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## Ways to increase student's cognitive activity in higher education institution

**Annotation.** *The article presents the results of a study of the influence of the developed educational and methodological complex for the disciplines of the pedagogical cycle on increasing the cognitive activity of students of the educational program "Physical culture and sport". It is shown that the proposed approaches to learning have a positive impact on the development of students' cognitive interest, which leads to an increase in the quality of knowledge in the disciplines of the pedagogical module, independence in learning and the development of students' cognitive activity.*

**Key words:** *cognitive activity, quality of knowledge, independence in learning, methods of activation of students' activity, optimization of learning.*

**Introduction.** In modern education, the result of training students at the University is a high-level bachelor, competent not only in the field of their qualifications, but also in other areas of knowledge, which will allow them to be in demand in a rapidly changing world.

In the system of higher pedagogical education, it is especially important to prepare a teacher who can navigate the information space, be able to integrate and transfer the achievements of science, culture and technology into their profession and apply them, be able to independently obtain the necessary information, analyze and synthesize, and think critically.

**Materials and methods.** One of the research tasks is to find out how active students of the educational program «Physical culture and sport» are when studying the disciplines of the pedagogical module, whether they understand the importance of pedagogical knowledge in the formation of a teacher's readiness to perform professional pedagogical activities.

When conducting a survey of students of the educational program «Physical culture and sport» at the first classes at the beginning of the academic year, it was found that most of them do not consider it necessary to study the disciplines of the psychological and pedagogical cycle at the University, giving more preference to special disciplines, but almost all note that pedagogy and psychology are useful and important. We saw that with such a low motivation for the subject, the results of training can not be high, and this in turn interferes with the integrity of the preparation of a bachelor of physical culture and sports.

Therefore, we set a goal to make teaching pedagogical disciplines focused on the profession of physical education teacher, to determine such methods of training that will contribute to increasing the cognitive activity of students in obtaining knowledge.

To achieve this goal, we have developed an educational and methodological complex for the disciplines «Pedagogy of physical culture and sport», «Pedagogy», «Theory and methodology of educational work».

**Results.** Checking the effectiveness of the approach used showed that the attitude of students to the study of disciplines of the pedagogical block has changed in a positive way, that is, the interest in the study of pedagogy has increased.

To test the effectiveness of our work to increase the cognitive activity of students in the development of new knowledge, we conducted research in the first and final classes.

Note that students, especially young men, initially accepted the offer to learn something independently without much enthusiasm. That is, there was a habit of passively receiving knowledge and disinterest in mastering pedagogical knowledge. The attitude to training has changed over the course of this work.

Monitoring the quality of knowledge also showed positive dynamics. We evaluated it using test tasks, as well as analyzing the results of control works and tests of boundary control.

The data obtained is shown in table 1.

**Table 1** – Quality of knowledge of students of the educational program «Physical culture and sport» at the beginning of the study

Academic discipline	1 section (average %)	1 boundary control (average %)	2 boundary control (average %)
Pedagogy	70	89	92
Pedagogy of physical culture and sport	73	85	90
Theory and methods of educational work	80	90	95

While studying the disciplines of the pedagogical cycle, students have learned to better operate with pedagogical concepts, understand and isolate the main thing, reason, and most importantly, apply the studied material. The activity of students in the classroom has increased. The level of independence of students by the end of training in the disciplines of the pedagogical block in comparison with the first classes also became higher.

**Discussion.** When organizing the study of disciplines of the pedagogical block, it should be remembered that it is mandatory to preserve the scientific character, integrity, availability of the studied material and attract students to independent work in extracurricular time.

In order to develop independent learning, we offer students tasks that they need to cope with during extracurricular time. For example, these are tasks such as preparing an essay or report followed by a presentation to the group in practical classes. At the same time, the topics of abstracts and messages should cover such issues that not only help to study and understand pedagogy more deeply, but also will be interesting as General knowledge, independently studied by the teacher.

To consolidate the educational material, students perform exercises and solve pedagogical situations for each topic. Control over the assimilation of a particular topic is carried out after its study in the form of testing.

