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Improvement of students' cognitive activities through teaching the concept “time” at the university

The article highlights ways to improve the cognitive activity of students by revealing the national character of the language, the conceptual analysis of the literary text. It is proposed to study the language in a cognitive direction on the basis of the continuity of language and nation, artistic text, including folklore texts. The article explores historical songs in a cognitive aspect for the first time. At the same time, through various methods and teaching methods have been determined the ways to improve cognitive thinking, the ability to broaden one's horizons, and the ability to reasonably express one's opinion. Based on the texts of historical songs, theoretical and practical tasks are developed and introduced. Practical tasks determine how the concept of “time” is reflected in historical songs. It is supposed to reveal the nature of the concept “time” in the Kazakh worldview. Various tasks have been prepared to develop students' ability for cognitive analysis of the language of a work of art. The article uses interactive teaching methods and techniques in the educational process.

The article uses interactive teaching methods in the educational process: pair work, group work, decision tree, filling in the Fila table (fact, idea, logic, argument), etc. The methods used are aimed at developing students' cognitive activity. The article provides for the development of students' thinking through writing works for students, improving the ability to express their thoughts in a reasoned manner, mastering language communication through the integrity of thought, consciousness, language, and increasing the ability to comprehensively implement the cognitive process. As a result of the study, active, creative, and cognitive activities of students will be developed.

Keywords: learning, cognition, concept, cognitive linguistics, artistic text, education, skills, cognitive thinking, cognitive activity.

Introduction

Educational process plays an important role in the social and economical development of the society. The improvement and establishment of the education is connected with the main philosophical issue “Cognitive theory”, the study is researching by relevance of spirit to substance and cognition to existence. Therefore “Cognitive theory” is a methodological and philosophical basis of the educational process. One's thinking, being, worldview, cognition have their affection to accept any information. Nowadays it is actual to research the language from the cognitive side. Every term and the name of the certain things in the language firstly goes through recognition these things by one's cognition. That's why in the educational process the cognitive process is the main one. It is important to educate from the cognitive side at the university. The aim of the article is to improve cognitive activity at the university. Additionally, studying our literature, recognizing our national being gives the opportunity to discover the national features of the language. In the article we consider the way of improvement of students' cognitive activity through concept analysis, based on the term “concept” which is nowadays the basis of the cognitive linguistic.

The cognitive activity of students is the aim of numerous pedagogics and psychologists. The root of this issue goes deep and starts from the ancient times. The scientist Y.A. Komenski in his work “Great Didactic” said: “It is necessary to improve the ability to determine the thing or phenomenon, to learn and use it [1; 200]. It means that students should use the knowledge combining theory and practice in life and experiment.

One of the major aims in the policy of the educational system of the Republic of Kazakhstan is to form an educated individual who has a range of creative skills and a high cognitive activity and activeness [2; 45].

Psychological and pedagogical sciences are focusing mainly on the formation of the personality of future generation in the educational process. The improvement of educational and cognitive activeness of the students, the development of modern educational process have a great effect on the improvement of individual. As scientists say, the cognitive activity is active and creative activity of students to education.

The different methods have been used to increase cognitive thinking of students in the teaching process. There should be a close connection between teacher and student in order to achieve this goal. Expressing

students' opinion reasonably is the basis to increase cognitive activity and critical thinking. "At the stage of development of our society, the issues of educating young people are one of the most urgent tasks facing us. Therefore, when organizing the educational process in higher educational institutions, it is necessary to intensify the cognitive activity of students, improve independent and critical thinking abilities" [3; 42]. Thus the improvement of students' cognitive activity and critical thinking increases the educational process.

The methods and resources

In the article semantic analysis, reporting, explanation, concept analysis methods were used. In the organization of practical tasks interactive methods of teaching were used.

The cognitive activity of students improves on the basis of educational process. These activities are formed by the relationship between teacher and student during the lesson and this relationship is the important one of cognitive activity. By forming the cognitive activity of students improves their self-esteem, ability to express their thoughts concretely and reasonably and ability to share their opinion on the certain topics. The acceptance of changes around the cognitive activity of students appears in their worldviews, expressing their opinion for and against. "The leading quality of the student's personality should be cognitive independence, which manifests itself in the ability to set goals, find ways and means to achieve them through constant self-education" [4]. Therefore, the improvement of the cognitive activity, cognitive activeness requires constant developing and advancing. The main power of the increasing of the cognitive activeness is constantly improving oneself.

