

DEVELOPMENT OF STUDENTS' COGNITIVE ACTIVITY THROUGH INTERACTIVE ENCOURAGEMENT

(In the Case of Primary Classes)

Akhmedova Dilnoza

doctoral student of Andijan State Pedagogical Institute

Abstract

Conducting the education and upbringing process in an organic manner is the most important aspect of improving the quality of education. In the educational process, the teacher and the teacher cooperate towards one goal. At this stage, the teacher uses various methods and methods of stimulation. Motivation is a powerful regulator of behavior, helps accelerate the learning process and increases the student's self-confidence. In this article, we will consider a method of revitalizing the cognitive activity of high school students by stimulating them in an interactive way.

Keywords: Method, educational methods, cognitive activity, motivation, training, punishment.

Introduction

Independent Uzbekistan is gradually moving forward on the path chosen by its people - a just society based on an open, free market economy, a strong democratic legal state. The most important tasks facing our country are social and economic reform of the country, democratization of economic relations, development of our high spirituality, which is the foundation of the future, radical reformation of the form and content of the education system, raising it to the level of the new era. It is education and enlightenment that are the main factors of the well-being of mankind, it encourages people to be kind, generous and patient.¹ In the implementation of such high works, the education and training process carried out in general education schools is the first main point.

Education is an activity aimed at bringing the young generation to adulthood, forming social consciousness and behavior in it, and is aimed at forming mental, physical, moral, and spiritual qualities of a person, in order to ensure that a person lives in society. are the processes of acquiring the necessary features.

Method is derived from the latin word metodos, which means the concepts of research, theory, and doctrine. It is understood as a set of internal ways, methods, and tools typical of the real processes of teaching and upbringing.

The problem of the development of cognitive activity is one of the most urgent issues in the psychology of children, because the interaction of a person with the outside world is possible due to his activities and activities. Activity is an indispensable condition for the formation of intellectual qualities of a person, his independence and initiative.

Cognitive activity as a pedagogical phenomenon is a two-way interrelated process: on the one hand, cognitive activity is a form of student self-organization and self-awareness; on the other hand,

¹ Mirziyoyev Sh. We will resolutely continue our path of national development and raise it to a new level. - Tashkent: "Uzbekistan" NMIU, 2017. 28 pages.

cognitive activity is considered as the result of the teacher's special actions in organizing the student's cognitive activity.

Therefore, when defining cognitive activity, we need to have an idea of what type or aspect of cognitive activity we are talking about. At the same time, we should not forget that the final result of the teacher's efforts is to turn the specially organized activity of the student into an independent activity, a process of self-education. Thus, both types of cognitive activity are closely related to each other.

I.F. Kharlamov interpreted cognitive activity as "the student's active state characterized by the desire to learn, mental effort and the manifestation of voluntary actions in the process of acquiring knowledge." In activating the cognitive activity of students, the ability of the teacher to encourage students to understand the logic and sequence in the presentation of educational material, to distinguish the main and important rules in it plays an important role. At primary school age, it is useful to teach children to independently distinguish the most important things in the teacher's explanations and to formulate the most important questions explained in the lesson. In order to actively perceive and understand the studied material, it is of great importance for the teacher to be able to give his presentation a charming character, to make it lively and interesting. First of all, we should not forget that the educational material itself contains many stimuli that stimulate the interest and mental activity of students. These include the novelty of scientific information, the brightness of facts, the uniqueness of conclusions, a unique approach to the consideration of established ideas, and deep penetration into the essence of events.

Methods:

In the process of education, the student's exemplary behavior is shown as an example to others, rewarded - encouragement. Encouragement is a method of expressing confidence, cheering up and supporting the student based on a positive evaluation of his behavior and activity. The teacher must understand the positive changes that are taking place in each student . ²We can even call stimulation a psychological support drug. Because when we praise the students with good and beautiful words, a big change happens in their brains, and the thought that I can do it also arises. There are several types of praise:

Compensatory – Children in this type need a high level of praise support. Children of this type have faced various psychological difficulties in life, they want to rely on someone.

Trust - such children will be talented and demanding children. However, they need sweet words. Verbal praise seems to be a great help to them.

Helping to dream and dream. If we want to really motivate children, we should always use this method in the educational process. It is necessary to evaluate the small achievements of the students as if they had achieved great achievements and to tell them that this will have a positive effect on their future and that even greater achievements await them.

Indirect approval - in this method, the process of encouragement is not direct, but indirect. That is, two people have a conversation and they have to talk about the third person (the student). In this conversation, it is necessary to talk about the student's good qualities, knowledge, talent, and ability.

² B. Kh. Khodjajev. Theory and practice of general pedagogy. Textbook.- T.: "Sano-standard" publishing house, 2017, page 141.