Here is one of the test options for the discipline «Theory and methodology of educational work»

1. Select the correct statement

A) in any formation, education transfers to the younger generation a certain amount of knowledge, universal experience, to a certain role in social and industrial life, forms behavior

B) Common to all historical types of education-concern for the comprehensive development of the individual

(C) all that characterizes education, namely, the existence of goals, the transfer of accumulated experience, the organization of education, the correspondence of its level to the level of productive forces and production relations, is the same for all socio-economic formations

D) there are no Common features of education that are characteristic of all socio-economic formations, because each social system has its own goals, forms and methods of education

(E) by Producing material goods, people thereby produce their entire way of life; in production, man himself is formed as a social being

2. Why does the theory of education use several definitions education

A) Education-a concept so broad and General that without it is not possible to understand what kind of special clarification is needed. education is in question

B) the Presence of definitions makes it possible to distinguish parenting in in a theoretical sense from the use of a similar term in everyday speech

C) the Abundance of definitions gives pedagogy the status of a developed theoretical science

D) the Everyday use of the concept of "education" does not accurately convey the meaning of the latter and cannot be used to build a scientific theory

E) there is no Correct answer

3. Whether the communication pedagogical function

A) Communication is not a function. Communication is a natural process of interaction between teachers and students

B) Communication cannot be a service function

C) Communication is a teacher's function. He has to constantly communicate with students

D) Communication is one of the most important pedagogical skills, and therefore is a function of

E) when you Master communication, give it a functional focus

4. Select the correct statement

A) there is No correct statement

B) this is the way to address the student: «You must do this because I said so».

C) in case of violation of discipline, it is advisable to distract the student, turning his attention to a new task

D) the Teacher is angry-it's like being ill

E) this is the way to address the student: Well done, I'm happy with you

We see that when performing the test, students also need to reason, analyze, without getting a ready answer.

The selection of content presented in the form of educational and methodological complexes of disciplines of the pedagogical module (syllabus, guidelines for practical tasks, tests for current verification, tasks for independent work of students) was based on the principles of science, accessibility, systematicity and consistency, intersubject integration, continuity, focused on the professional training of students.

When teaching students of the educational program "Sport and physical culture" disciplines "Pedagogy of physical culture and sport", "Pedagogy", "Theory and methodology of educational work", we used traditional means, methods and forms - lectures, seminars, practical classes, independent work of students.

During the lecture, students are given the opportunity to use additional textbooks, work with illustrations, video materials that make them think critically.

Preparing for practical classes, control sections, students know that during the classroom work they will make a defense in front of the group. In other words, tasks are given in such a way that students develop oratorical skills, pedagogical technique, the ability to hold themselves in front of an audience, to master their voice, diction, and intonation.

At the same time, the system-activity approach is used to a greater extent, innovative teaching methods are used, problem situations are created, case tasks are used, etc.

For example, when studying the topic «Pedagogical innovations in the field of physical culture and sports», analyzing the essence of the concepts «innovation», «pedagogical innovation», «innovative training», students make a conclusion about what types of interactive educational technologies can be effectively used in training sessions.

When you pin this topic, students were provided with the case.

A problem situation was given: students do not have a high enough cognitive interest in physical education.

Task: suggest ways to work as a physical education teacher to solve this problem.

Solving this case, students had to identify modern methods, forms, and means of learning to increase the cognitive activity of students and offer conditions for their implementation in the gym or sports field of the school.

When studying the topic «Methods, means and forms of activity of physical culture teachers», students were offered a case.

Situation-problem: you are preparing to conduct a physical education lesson in the 5th grade on the topic «Learning the long jump from a place».

Task: what methods, tools and forms of training will you choose as a teacher? What objective and subjective factors will you take into account when choosing methods of educational activities, forms and means of training in the field of physical culture and sports?

At the end of the lesson, students are offered cards with a task: finish the sentences

– Teaching methods-ways and means of interconnected .....

– According to the source of knowledge (N.M. Verzilin, E.I. Perovsky, D.O. Lordkipanidze), methods are distinguished .....