Results and their analysis

In our article we consider the cognitive activity that refers to gaining materials of the lesson through teaching concept, including "time" concept based on the historical songs. The historical songs in the language are the treasure of our nation which can be a basis to learn our national being. The social consciousness and features of the language can be determined by the historical songs. Studying the historical songs through cognitive side gives an opportunity to learn the national being of our language. Distinguishing the terms "concept" and "notion" scientist A. Islam gives this definition: "The concept is a short substance with deep meaning which has been kept in an ethno-cultural consciousness and transferred from generation to generation of certain nation, structure which means centuries-old idea about national cultural value" [5; 28]. Therefore the concept has a great importance in studying our national cultural values. The concept is based on learning our national being.

In general, the term "concept" is frequently discussing nowadays. The lesson "Cognitive linguistic" teaching in philology today is teaching in every university. Due to this lesson students' creative activeness increases and cognitive thinking improves. According to scientists, teaching cognitive linguistic leads to form following skills of students:

- 1) during studying cognitive linguistic students' thinking skills will increase;
- 2) the feature of learning the environment and the ability to express reasonably opinion will improve;
- 3) students' horizons will broaden;
- 4) the abilities to implement the cognitive process and to gain linguistic connection through the alliance of thought, consciousness, language will improve [6; 82].

As we can see, on the lesson "Cognitive linguistic" students' cognitive process and the ability to clearly share opinion will improve, worldview will expand, thinking skills will increase.

Let's observe how written exercises will affect on formation of students' cognitive activity.

Written exercises along with giving knowledge to students they provide formation of their thinking, mind, intelligence, attention. Written exercises increase students' thinking skills and educate to express their thoughts correctly [7].

When teaching concept, discussing concept in literature have been used method of concept analysis. Method of concept analysis is comparatively the newest method of researching and was given different definitions by the scientists. In order to give the definition of concept analysis comparing with semantic analysis we suggest the following variant: "The concept can be studied mainly through the lexical means of its expression, the conceptual analysis must be distinguished from the semantic analysis of the word. With all the outward proximity of their substantive tasks and goals, they are in a certain sense opposite to each other: lexical semantics goes from a unit of linguistic form to semantic content, and conceptual analysis goes from a unit of meaning to linguistic forms of their expression" [8; 249]. Thus, semantic analysis precises the words, but concept analysis arises from the getting acquainted with the world.

There is significant knowledge about linguistic thinking in concept analysis. Concept analysis has different methods, they are based on using in researches with different methods of description.

During the lesson can be organized such practical tasks for students. The tasks are made up on the basis of texts from the historical songs. For example, students might be given practical task to fill the “FILA” table down below (Table 1).

Task 1. Fill the FILA table concerning with “time” concept.

The series “The word of ancestries” volume 56. Analysis on the basis of the text of the historical songs “Zhanibek batyr songs” 42-55 p. https://adebiportal.kz/kz/books/view/babalar_sozi_56_tom_737

Table 1

Fact	Idea	Logic	Argument

“FILA” table is one of the interactive methods of today's teaching. In the process of completing the task above students firstly get acquainted with the content of the text from the historical song. They determine the units referring to time in the text and find their indirect meaning in the context. Working with the text they are led to write a concrete data about the text, to express an opinion referring to “time” concept and to prove their opinion with the facts, finding arguments in the text. This task guides students to work individually improving their thinking skills and cognitive activity (Table 2).

Sample:

The extract from the historical song “Zhanibek batyr songs”

Table 2

Original	Script in Latin	Interlinear translation by authors
<i>Қампайып қарны жүкті болып, Қуаныштың болды дерегі. Тоғыз ай өтіп, тоғыз күн Туатын уақыты боп еді.</i>	<i>Kampaiyp karny jukti bolyp, Kuanyshdyn boldy deregi. Togyz ai otip, togyz kun Tuatyn uakyty bop edi.</i>	<i>Pregnant with a huge belly, It was the sign of joy. Nine months left, nine days It was the baby due.</i>

The phraseological unit from the extract of this text *nine months, nine days* is a unit formed in ancient times. The following definition were given to this phraseological unit in the dictionaries: “Nine months, nine days means when the delivery date has come and a pregnant woman is ready to give a birth”. In our linguistic consciousness number “nine” is holy and the notion “nine months, nine days” we firstly connected with the childbirth. Students work with a dictionary determining one linguistic unit referring to “time” concept in the given text. They find out the significance of this phraseological unit in people’s consciousness and connect with the national culture.

Furthermore, through completing the “FILA” table students are monitored to write with concrete facts and arguments.

The sample of the next written task as follows:

Task 2. Work with the text.

The words of ancestries. The historical songs, volume 60. “Babak batyr songs”.

https://adebiportal.kz/kz/books/view/babalar_sozi_60_tom__730

A) review the glossary.

Ә) define linguistic units referring to time in the text.

Б) after defining linguistic units divide into three groups, find differences.

