

Peculiarities of cognitive processes in the educational process in primary school students

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Abstract: The priority goal at this time is helping the Republic of Kazakhstan to develop a diversified and multidimensional system of rehabilitation as the key method of inclusion of children with limited abilities into general educational processes. The article considers most important psychological components of education activity: perception, memory, imagination, thinking and speech. Characteristic feature of perception of primary school student is insufficient spontaneity and deliberateness. The children of this age are not able to identify the main idea, the essence; teacher must teach them the perception techniques. Also it is necessary to teach rational techniques of deliberate memorizing and reproduction (dividing text into key parts, making plan etc.). The author believes that the process of imagination improvement must be base initially on subjects (real things) and then on word. Education process must stimulate development of abstract thinking. The article characterizes two stages in development of thinking of primary school students: imagery and logical. Important component of education activity of a schoolboy is speech. The tasks of teacher in development of student's speech are described. Oral and written speech must be differentiated; their particularities must be taken into account in the process of teaching primary school students.

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Introduction

Rapid sensory development of children in preschool age children Mr. age leads to the fact that the younger student has a sufficient level of perception: it has a high UB Wen visual acuity, hearing, guidance on the shape and color of the pre meta. The process of learning new requirements for its restoration enterprises. In the process of perception of the educational information is needed about arbitrary and meaningful activity for students, they restored take different samples (standards), according to which rymi must act. Randomness and meaningful dei script of closely interrelated and develop together. First, the child attracts the object itself, and especially its external bright signs. Focus and carefully consider all aspects of the subject and make it important, essential, children still can not. This feature is manifested in the learning process tion activities. While learning mathematics, students can not pro analyze and correctly perceive the numbers 6 and 9, in the Russian alphabet - the letter E and 3, etc. Teachers need to be con - but is aimed at training the student analysis, comparing the properties of objects, allocate substantial and expression in the word. Must learn to focus on subjects of educational activity, regardless of their appearance Steph. All this leads to arbitrariness, meaningfulness, and with it, and to some selective perception: Voters ARRANGEMENTS content, rather than visual appeal. By the end of grade 1 pupil is able to perceive objects in accor dance with the needs and interests

arising in the process of learning, and their past experiences. The teacher continues to teach his techniques of perception, shows techniques to trace inspection or shivaniya order to identify properties [1].

All this stimulates further development of perception, the appearance lyaetsya observation as a special Nye activity develops observation as a character trait.

Memory of the younger pupils - primary psychologists cal components of training and learning activities. In addition, the memory can be regarded as an independent Mnemonic nical activities aimed specifically at memorizing tion [2, 3, 4]. At school, students remember more systematically in terms of material and then reproduce it. The younger student is easier to remember what a bright, unusually, that produces an emotional impression. But school life is that from the earliest days of the child requires arbitrary memorization of the material: this is the regime of the day, and homework, and generally passed in class. Not being mnemoni cal activity, the child tends to mechanical stor Minani that generally is not characteristic of his memory and causes great difficulties. Removes this dis statok in the case if a teacher teaches his rational for emam remember. Researchers distinguish two directions in this work: one - to create a meaningful memorization techniques (dissection into semantic units, semantic grouping, semantic mapping, etc.), others - from the for ming methods of reproduction, distributed in time

Meaney, as well as self-monitoring techniques for memorizing the results ion. [5]

A meaningful activity of younger pupils, as well as his teachings in general, is becoming increasingly arbitrary and comprehended ion. An indicator of the meaningfulness of memorization and mastery ion is a disciple of the methods, ways of remembering.

The critical reception to remember - the division of the text on the meaning of part of a plan. Numerous psychological studies emphasize that in memorizing students grades 1 and 2 are constrained to break the text into semantic parts, they can not distinguish the significant, important in each passage, and if they resort to the division, then only mechanically dismember memorized material to make it easier to memorize smaller Shih largest pieces of text. Especially difficult for them to share text semantic part from memory, and they do it better, only when directly perceive the text. Therefore, class 1 work on the dismemberment of the text should start with the mo that when children verbally convey the contents of the picture story. The Plan allows them to understand the sequence of the studied and the relationship (this may be a plan of solving the complexion on the contents of an arithmetic problem or literary tural works), remember this logical sequence Nosta and play accordingly.

