 3-4 years old prefer cartoons with dynamic activities, and older children are already interested in the relationship of cartoon characters.

The quality and detail of the cartoon drawing also play an important role. For children, it is better to choose cartoons with inexplicable, moderately bright photographs and symbols, without unnecessary details. Small children even enjoy watching "bizarre" cartoons, the beauty of their drawing is a little funny. Well, if all the elements of the cartoon are proportional, then it is very important to know the child correctly.

Young children perceive cartoon characters as real people or animals. Therefore, we need to take care of children in which the main characters are fantastic creatures with super abilities (mutants, spiders, superheroes, etc.). A child may want to repeat the feat of his favorite heroes: jump off the roof, lie on the rails, and so on. Therefore, it is important to teach a child to separate the fantasy world from reality. The kid should be told that everything that happens on the screen is not "really" but "fun."

Thus, the choice of children's cartoons for parents must be very careful. But too much fanaticism is nothing. Even in the most similar and innocent cartoons, you can always see negative moments (this applies to the same "Tom and Jerry", and in the advice - "Nu, pogodi!"). The main thing is to form the child the right approach to cartoons and not to abuse this pastime.

In conclusion, in the process of teaching the 'cartoons to the younger students', interactive teaching methods are used, which allow activating the cognitive activity of students. These methods include creating and solving problem situations, micro-applications, games, self-testing and self-analysis of psychological qualities, analysis of pedagogical phenomena, development of pedagogical essays and reviews.

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МУЛЬТФИЛЬМДЕР КӨМЕГІМЕН БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ТАНЫМДЫҚ ІС-ӘРЕКЕТІН АРТТЫРУ

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Аңдатпа. Бұл мақалада танымдық іс-әрекеттің негізгі ерекшеліктері және оның мультфильмдер көмегімен бастауыш сынып оқушыларына әсері зерттеледі. Талданатынмәселеге сәйкес келетін маңызды факторлар мен процестер айтылады. Мақала танымдық іс-әрекетке, балалардың танымдық іс-әрекетінің даму аспектілеріне және танымдық процестер туралы тұжырымдамаларға назар аударады.

Тірек сөздер: Танымдық іс-әрекет, бастауыш сынып оқушылары, балалар, оқу процесі, мультфильмдер, таным, танымдық процесс.

ПОВЫШЕНИЕ ПОЗНАВАТЕЛЬНОЙ АКТИВНОСТИ МЛАДШИХ ШКОЛЬНИКОВ С ПОМОЩЬЮ МУЛЬТФИЛЬМОВ

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Аннотация. Данная статья исследует основные особенности познавательной деятельности и ее влияние на младших школьников с помощью мультфильмов. Названы значимые факторы и процессы, связанные с анализируемой проблемой. В статье рассматривается познавательная деятельность, аспектыразвития познавательной активности у детей и концепции познавательных процессов.

Ключевые слова: Познавательная деятельность, младшие школьники, дети, учебный процесс, мультфильмы, познание, познавательный процесс.