

УДК: 371.373.159

DOI 10.33514/1694-7851-2025-4/3-446-453

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**ДЕН СООЛУК ЖАНА СЕРГЕКТИК ПРОГРАММАЛАРЫНЫН КОНТЕКСТИНДЕ
БАШТАЛГЫЧ КЛАССТЫН ОКУУЧУЛАРЫНЫН КОГНИТИВДИК
ИШМЕРДҮҮЛҮГҮН УЮШТУРУУДАГЫ ПСИХОЛОГИЯЛЫК ЖАНА
ПЕДАГОГИКАЛЫК ФАКТОРЛОРДУН РОЛУ**

Аннотация. Бул макалада ден соолук жана сергектик программалары учурунда башталгыч класстын окуучуларынын когнитивдик ишмердүүлүгүн уюштуруудагы психологиялык жана педагогикалык факторлордун ролу каралат. Бул изилдөөнүн актуалдуулугу заманбап мектептерде балдардын ден соолугуна болгон талаптардын жогорулашынан жана окуунун натыйжалуулугун жогорулатуудан келип чыгат. Бул макаланын максаты - ден соолук жана сергектик программаларын ишке ашыруу учурунда окуучулардын когнитивдик ишмердүүлүгүнүн гармониялуу өнүгүшүнө өбөлгө түзгөн негизги психологиялык жана педагогикалык факторлорду аныктоо.

Изилдөөдө илимий адабияттарды талдоо жана синтездөө, педагогикалык байкоо жүргүзүү жана башталгыч класстын окуучуларынын когнитивдик процесстерин жана мотивациялык чөйрөлөрүн диагностикалоо колдонулат. Эмоционалдык жактан позитивдүү атмосферанын, жекече мамиленин, жогорку деңгээлдеги физикалык активдүүлүктүн жана психологиялык ыңгайлуулукту сактоонун айкалышы когнитивдик ишмердүүлүктүн ийгилигине олуттуу таасир этери көрсөтүлөт. Эксперименталдык иштин жыйынтыктары келтирилген, алар академиялык мотивациянын жогорулаганын, иштин натыйжалуулугунун жогорулаганын жана көңүл буруунун жана эс тутумдун жакшырганын тастыктайт. Изилдөөнүн жыйынтыктары башталгыч класстын мугалимдери, дене тарбия адистери жана психологдор үчүн практикалык мааниге ээ, анткени алар башталгыч мектеп жашындагы балдардын өнүгүүсүнүн психологиялык жана педагогикалык үлгүлөрүн эске алуу менен ден соолукту чыңдоочу иш-аракеттерди өркүндөтүүгө мүмкүндүк берет.

Негизги сөздөр: башталгыч класстын окуучусу, таанып билүү ишмердүүлүгү, психологиялык жана педагогикалык факторлор, ден соолукту чыңдоочу иш-чаралар,; окуу

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РОЛЬ ПСИХОЛОГО-ПЕДАГОГИЧЕСКИХ ФАКТОРОВ В ОРГАНИЗАЦИИ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ МЛАДШИХ ШКОЛЬНИКОВ В РАМКАХ ОЗДОРОВИТЕЛЬНОЙ РАБОТЫ»

Аннотация. В статье рассматривается роль психолого-педагогических факторов в организации познавательной деятельности младших школьников в процессе оздоровительной работы. Актуальность исследования обусловлена усилением требований к обеспечению здоровья детей и повышению эффективности обучения в условиях современной школы. Цель статьи — выявить ведущие психолого-педагогические условия, способствующие гармоничному развитию познавательной активности учащихся при реализации оздоровительных программ.

В исследовании используются анализ и обобщение научной литературы, педагогическое наблюдение, а также диагностика познавательных процессов и мотивационной сферы младших школьников. Обосновывается, что сочетание эмоционально-положительной атмосферы, индивидуализации подхода, высокой степени двигательной активности и сохранения психологического комфорта оказывает значительное влияние на успешность познавательной деятельности. Представлены результаты опытно-экспериментальной работы, подтверждающие рост учебной мотивации, повышение работоспособности, улучшение внимания и памяти.

Материалы исследования имеют практическую значимость для педагогов начальной школы, специалистов по физическому воспитанию и психологов, поскольку позволяют совершенствовать оздоровительные мероприятия с учетом психолого-педагогических закономерностей развития детей младшего школьного возраста.