Playback - difficult for the younger student activist Nosta, which requires setting goals, processes enable mouse nance, self-control.

At the beginning of learning self-control in children is poorly developed and improved through several stages. First, scientists nickname can only repeat many times the material at memorizing ing, then he tries to control himself, looking in a textbook, ie using the recognition, then the learning process is formed need to play. Research psychologov show that such a need arises in the first place in memorizing poems, and to class III develops the need for self-monitoring for any acquisition and committed corresponds to the intellectual activity of students: learning material is processed in the process of thinking (generalized, systematic overview ruetsya) which allows then the younger students a more coherent play its content. A number of studies emphasizes Xia special role of delayed reproduction in the comprehension of educational material, which is memorized by students. In the process ce, and especially remember playing extensively devel Vaeth arbitrary memory, and to the II-III class of its efficiency in children, compared with the involuntary, increases sharply. One to a number of psychological research shows that in the long Shem both types of memory are developed together and interconnected. This is explained by the fact that the development of an arbitrary memory and with

responsibly ability to apply his methods help then ana lease content uchebnogof material and its better memorization. As can be seen from the above, memory processes characterized yutsya age features, the knowledge and the integration aims to supply go teacher to organize a successful education and umstven tion of students. [6] The process of mastering knowledge, skills and abilities mi requires continuous and effective self-control children that is possible only if a sufficiently high level of formation of voluntary attention. As is known, the preschooler prevails involuntary attention, it is the first time learning predominates and the pupils. That is why every vitie voluntary attention becomes a condition for further successful student learning activities, and therefore a high priority for teachers.

In the educational process is student sex chaet a lot of descriptive information, and this requires a con yannogo recreate images, which are essential to understand the educational s' material and digest it, ie recreating the imagination junior Sheha student from the very beginning of training is included in tselena governance activities promoting his mental time Development Board.

For the development of younger pupils imagination of great value chenie have their submission. So important a lot of work for teachers in the classroom before the accumulation of clusters representations of children. As a result of continuous efforts of the teacher in this direction in the development of imagination junior student pro come the changes, first images of the imagination in children rasplyv chats are unclear, but then they become more accurate and deter lennymi, initially in the image shows only a few characters in , and, among them the predominant minor issue, but a 2 - 3 class number shown signs of considerable age o, and, among them the predominant material, processing of images accumulated representations initially insignificant, but to class 3, when the student acquires more knowledge about times have become generalized and brighter and the children can already change shu budgetary line of the story, quite sensibly impose conditionality. As atbeginning of training for the emergence of image require specific s' object (in reading and stories, such as reliance on the car roughcast), and further develops the reliance on the word as it is a word allows the child to create a new mental image (such as writing with ordination of the story teacher or read the book).

With the development of a child's ability to manage their umstven tion activity of the imagination becomes more manageable mym process, and his images appear in line with the tasks set before him the contents of training activities. All listed - WIDE above features pave the way for the development of

creative Český imagination, which play an important role special WIDE students' learning. This knowledge forms the basis for the development of creative imagination and the creative process and in subsequent age periods of life. Features of intellectual activity junior Sheha student in the first two years of training in many ways similar to the ways of thinking preschooler. In primary school students pronounced the concrete-like character of thinking. Thus, when solving mental problems, children are based on actual pre meta or their image. Findings, generalizations are made on the basis of certain facts ve. All this is manifested in mastering educational magnetic material. The learning process encourages the rapid development of abstract thinking, especially in mathematics lessons, where the action of specific items a student goes to umstven nym operations with numbers, the same holds for Russian lessons in mastering speech, which at first does not separate Xia it means the thing on, but gradually becomes itself the subject of special study. [7]

In the development of thinking of primary school psychology gi distinguish two main stages.

