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Development of Informative Activity of Younger Schoolboys in Additional Education Establishment

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Abstract
The article discusses the concept of cognitive activity, levels, stages and methods of cognitive activity, as well as the methods used by the teacher in the activity for the formation of informative activity of younger pupils in the conditions of an additional education.

Keywords:
primary school age, cognitive activity, levels of cognitive activity, stages of cognitive activity, the methods of cognitive activity, games, gaming exercise, walking, training, hobby groups.

Formulation of the problem. The problem of the cognitive activity of junior schoolchildren has existed for many centuries and currently does not lose its actual importance. In different historical epochs, this problem was solved in different ways. But we live in an era of technological progress, in a time of change, with special attention to the development of children. Therefore, this problem deserves special attention and the search for new ways to solve it.

Research analysis. Such scientists as V.K. Bakhir, Yu.P. Gryaznov, A.L. Kainova, I.P. Podlasy, A.A. Rean, T.A. Shamova, G.I. Shchukin.

Purpose: to reveal the essence of cognitive activity and the ways of its development in younger schoolchildren in institutions of additional education.

Presentation of the main material. The issue of the cognitive activity of children has been relevant in various historical epochs. In the modern world, this issue has not lost its actual importance, but on the contrary, it is gaining more and more interest from scientists, researchers, teachers and parents.

Cognitive activity plays an important role in the educational process. G.I. Shchukina gives such a definition of cognitive activity: it is the selective orientation of the individual, addressed to the field of cognition, to its objective side and the very process of mastering knowledge.We understand cognitive activity as an interest in learning activities and mastering knowledge, a positive attitude to the study of subjects, a desire to comprehend new data [8].

There are several classifications of the formation of cognitive activity. In the first classification, the following levels are noted: high, medium and low. Another classification of levels is also

distinguished: reproductive-cognitive, search-executive, creative. Reproductive-cognitive - this is the lowest level, it is characterized by the desire to comprehend ready-made knowledge and act according to the model. Search-executive is a higher level that allows the child to independently solve the problem set before him by the teacher. Creative is the highest level of cognitive activity, at which a child can set a task and the child himself is looking for special, creative, non-standard ways to accomplish it.

In the development of cognitive activity, the teacher plays a major role. He should notice and praise every, even if not significant, success and pay attention, in a gentle way, to the mistakes of children. In order for children to show interest in learning activities, the teacher must be friendly, always go to meet the students, re-explain the material if it has not been mastered, create a positive microclimate in the lesson, use various pedagogical means, not overload the students, take into account the individual capabilities of schoolchildren [2].

Scientists define two ways of developing the cognitive activity of primary schoolchildren: extensive and intensive. An extensive way of developing cognitive activity implies an increase in the number of educational and non-academic sessions. And the intensive method involves a change in the structure, course of training and outside training sessions, a change in the very way of presenting information, the use of new interactive technologies. In our opinion, it is obvious that the intensive method is much more effective. Since he creates the student a direct interest in learning activities, without forcing him to it (without using such means as cramming and only reading textbooks).

There are many methods of forming the cognitive activity of younger students in the context of additional education. Among them are: games, game exercises, solving crosswords, puzzles, charades, riddles, virtual travel, excursions to the world of fairy tales, trainings to develop the intellectual and creative abilities of schoolchildren, passing mazes, etc. You can use other methods that will are aimed at the development of cognitive mental processes: memory, attention, thinking, perception, imagination [5, p. 140]. The most effective educational games aimed at the formation of cognitive activity of younger students. These games contribute to the development of observation, the ability to analyze, compare, think logically, focus, and develop memory. During developmental games, children are not afraid to make mistakes, to do something wrong, as, for example, in the lesson. They can freely express their thoughts, their opinions and their vision of this or that issue, without fear that they will be condemned for incorrect answers.