Glossary

Time – one of the textual categories, it show the exchange of parallel things;

Time conceptual – time when event is taking place;

Time literary – the form of plot and happening phenomenon;

Time objective – calendar time;

Time perceptual – emotional and expressive time;

Time realistic – the form of living of text (book, newspaper, documents, letter, etc.) in definite time like other substance objects (Table 3).

Table 3

Realistic time	Conceptual time	Perceptual time

Students complete the table above acquainted with the context of the text, defined linguistic units referring to time and divide them into three groups. Then find differences.

Students do some individual researching works acquainted with the glossary. Students find differences between the notions realistic time, conceptual time, perceptual time mentioning above and prove them with arguments. Through completing the task is made direction to form the cognitive activity of students. The task leads to creative process along with gaining of cognitive information of students.

Furthermore, improving of students cognitive thinking, increasing of their cognitive activity directly depend on teacher. The tasks given to students shouldn't be typical but offered through different interesting methods.

Pair works and group works are playing important role in the educational process. Scientist A. Alimov in his work "Using of interactive methods at the university" is highly focusing on the significance of group work. Here is the prove from scientists work: "Group work forms students collective sense, shows that the unity work can be interesting and attractive and it improves students intention for general labour" [9; 88]. As we can see, group work along with improving students cognitive activeness, it also teaches to listen others, to take into account others' opinion, to make common decision and shows activity of students in the group. As an example they can be given such tasks:

Task 3. Group work. The task should be done with the method of Decision tree.

The words of ancestries. The historical songs, volume 59. "Raiymbek batyr songs".

Text: <http://qamba.codeo.kz/site/book/babalar-sozi-59-tm/>

Decision tree – students divide into three groups with the same amount of students. Each group make analysis according to the task then write their opinion on the tree (whatman paper). Then groups swap and write their opinion on neighbours trees.

Task according to the text for the group 1.

A) Find the lexical units that reflect time concept in the given text and describe them. Prove that they changed in the context.

Task according to the text for the group 2.

B) Find the lexical units that reflect time concept in the given text and define the phraseological units using to give the time concept. Distinguish the semantical groups.

Task according to the text for the group 3.

C) Find epithets in the given text that reflect time concept. Find the place of epithets in the context and distinguish the reason of their usage.

Task 4.

With the help of group work method students acquainted with the context of the text ask questions from each other. Then give answers to these questions. Everyone proves their opinion.

The words of ancestries. The historical songs, volume 60. On the basis of the context of Bazar batyr historical songs: https://adebiportal.kz/kz/books/view/babalar_sozi_60_tom__730

Student 1. Question: What is the main thought of the text? Talk about the main idea of the text.

Student 2. Answer: Student explores the main thoughts and idea of the text. And proves with examples from the text.

Student 3. Question: Tell the linguistic units from the text referring to time.

Student 4. Answer: Student tells the linguistic units from the text referring to time and proves them with examples.

The given tasks are provided with the pair and group work methods. Through completing the task students can work independently and can increase their researching activity.

Independent work of students differs from other educational activities in that student sets himself a goal and choose the task and type of work to achieve it [10; 120].

The main factors of improving students' cognitive activity are to feel students' own possibilities, work with their own choice, satisfy from their activities during the educational process; corresponding of teachers' requirements and students' abilities; the ability of teacher to organize independent work, etc.

Looking into the issue of cognitive activity scientist K. Ushinskii said: “independent work one of the best ways to get achievements on teaching”. He was the first one who made philosophical, psychological and pedagogical analysis of students’ independent work. The independent work has a special place on forming and improving of students’ cognitive activity. Through independent work students conduct experiments, collect, conclude and summarize knowledge that they gain.

So, the main goal of independent work is to form students’ cognitive activity, to increase the interest in study and their future profession, to improve creative skills.

In the tasks above works according to the text were conducted. Work on text guides students to independent work while forming their cognitive activity.

On the basis of “time” concept students might be organized with the independent works as follows:

№1. SIW. To divide into groups the basic concepts that include “time” concept in the text; to give the definition to the basic concepts, to define their way of forming.

№2. SIW. To prepare the glossary for terms referring to “time” concept. To learn the articles, monographs, books on theme.

№3. SIW. To prepare short scientific article on the basis of the semantic structure of “time” concept. To compare scientists’ opinion, to prove with examples from the historical songs.

So every person while getting acquainted with the world addresses to ones mind, lays on ones knowledge. It arises filtering from all the levels of person’s cognitive processes like understanding, accepting and thinking. Students on the basis of cognitive activity form cognitive interest and features of researching.

Conclusion

In this article the improvement of students’ cognitive activity at the university was advanced through determination of concepts in the historical songs including “time” concept, finding out the basic concept.