Ключевые слова: младший школьник, познавательная деятельность, психолого-педагогические факторы, оздоровительная работа, учебная мотивация, внимание, работоспособность, психологический комфорт, здоровьесберегающие технологии.

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THE ROLE OF PSYCHOLOGICAL AND PEDAGOGICAL FACTORS IN ORGANIZING THE COGNITIVE ACTIVITY OF PRIMARY SCHOOL CHILDREN WITHIN HEALTH PROMOTION ACTIVITIES

Abstract. This article examines the role of psychological and pedagogical factors in organizing the cognitive activity of primary school children during health promotion activities. The relevance of the research is determined by the increasing need to integrate educational and health-supportive practices in modern schools to ensure both the well-being and academic success of learners. The purpose of this study is to identify key psychological and pedagogical conditions that contribute to the enhancement of cognitive activity in younger students while engaging in health-oriented programs.

The research utilized theoretical (analysis and synthesis of scientific literature) and empirical methods, including pedagogical observation, diagnostic assessment of cognitive processes, and measurement of students' motivation. A comparison between experimental and control groups demonstrated significant improvements in attention, memory, logical thinking, and learning motivation in the students exposed to a set of health promotion activities supported by a positive psychological environment and individual educational approaches.

The findings contribute to the theoretical justification and practical optimization of health promotion in primary schools. The results can be used by teachers, psychologists, and physical education specialists to improve the educational impact of wellness activities.

Keywords: primary schoolchildren, cognitive activity; psychological and pedagogical factors, health promotion activities, learning motivation, attention, educational environment, academic performance.

Introduction. Modern primary education is focused on developing not only strong academic knowledge but also stable cognitive activity that ensures future learning success. At the same time, increasing attention is being paid to strengthening children's health and implementing health-preserving technologies in the educational process [2, 7]. This is due to the fact that primary school

age is the most sensitive period of psychophysical development and requires comprehensive psychological and pedagogical support [3, 11].

Researchers note that increasing physical activity contributes to the improvement of attention, memory, work capacity, and the emotional state of younger students [8]. Kyrgyz scholars emphasize that cognitive activity during health promotion activities becomes more productive when psychological comfort, motivation, and an individualized approach are ensured [1, 10, 12].

Despite studies devoted to health-preserving technologies, the problem of determining the role of psychological and pedagogical factors in organizing students' cognitive activity *within* the process of health promotion remains insufficiently explored. An analysis of the practices in schools of the Kyrgyz Republic shows that the wellness potential of the educational process is not fully utilized [8].

The purpose of the study is to determine the role of psychological and pedagogical factors in organizing the cognitive activity of primary schoolchildren within the framework of health promotion activities.

The object of the study is the cognitive activity of primary school children.

The subject of the study is psychological and pedagogical factors affecting cognitive outcomes in the context of health promotion activities.

Research Objectives:

1. To analyze theoretical approaches to the problem of cognitive activity in primary schoolchildren.
2. To identify psychological and pedagogical factors that increase the effectiveness of health promotion activities.
3. To empirically test the impact of these factors on the level of students' cognitive activity.
4. To develop recommendations for improving health promotion activities in primary school.

The hypothesis of the study is that the cognitive activity of primary schoolchildren will develop more effectively with the establishment of a set of psychological and pedagogical conditions, including motivational support, individualized learning, and psychological comfort [13, 5].

Primary school age is a critical period for intellectual and personal development, when children transition from play-based to learning-based activities. Important cognitive processes such as voluntary attention, logical thinking, memory, and imagination are actively formed during this period [3, 4]. However, these processes are still not stable enough and require targeted pedagogical support.

Motivation is a significant factor in increasing cognitive activity, and in primary schoolchildren it is mainly driven externally and depends on adult evaluation, emotional attitudes toward the activity, and psychological comfort [12]. Therefore, it is essential to create a favorable educational environment that ensures a positive emotional state of students [11].

Researchers identify several groups of factors influencing cognitive activity:

- Emotional-psychological — safety, comfort, absence of overload [12];
- Motivational — fostering interest in the learning process [1, 13];
- Individual-personal — age-related and psychophysiological characteristics [3];
- Social-pedagogical — teacher-student interaction and the organization of the educational process [4].