Most importantly, praise this conversation loudly enough for the reader to hear. This method is more effective than others. Because the student can clearly analyze this conversation with the help of his imagination and will not forget it for a long time.

Encouragement is especially needed by children who are not persistent enough. As for the method of punishment, this method often brings more benefits than incentives. Because the punished student feels more responsibility towards the rest of the students. In the theory and practice of pedagogy, views on the method of punishment are contradictory. Our ancestors have told us that this method is ineffective. However, at the same time, punishment is a method of education, it is used as a way to prevent a child from negative behavior contrary to social norms and rules, manners and ethics, to change his behavior, to encourage him to prepare the given tasks on time. There are 4 types of punishment method:

1. Rebuke
2. Embarrassment
3. Give more homework
4. Warning

Pedagogical requirements should also be followed when giving punishment. The given punishment should be appropriate and should be given depending on the guilt and negative behavior of the students. The following conclusions can be drawn based on the above-mentioned considerations. It is necessary for the teacher to use the method of punishment and rebuke in the education process. It is necessary to determine what kind of stimulation students need based on their character and outlook. When using the punishment method, you should not use methods that have a bad effect on his mental state. At the end of each lesson, he should tell them that he trusts them and emphasize that he knows that they will prepare more lessons at home for the next lessons. Intrinsic and extrinsic motivation is a key factor in student success at all stages of learning, and teachers can play a critical role in providing and encouraging this motivation in students. Of course, that's easier said than done because all students are motivated differently, and it takes time and effort to learn to have a classroom full of kids who are motivated to learn, work hard, and push themselves to the next level. required.

Today, modern educational technologies are rapidly entering the field of education, and the application of interactive methods of stimulation, taking into account the worldview, desires and wishes of modern students, is considered one of the most urgent issues. Through the following method, it is possible not only to motivate students, but also to increase their intellectual potential.

Results:

Encouragement through units of measure. Many primary school students have difficulty converting from one measurement unit to another, and performing arithmetic operations between them. In particular, the formation of initial concepts requires a high level of skill from teachers. This method of stimulation, which we recommend, serves as a solution to this problem.

In this, students evaluate themselves. To do this, students first keep a grade book for themselves and write down a measure of motivation given by the teacher based on their activity and participation during the lesson every day. At the end of the lesson, students will express their points in different units of measurement. Pupils with the most measurements are awarded in various categories.

For example: 52cm = 5dm 2cm 43cm = 4dm 3cm

750kg = 7q 50kg 625kg = 6q 25kg

420 min = 25200 sec = 7 hours

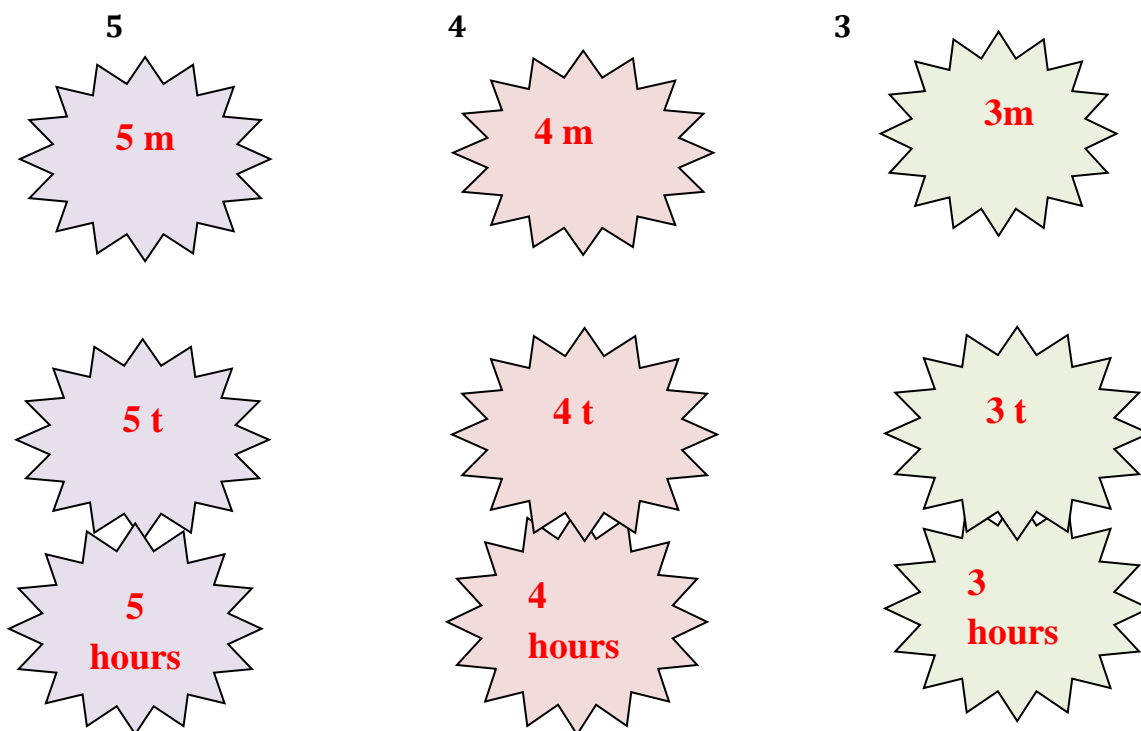
Applying this method not only for one lesson, but for a day, week or month will help to understand this concept more fully. In grades 1-2, millimeters, centimeters, and decimeters can be used, and in grades 3-4, decimeters, meters, and kilometers can be used.

