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IMPROVING THE METHODOLOGY FOR FORMING A POSITIVE MOOD IN STUDENTS IN RELATION TO COGNITIVE ACTIVITY (ON THE EXAMPLE OF PRESCHOOL EDUCATION STUDENTS)

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Abstract

This study aims to improve the methodology for forming a positive mood in relation to cognitive activity on the example of preschool students. The study analyzes effective pedagogical approaches that serve to improve the motivation, interest and emotional state of students in the process of teaching them. It also examines psychological and didactic methods aimed at increasing students' cognitive activity, developing independent thinking and problem-solving skills. The results of the study provide teachers with recommendations for creating a favorable learning environment for students and promoting their professional development.

Keywords: Cognitive activity, positive mood, motivation, preschool education, pedagogical methodology, emotional state, interest in learning.

INTRODUCTION

Cognitive activity is a conscious activity carried out with the active participation of mental processes such as perception, thinking, memory, attention, and speech in the process of acquiring knowledge about the surrounding events. Cognitive activity includes the acquisition of knowledge and practical skills in solving educational problems set by the teacher, as well as self-development activities within the learning process. This process is not only about acquiring knowledge and skills but also aims at developing the student's personal qualities through the purposeful assimilation of social experience (moral, cultural, practical, creative, and others) [1].

This research is aimed at studying effective pedagogical and psychological approaches, proposing methods that contribute to improving motivation and emotional well-being, and identifying ways to create a favorable learning

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environment for students. The research results are expected to further enhance the cognitive activity of students studying in the field of preschool education [2].

DISCUSSION AND RESULTS

In the learning process, students' cognitive activity consists of three interrelated stages:

In the first stage, the process of perceiving, understanding, and memorizing the studied material or acquiring theoretical knowledge takes place.

In the second stage, it is necessary to perform special learning exercises to apply the acquired knowledge in practice and develop skills and competencies.

In the third stage, work is carried out to consolidate, deepen, and further improve the acquired knowledge and practical skills.

Psychologists (I. A. Zimnaya, I. I. Ilyasov, I. Lingart, D. B. Elkonin) have analyzed cognitive activity and identified its five main characteristics:

It is aimed at acquiring learning materials and solving educational problems.

It involves mastering general methods of knowledge and activities.

It includes various activities of the student, such as perceptual (observation, auditory and visual perception), mnemonic (learning, memorization), intellectual (analysis, comparison, classification, generalization), and practical (problem-solving, experiments, graphic and computational work, application of computer technologies).

Depending on the results of the activity, it leads to changes in the student's intellectual characteristics (character, abilities, memory, thinking, emotions, willpower) and behavior.

From the perspective of personal development, it contributes to the subject's self-development.

Like other types of activities, cognitive activity is characterized by objectivity, goal orientation, and productivity (efficiency). It has a specific structure and composition. The subject of learning activity is the content of the studied material, which includes concepts, theories, laws, principles, tasks, algorithms, processes, and practices covered in the curricula of the studied disciplines. The goal of learning activity is to acquire this knowledge, while the student develops in the process. It should be noted that the goal of learning activity is closely related to the goal of teaching.

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There are various pedagogical studies on methodologies for increasing cognitive activity in preschool education. A. V. Vengerov (2004) emphasized in his works the necessity of using engaging and goal-oriented teaching methods for children. Additionally, F. L. Olkhovik (2010) developed methodological foundations for actively developing children's intellectual activity in the teaching process in preschool education.

Furthermore, studies conducted by M. M. Kagan (2009) examine the impact of positive mood and emotional state on cognitive activity. It has been shown that a positive attitude towards cognitive activity can improve students' academic success and accelerate the process of acquiring new knowledge. Moreover, a positive mood helps reduce students' stress levels, increase their self-confidence, and contribute to overall emotional stability (Fredrickson, 2001).

METHODOLOGY

This study employs a range of pedagogical and psychological methods aimed at improving the methodology for fostering a positive attitude toward cognitive activity in preschool education. The research is based on the following methodological approaches:[3]

1. **Theoretical Analysis:** At the initial stage of the study, existing literature on cognitive activity, positive mindset, and motivation was analyzed. This examination helped develop the scientific foundations for fostering a positive attitude toward the learning process.

2. **Experimental Method:** In the second stage of the study, special pedagogical methodologies were applied to enhance the cognitive activity and positive mindset of students in preschool education. The experiment involved two groups: a controlled group (where the methodology was applied) and a control group (where traditional teaching methods were used).

3. **Observation:** Students were closely monitored during their learning process and classroom activities. This method was used to measure changes in students' positive attitudes and improvements in cognitive activity.

4. **Sociological Surveys:** Questionnaires and interviews were conducted to assess students' motivation and emotional state. This helped evaluate students' perceived changes and attitudes toward the learning process.