The historical songs is an entire world that collects issues referring to people’s being, it is a canal that transfers every nations’ culture, behaviour, spirit from generation to generation. According to this time concept was analyzed through linguistic units in the historical songs and proving works were conducted. Moreover, on the basis of thought-language-cognition the ways of improving students’ cognitive thinking ability were considered through increasing students thinking abilities and boarding their horizons. On the basis of texts that improve cognitive activity practical tasks for students were prepared.

As we mentioned above, the aim of our work was to form students cognitive activity. Students acquainted with the world, their ability to make analysis to the language of works of art, taken as a basis of teaching through the analysis of the literary texts which combine national values of the language. Student reveals concepts from the text acquainted with the context of the historical songs. He tries to define how the kazakh people’s vision of time was shown in the literary texts and determines the linguistic units of concepts. In this way we can observe how student thinks and understands the significance and value of the literary words.

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Т.Б. Кулынтаева, Л.Ә. Еспекова

Жоғары оқу орындарында «уақыт» концептісін оқыту арқылы студенттердің танымдық іс-әрекетін жетілдіру

Мақалада тілдің ұлттық сипатын ашу, көркем мәтінге концептілік талдау жасау арқылы студенттердің танымдық іс-әрекеттерін арттыру жолдары сөз етілген. Тіл мен ұлт сабақтастығы, көркем мәтін, оның ішінде фольклорлық мәтіндер негізінде тілді когнитивті бағытта зерттеу ұсынылған. Авторлар тарихи жырларды алғаш рет когнитивті аспектіде зерттеген. Сонымен қатар, оқытудың түрлі әдіс-тәсілдері арқылы студенттердің танымдық ойлау қабілетін, дүниетанымын кеңейту, өз пікірін дәлелдеп жеткізе білу дағдыларын жетілдіру жолдары айқындалған. Тарихи жырлар мәтіндері негізінде теориялық және практикалық тапсырмалар дайындалып, енгізілген. «Уақыт» концептісінің тарихи жырларда қалай көрініс табатыны практикалық тапсырмалар арқылы анықталған. Қазақ дүниетанымында «уақыт» ұғымының сипатын ашу көзделген. Студенттердің көркем шығарма тіліне когнитивті тұрғыдан талдау жасай алу қабілеттерін дамытуға түрлі тапсырмалар дайындалды. Мақалада білім беру процесіндегі оқытудың интерактивті әдіс-тәсілдері қолданылды. Олар: жұптық жұмыс, топтық жұмыс, шешім ағашы, Fila кестесін толтыру (факт, идея, логика, аргумент) т.б. Пайдаланылған әдіс-тәсілдер студенттердің танымдық іс-әрекетін дамытуға бағытталған. Мақалада студенттерге жазба жұмыстарын жасау арқылы студенттердің ойлау қабілетін дамыту, өз ой-пікірін дәлелдеп жеткізе білу дағдысын жетілдіру, ой, сана, тіл тұтастығы арқылы тілдік қатынасты жете меңгерту, таным процесін жан-жақты іске асыратын қабілеттерін арттыру көзделді. Зерттеу нәтижесінде студенттердің белсенді, шығармашылық, танымдық іс-әрекеті дамиды.

Кілт сөздер: оқыту, таным, концепт, когнитивтік лингвистика, көркем мәтін, білім беру, дағды, танымдық ойлау, танымдық іс-әрекет.

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Совершенствование познавательной деятельности студентов через обучение концепта «время» в вузе

В статье освещены пути повышения познавательной деятельности студентов путем раскрытия национального характера языка, концептуального анализа художественного текста. Предложено изучение языка в когнитивном направлении на основе преемственности языка и нации, художественного текста, в том числе фольклорных текстов. Авторами впервые исследованы исторические песни в когнитивном аспекте. Вместе с тем посредством различных методов и приемов обучения определены пути совершенствования познавательного мышления, умения расширять кругозор и аргументированно выражать свое мнение. На основе текстов исторических песен разработаны и введены теоретические и практические задания. Практическими заданиями определяется то, как концепт «время» находит отражение в исторических песнях. Предполагается раскрыть характер концепта «время» в казахском мировоззрении. Подготовлены различные задания на развитие у студентов способности к когнитивному анализу языка художественного произведения. В статье использованы интерактивные методы и приемы обучения в образовательном процессе: парная работа, групповая работа, дерево решений, заполнение таблицы Fila (факт, идея, логика, аргумент) и т.д. Используемые методы направлены на развитие познавательной деятельности учащихся. В статье предусмотрено развитие мышления студентов путем создания письменных работ, совершенствование навыков аргументированного выражения своего мнения, овладение языковыми отношениями через целостность мысли, сознания и языка, повышение их способностей к всесторонней реализации процесса познания. В результате исследования развивается активная, творческая, познавательная деятельность студентов.

Ключевые слова: обучение, познание, концепт, когнитивная лингвистика, художественный текст, образование, навыки, познавательное мышление, познавательная деятельность

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