The steps of using the method are as follows:

Stage 1. Plan which unit of measure to work on. Publish the smallest number of points (for example, 20 mm). When starting with length units, use millimeters first. Each student is given 3mm as a bonus for participating in the class, and 5mm, 4mm, 3mm are encouraged for excellent, good, satisfactory answers.

Stage 2. Each student collects the points in his notebook, calculates the sum and writes it down from millimeters to centimeters.

Stage 3. The 1st-2nd-3rd place with the most units of measurement and all the students who managed to reach the minimum score will be awarded with badges.



Discussion

During the application of the above method, it is possible to achieve the joint implementation of several other methods of nature, such as self-education and self-control. This interactive method of promotion can be used for all measurement units. When working on each unit of measurement, it is advisable to work from simple to complex. Weight units are gram → kilogram → quintal → ton. Time

units are seconds → minutes → hours → days. Length is measured in units such as millimeter → centimeter → decimeter → meter → kilometer.

Punishment method can also be used during this method. If the students break the rules, do not complete their homework, or behave inappropriately, a score of a certain scale is recorded in the side notebook with a minus (-) sign, and this number of points is deducted from the total score. Through this, students try to be disciplined, pay attention to the lesson, and have a good relationship with the people around them. It is necessary to follow pedagogical requirements for punishment. The given punishment should be appropriate and should be given depending on the students' guilt and negative behavior. When punishing, it is necessary to take into account the causes of negative behavior, the harm it causes to the community, and the student's personal characteristics.

Punishment should not arise from the student's interests or serve him. Punishment can also be given by the team. In all cases, the student should not be physically and mentally tormented, humiliated, humiliated, or violated.

It is appropriate to use educational methods taking into account the conditions, time, as well as their interaction with each other. Educational tools include the type of activity organized according to the purpose of education.

Conclusion:

The following conclusions can be drawn from the above points. Since the basis of the educational process is formed by laws that reflect the objective requirements of social life, the social essence and nature of a person, conducting the educational process in a scientifically based manner requires a deep study of its laws.

The success of the educational process also depends on the principles of its organization. The principles of education are a set of basic ideas and rules that originate from the purpose of educating the young generation and determine the most important requirements for the content, methods and direction of educating a perfect person.

Based on theoretical facts and the results of their practical application, having studied the problem of increasing the knowledge activity of young students in the educational process, we were convinced that this problem is urgent. The most effective methods and tools for developing cognitive activity are entertaining exercises and various methods of stimulation. Knowledge activity with proper pedagogical organization of students' activities and systematic and purposeful educational activities can become a stable feature of the student's personality and have a strong influence on his development.

It is no secret that the source of the development of every field is the proper encouragement of the representatives of the field. Just as a person expects material and moral encouragement from those around him for his work and success, so do students. The use of the correct and effective methods of motivation serves to increase the quality of education, which is our highest goal.

REFERENCES

1. Mirziyoyev Sh. We will resolutely continue our path of national development and raise it to a new level. - Tashkent: "Uzbekistan" NMIU, 2017. - 592 p.
2. B. Kh. Khodjayev. Theory and practice of general pedagogy. Textbook.- T.: "Sano-standard" publishing house, 2017, -416 p.
3. A. A. Khalikov. Pedagogical skills. Textbook. Ministry of Higher and Secondary Special Education. - T.: "Economy-finance", 2011, 420 p.
3. Torakulov H.A. Information systems and technologies in pedagogical research. T.: "Science", 2006, 250 p.
4. A. Zunnunov. History of Uzbek pedagogy. - T.: "Teacher", 1997. - 272 p.
5. Hasanboyev J. et al. Pedagogy. Tashkent: Science, 2006, 284 pages.
6. <https://goaravetisyan.ru/uz/teoreticheskie-osnovy-razvitiya-poznavatelnoi-aktivnosti-problema/>.