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5. **Statistical Analysis:** The results obtained during the study were recorded using statistical analysis methods, and the effectiveness of the applied methodologies was evaluated. The results of the experimental and control groups were compared.[4]

Using this methodology, effective strategies for fostering a positive attitude toward cognitive activity were identified, contributing to the improvement of the learning process in preschool education.

The experiments and observations conducted during the study provided significant conclusions regarding the impact of a positive mindset on cognitive activity in education. The relationship between cognitive activity and a positive mindset was particularly evident among preschool education students. The primary goal of the study was to determine how a positive attitude influences the learning process. The methodologies and pedagogical approaches applied in the controlled group led to higher motivation, improved cognitive engagement, and an overall better emotional state among students.

As highlighted in the study, fostering a positive attitude toward cognitive activity led to increased interest in acquiring new knowledge and a more engaged approach to learning. In the controlled group, students became more active in class and showed greater enthusiasm for solving complex problems. These results, in turn, contributed to increased motivation and interest in the learning process.[5]

The changes observed in the controlled group were significantly clearer compared to the control group. While the control group followed traditional teaching methods, the controlled group was exposed to innovative pedagogical techniques, including active learning methods, interactive educational activities, creative exercises, and problem-solving activities. These approaches helped enhance students' mood, boost their confidence, and improve their cognitive engagement.

Additionally, sociological surveys and interview results indicated that students' attitudes toward the learning process had changed significantly, leading to positive educational outcomes. Students reported feeling more engaged in class, showing greater interest in acquiring new knowledge, and increasing their self-confidence.[6]

According to the functional classification of actions, three main types are distinguished: directive (planning), execution, and control. Directive actions

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involve a system of instructions that students follow to apply acquired skills. These actions are essential for planning future activities. In solving educational problems, the preliminary basis of actions is structured as follows:

- Identifying the problem and its essence;
- Establishing logical connections between existing and required problems;
- Proposing various methods for solving the problem;
- Selecting a method and developing a solution plan;
- Implementing actions to solve the problem;
- Verifying the result.

The function of control (or self-control) involves determining the correctness and completeness of students' performed operations in accomplishing educational tasks. To solve a problem, a student must possess a set of resources that are not externally introduced but are necessary for the problem-solving process. These resources can be material (e.g., tools), printed (texts, diagrams, formulas), or ideal (acquired knowledge).[7]

The structure of cognitive activity consists of the subject, goal, motives, means, learning actions, and their execution methods, all of which aim at forming the final outcome (product). Cognitive activity can be understood as the process of solving educational problems. Based on the level of thinking, cognitive activity is divided into two types: reproductive and productive (creative). Reproductive activity involves repeating previously learned material, solving typical problems according to a prescribed algorithm, preparing reports, and studying independently. Creative cognitive activity includes solving non-standard problems, conducting laboratory experiments, carrying out research work, designing technical products, and more.

During student years, not only physical but also psychological characteristics, particularly cognitive functions such as perception, attention, memory, thinking, speech, and emotions, develop. According to B. G. Ananyev, this period is considered the most favorable for education and professional training. During this time, new forms of activity emerge, and in cognitive activity, abstract thinking becomes dominant. This period also establishes relationships between various fields of studied reality.

If teachers fail to develop students' abilities during this period, they may resort to mechanical memorization of material, hindering their intellectual and creative development. Research indicates that many students struggle with developing

intellectual operations such as comparison, classification, and identification. Creative abilities, on the other hand, often develop through solving original and non-standard problems, discovering innovations, applying knowledge in new situations, and making independent decisions [8].

CONCLUSION

This study focuses on examining the impact of improving the methodology for fostering a positive attitude toward cognitive activity in preschool education. The results of the study indicate that the relationship between cognitive activity and a positive mindset can enhance the effectiveness of education, increase students' interest in learning, and contribute to emotional stability. The innovative pedagogical methodologies and approaches applied in the controlled group successfully increased students' cognitive engagement and significantly improved their motivation for learning.

The methodologies aimed at fostering a positive attitude toward cognitive activity led to greater confidence, interest, and higher motivation among students. These methods played a crucial role in enhancing the effectiveness of the learning process and contributed to students' intellectual and emotional development. Additionally, the formation of a positive mindset helped reduce students' stress levels and increased their self-confidence.

The findings of this study highlight the importance of implementing innovative approaches to enhance cognitive activity and improve students' emotional well-being in preschool education. The proposed methodologies positively influenced students' attitudes toward the learning process and could be applied in future pedagogical practice. Thus, improving the methodology for fostering a positive attitude toward cognitive activity can significantly contribute to enhancing the quality of the preschool education system.

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