The most effective development is achieved when all these factors are integrated into both instructional and extracurricular activities.

Health promotion activities play an important role in modern schools and are aimed not only at improving physical health but also at enhancing students' psychological well-being [2, 6]. The most effective formats include:

- health-promoting games;
- instructional physical activity breaks;
- movement-based lessons with cognitive elements;
- healthy lifestyle projects [9].

Such integration activates cognitive processes, improves memorization, and increases students' work capacity.

Kyrgyz researchers emphasize that health promotion programs without psychological and pedagogical support do not yield the desired effect [10]. A positive emotional environment and an individualized approach enhance attention, memory, and information processing speed in primary schoolchildren [1, 11].

Translation. A number of studies confirm that combining health promotion activities with cognitive development tasks increases learning motivation, strengthens self-regulation, and contributes to a positive attitude toward the learning process [10, 13].

Research Methods. The experimental research was carried out in primary school classes at "B. Alymov Gymnasium School No. 39" in Bishkek. A total of 48 students in grades 2–3, aged 7–9 years, participated in the study.

Two groups were formed: an experimental group (EG) consisting of 24 students who participated in health promotion activities incorporating psychological and pedagogical factors, and a control group (CG) of 24 students who followed a traditional program. The study lasted for three months and included the initial, formative, and final assessment stages [7].

A complex of methods was applied during the research:

Theoretical methods: analysis and synthesis of scientific literature on the issue of cognitive activity and health promotion work [2, 3, 8, 10].

Empirical methods: pedagogical observation to track changes in students' cognitive activity [11].

Diagnostic tools for cognitive assessment: attention — correction test; memory — memorization of 10 words (A.R. Luria method); thinking — concept classification test; working capacity — Schulte Table test [3, 8].

Questionnaires: surveys of students and teachers to identify motivation and emotional attitudes toward health promotion activities [1, 9].

Pedagogical experiment: aimed at verifying the effectiveness of the applied psychological and pedagogical conditions [13].

The quantitative data were processed using mathematical and statistical methods: calculation of mean values, determination of percentage growth, and comparative analysis of performance in EG and CG.

The results were presented in the form of tables and charts, and interpreted with regard to age-related norms [4].

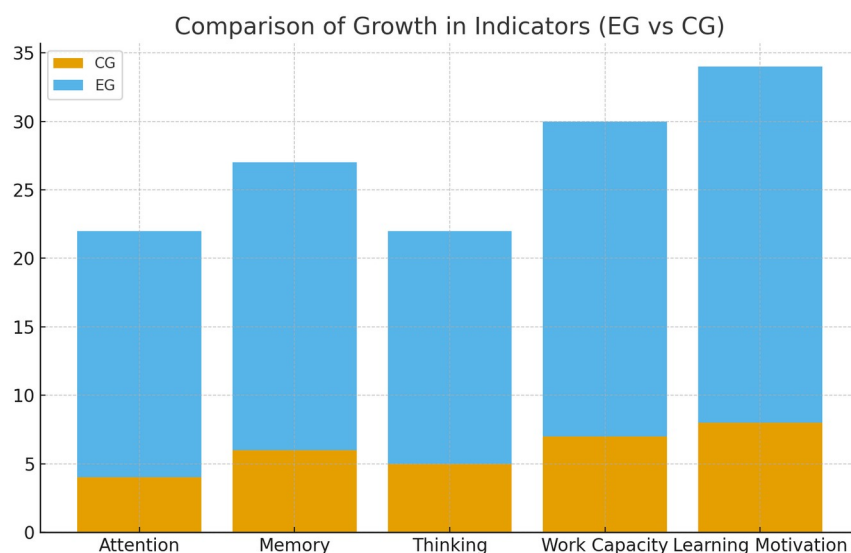
Results of the Study and Their Analysis. The purpose of the analysis was to determine the effect of psychological and pedagogical factors, implemented during health promotion activities, on the level of cognitive activity of primary schoolchildren.

At the initial stage, no statistically significant differences between the control group (CG) and the experimental group (EG) were identified ($p > 0.05$), which indicates their comparability at the beginning of the experiment.