In the first stage (classes 1-2) their thinking is much like the thinking of pre-school children: an analysis of educational material productivity ditsya mostly in the clear - the efficient and clear - shaped plan. Children are judged on the objects and phenomena in their external individual characters, one-sided, superficial. Inference andx yutsya relies on the visual background, the data in perception, and the conclusion is not based on logical arguments, and by direct corre wearing judgments of perceived information. Generics and the concept of this stage are highly dependent on external characteristics of the pre stamps and fix those properties that lie on the surface. By the 3 rd class thinking goes into a qualitatively new, second phase, requires teachers to demonstrate the links between the individual elements of information to digest. By the 3 rd class children learn rodovidovymi relations between individual characters in concepts, ie classification formed the analytical-synthetic type of activities being developed action modeling. This means that it begins to form the formal - logical thinking.

In primary school, great attention is paid to the formation of scientific concepts Allocate substantive concepts (knowledge of general and essential features and properties of objects - birds, animals, fruit you, furniture, etc.) and the concept of relationships (knowledge, reflecting the ties and relations of objective things and phenomena - the magnitude, evolution, etc.).

In recent years more and more talk about the formation of primary school age of theoretical

thinking on the basis of the empirical. Theoretical thinking is defined by a set of its properties (ref tokens; content analysis of the problem with the release of a general method for its solution, which is "a place" is transferred to a class of problems, intrarennny Action Plan, which provides planning and its follow tion in their minds). Empirical thinking is carried out by comparing the superficially similar, the common features of objects and phenomena of the world, through trial and error. Studies in experital classes under the direction of VV Davydov showed that in the early grades can be formed elements of theoretical thinking th.

It performs two main functions: communicative and significant, ie is a means of communication and form of existence of thought. With the help of language and speech formed muscles tion of the child is determined by the structure ofconsciousness. The very form mulirovka thoughts verbally delivers the best pony manie object of knowledge [8].

Language learning in school - a controlled process, and the teacher has great potential to significantly speed up reche howling development of students through a special organization of training activities. It - it is an activity, then to teach speech to both activities. One of the significant differences in the training of speech activity from the speech activity in vivo is that goals, motives, and content of the training of speech does not derive directly from the desires, motivations and activities of sequence of the individual in the broadest sense and wonder art - tively. It is therefore right to ask the theme of interest to it, you call - desire to participate in its deliberations, to intensify the students' work - one of the main problems sovershenstvova tion of the system of speech. [9].

Formulate the general problem of teachers in the development of speech teaching ing:

a) provide them a good verbal (language) medium do (the perception of adult speech, reading books, etc.)

b) create in the classroom situation of communication, speech situation, which motivate their own children's speech, to develop their interests, needs and possibilities of spontaneous speech

a) To ensure the proper assimilation of students sufficient lexical West Berl sa, grammatical forms, syntactic constructions, logiches FIR ties, to intensify the use of words, education forms, building constructions

g) Maintain a permanent special pa bot to develop speech at different levels: articulatory, lexical, morphological, syntactic, on-link tion of speech

e) create a classroom atmosphere of struggle for the high cul round of speeches, for the fulfillment of the requirements for a good, correct speech

e) to develop not only speech-speaking, and listening.

It is important to take into account differences in speech and writing. Cell Phones – mennaya - a fundamentally new kind of speech that a child s ladevaet in the learning process. The mastery of written language with its properties (expansion and connectivity, structure is complexspine) forms the ability to deliberate exposition of his thought, ie promotes arbitrary and meaningful implementation of the mouth tion of speech. Written speech essentially complicates the structure of communication as an opportunity to address a lack yuschemu companion. The development of speech requires a long, painstaking work systematically younger pupils and teachers. The development of emotional and volitional and cognitive activity and determine tumor of his personality: pro arbitrary actions and behavior, self-monitoring, reflection (ca mootsenku their actions on the basis of correlation with the plan).

Intellectual activity, like any other activity, is a chain of different ordered action in this case they will be the cognitive processes and operations taking place within these processes.

For example, as a cognitive process, memory, which will conclude operations such as memorization, reproduction, forgetfulness, and others. Thinking - is the analysis, synthesis, synthesis conditions and requirements of the problem and ways to address it. [10]

Thinking activities - is a close link between perceptual knowledge and rational knowledge.

The child, who came to school and have a certain amount of knowledge, only in the learning process is actively developing and expanding its cognitive activity. But so it was even more effective and focused, this is largely dependent on the teacher, as he will be able to interest the student and set it to training activities.

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