For younger schoolchildren, the leading activity is educational, but play activity is the most significant and interesting for them. Therefore, if you combine play and educational activities, you can achieve success in the development of the cognitive activity of younger students. In the game, children master new social roles, receive positive emotions. They do not get tired of acquiring

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knowledge in an easy and accessible form. Walking is an important method in an after-school group. It allows children to recuperate, gain positive emotions, take a break from mental stress and exercise physically. You can use different types of walks and alternate them so that children are not bored and always interesting [4]. A sports walk is best suited after hard lessons such as mathematics, Russian. These items require intense mental work. And as you know, for productive work, you need to change the type of activity from intellectual to physical. On such walks, children play active sports games: volleyball, basketball, football. After such a rest, children will be able to return to their educational activities and master new material perfectly. The observation walk will also be of interest to younger students. It can be organized on the territory of the school, in the garden, park, public garden. Children can be shown seasonal changes in nature, observe natural phenomena, plant changes and animal behavior. You can take a walk-excursion in which to acquaint children with the history of your city, to show the sights of your city, monuments. You can organize a trip to the museum [7]. The next type of walk is a walk-hike. The hike can be organized in a playful way. Choose a place for the hike: it can be a bay, a picturesque lawn, a children's park, the sea, a river, etc. You should take rugs and food with you so that the children can relax. After that, carry out several educational and outdoor games in the fresh air. Walking creativity is a quieter activity. It is aimed at the unity of children with nature, the development of observational abilities, attention, perception and imagination, as well as the disclosure of creative abilities. A creative walk can be organized as follows: after school, go out with the children to the park or to the school site, warn the children in advance to take pencils, felt-tip pens, paints and albums, and ask them to draw what they want from what surrounds them. You can take out the chairs for the children for convenience, or ask them to take rugs with them. Walking amusement is a free activity. Here children can do whatever they want: play games, jump, run, have fun, eat, just relax. The main task of this walk is to restore strength and rest from mental stress [7].For children after school hours, you can organize an interest club and devote to this club at least three days a week. The purpose of the hobby groups is to consolidate the acquired knowledge in practice. Examples of hobby clubs are the following circles: skillful hands, young naturalists, entertaining mathematics, zoological and botanical circles where children observe animals, plants and take care of them, etc. The most important principle of participation in them is voluntariness. If a child is forcibly brought into such a circle, then a positive result is unlikely to be expected [6, p. 175]. Interest clubs are very useful for children. The circles enrich the children's circle of friends and their relationships. In the club, over time, educational boundaries between students, such as an excellent student, a good student, and a C grade, are blurred. Children become friends and do not look at each other through the prism of school relationships. Such clubs help introverted guys open up and help more active guys channel energy in the right direction. Also, hobby groups can serve as a factor in team building [3].

To form the cognitive activity of younger schoolchildren, one can use intellectual and developmental trainings. The aim of the trainings is the development of cognitive mental processes. In a series of these trainings, you can include others, for example, to build a team, to relieve emotional stress and get positive emotions.

For the development of cognitive activity of junior schoolchildren, the game "Field of Miracles" is perfect. It can be created and adapted for any school subject. Carry out this game as a summing up of the passed topic and consolidation of the knowledge gained. An important point is that in this game, participants must receive prizes: these can be medals (chocolates, cut out of cardboard), sweet prizes (sweets, chocolates, bars) or toys (small soft toys, souvenirs, key rings) [1].

The listed methods of forming and developing the cognitive activity of younger schoolchildren are the most effective, but these are far from all existing methods. Each teacher chooses methods that are convenient for him, those that he considers most useful for children.

Conclusions. Thus, having studied the pedagogical literature on the research topic, we came to the conclusion that cognitive activity is an interest in learning activities and mastering knowledge, a positive attitude towards the study of subjects, a desire to comprehend new data. There are such levels of formation of cognitive activity: high, medium and low. Another classification of levels is also distinguished: reproductive-cognitive, search-executive, creative.

There are three stages in the development of cognitive activity: initial (assimilation of knowledge), intermediate (consolidation and application of knowledge), final (systematization of acquired knowledge).

There are two ways of developing the cognitive activity of primary schoolchildren: extensive and intensive.

There are many methods of forming the cognitive activity of younger students in the context of additional education. We named the most famous and effective ones: games, game exercises, solving crosswords, puzzles, charades, riddles, virtual travels, excursions to the world of fairy tales, trainings to develop the intellectual and creative abilities of schoolchildren, passing mazes, hobby groups.

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