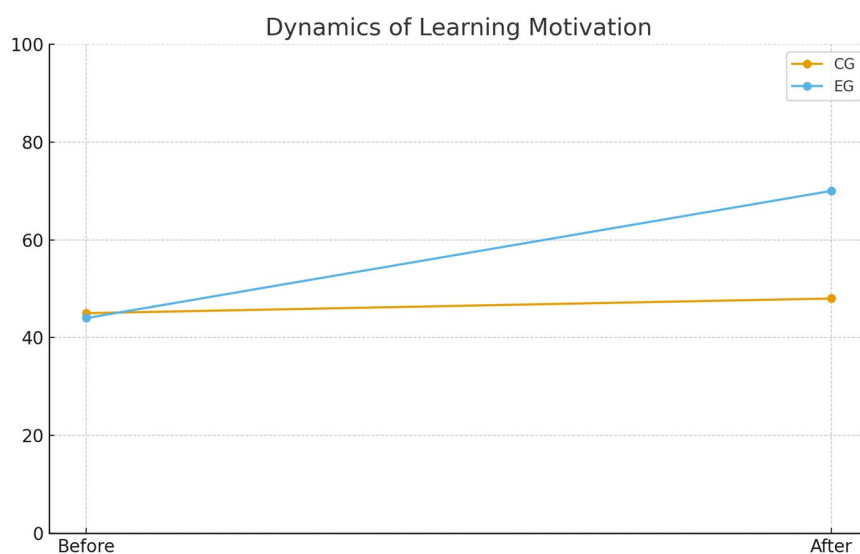
After the implementation of the program, positive dynamics were observed in the EG for all measured indicators, as shown in Table 1.

Table 1 — Dynamics of Cognitive Indicators

Indicator	CG (%)	EG (%)
Attention	+4%	+18%
Memory	+6%	+21%
Thinking	+5%	+17%
Work Capacity	+7%	+23%
Learning Motivation	+8%	+26%

**Figure 1. — Comparison of cognitive indicators between CG and EG**

In the experimental group (EG), the increase in indicators was 2.5–3 times higher than in the control group (CG). The most significant improvement was observed in learning motivation and working capacity, which confirms the dependence of cognitive activity on students' emotional state and supportive learning conditions [1, 11].

**Figure 2. — Dynamics of learning motivation in CG and EG**

Translation. Observations showed that students in the experimental group experienced fatigue less frequently during classes; demonstrated greater initiative when performing cognitive tasks; showed increased attention stability; and improved discipline and communication within the group.

Teachers noted the following changes in students from the EG: greater interest and engagement in health promotion activities, improvement in emotional well-being and mood, and increased confidence in their own abilities [10, 13].

Thus, psychological comfort, motor activity, and motivational support appeared to be key factors influencing the success of cognitive activity among primary schoolchildren within health promotion activities.

The results of the study support the findings of foreign and Kyrgyz scholars who state that the integration of educational and wellness programs leads to significant positive changes in the cognitive sphere of students [2, 3, 9].

The hypothesis of the study was fully confirmed. The psychological and pedagogical conditions that were developed and implemented proved to be highly effective.

The study made it possible to determine the impact of psychological and pedagogical factors on the organization of cognitive activity of primary schoolchildren during health promotion activities.

Conclusion. The cognitive activity of primary schoolchildren directly depends on the level of psychological comfort, the development of motivation, and the use of an individualized approach in learning [12, 13].

Health promotion activities possess high pedagogical potential and, when properly organized, contribute to the activation of attention, memory, thinking, and working capacity in students [2, 6, 8].

The introduction of a set of psychological and pedagogical conditions in the experimental group ensured significant positive changes in all indicators of cognitive activity compared to the control group.

The results confirmed the hypothesis that integrating health promotion activities with cognitive development tasks increases academic motivation and promotes a sustained interest in learning [1, 10, 13].

The practical significance of the research lies in the possibility of applying the developed model of wellness-oriented work in educational organizations of the Kyrgyz Republic.

Practical Recommendations: Provide systematic psychological and pedagogical support for health promotion activities. Include cognitive components in physical education lessons (quizzes, attention- and thinking-based tasks). Create a positive emotional learning environment that prevents anxiety and fatigue. Apply individualized instruction considering the pace of development and characteristics of each child.

Collaborate with school psychologists to strengthen motivation and develop students' self-regulation skills. Actively involve parents in shaping children's interest in a healthy lifestyle.

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