– According to the classification of the nature of cognitive activity of students (I.Ya. Lerner, M.N. Skatkin) teaching methods are.....

– Means of education — subject support .....

– The form of training as a didactic category means..... and depends on .....

– There are forms .....

The classes actively use methods and techniques for developing critical thinking. For example, when studying the topic "Lesson as the main form of training organization", students are invited to work with the Venn diagram. As sets, it was suggested to compare the modern lesson – innovative and traditional.

Students filled each set with a set of information, and at the intersection indicated all the logical relationships of two sets that have something in common. In this case, the permanent composition of students, approximately the same level of development and readiness of students, and so on.

In the class on "Pedagogy of physical culture" we often use the method of working with information " I Know. I want to know. Learned».

This technique allows you to organize active feedback, helps to structure and systematize the material being studied. Students are asked at the beginning of the lesson, and then at the end of the lesson, to fill out a table, during which they learn to correlate familiar and new information, determine their cognitive needs. Working with the table will allow you to give students the setting for further independent activities.

Table 2 – Methodical method " I Know-I Want to know – I Learned»

Know	I Want to know	I Learned

For example, when studying the topic «Methods and means of activity of a sports teacher» in the discipline «Pedagogy of physical culture», students are asked to fill in the first column, and you can change the forms of work – individually, then in pairs, then discuss. While working, students remember the theoretical knowledge gained during the course «Pedagogy» - the essence of the concept of "method of learning", the main classifications of teaching methods, etc. At the next stage, each student fills in the second column independently. Next, we organize the lesson to learn new material and at the end of the lesson again turn to the table, filling in the third column. When studying this topic, students get new knowledge about the methods of educational activities in the field of physical culture and sports.

To activate students at the motivational stage of the lesson or during reflection, we offer this exercise. Students take turns pulling out cards with words or phrases on previously studied topics and giving them an explanation without preparation. This kind of work takes place at a fast pace, helps to fix the essence of the main concepts in the disciplines in memory, and «enliven» students.

Thus, methods, forms, and means of teaching should be chosen that will help to increase motivation and enhance students' cognitive activity, improve the quality of their knowledge of pedagogy and pedagogical literacy.

**Conclusion.** Thus, the results of the study indicate that it is possible to increase the cognitive activity of students in the study of disciplines of the pedagogical block.

The educational and methodical complexes on pedagogy, pedagogy of physical culture and sports, theory and methodology of educational work and the developed integral pedagogical system, including content and procedural components and implemented in the educational process when teaching students, have shown that this approach contributes to the optimization and intensification of training sessions, activation of educational and cognitive activity of students.

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### **ЖОО-да студенттердің танымдық белсенділігін арттыру жолдары**

Мақалада «Дене шынықтыру және спорт педагогикасы», «Педагогика» пәндері бойынша әзірленген оқу-әдістемелік кешеннің «Дене шынықтыру және спорт» білім беру бағдарламасы студенттерінің танымдық белсенділігін арттыруға әсерін зерттеу нәтижелері берілген. Ұсынылған оқыту тәсілдері білім алушылардың танымдық қызығушылығын дамытуға оң әсер ететіндігі көрсетілді, бұл педагогикалық модуль пәндері бойынша білім сапасын арттыруға, оқытудағы дербестікке және студенттердің танымдық белсенділігін дамытуға көмектеседі.

**Түйін сөздер:** танымдық белсенділік, білім сапасы, оқытудағы дербестік, студенттердің қызметін белсендіру әдістері, оқытуды оңтайландыру.

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### **Пути повышения познавательной активности студентов в вузе**

В статье представлены результаты исследования влияния разработанного учебно-методического комплекса по дисциплинам педагогического цикла на повышение познавательной активности студентов образовательной программы «Физическая культура и спорт». Показано, что предлагаемые подходы к обучению оказывают положительное влияние на развитие познавательного интереса обучающихся, что приводит к повышению качества знаний по дисциплинам педагогического модуля, самостоятельности в обучении и развитию познавательной активности студентов.

**Ключевые слова:** познавательная активность, качество знаний, самостоятельность в обучении, методы активизации деятельности студентов, оптимизация обучения.