

Opportunities for the Development of Cognitive Activity in the Classroom in Elementary School

Lola Sulaymonovna Elibayeva
Bukhara State University

Annotation: In order to develop cognitive activity in the article, it is necessary to make a permanent transition of the child from an already familiar object to a new, yet unknown, unexplored object. The development of the need for knowledge is based on dissatisfaction with existing knowledge and a desire to acquire new knowledge

Keywords: intellectual, emotional, voluntary, cognitive, child rearing, intuition, perception, memory, thinking, speech, imagination.

In the early stages of development, cognitive interest arises in the form of a reaction to new situations in involuntary showing attention, memory, and helps in consolidating primary knowledge about the world as a whole. In the future, cognitive activity is manifested in curiosity, and in the desire for something new.

The manifestation of the cognitive activity of the child is always associated with the level of development of his cognitive needs and goes through certain stages. To begin with, it arises in elementary search activity, in the future, cognitive activity finds expression in research activity, and its highest level is the creative activity of the individual.

Turning to the results of the diagnostics, all younger students want to study well, but at the same time they do not want to make any effort: express wishes “I want the robot to go to school for me”, “I want the pen to do my homework for me”. Thus, one of the educational mistakes is revealed: neither teachers nor parents strive to teach the child to experience the joy of overcoming difficulties.

Curiosity becomes the first engine of cognitive processes. K.D. Ushinsky noted that it is with the help of curiosity that it is possible, for starters, to develop a child’s interest in questions, create an orientation in the world around him, and focus mental activity on a certain area and, finally, curiosity develops into curiosity. In the course of the development of curiosity, training and education are necessary. Also K.D. Ushinsky noticed that interest is the main mechanism for successful learning; advised not to turn learning into fun, because interesting learning, in his opinion, does not exclude work with effort, but only contributes to it.

For the development of cognitive activity, it is necessary to carry out a constant transition from an already familiar object to a new, still unknown, unexplored object by the child. The development of the need for knowledge is based on dissatisfaction with existing knowledge and the desire to acquire new knowledge. Here, the upbringing of the child, the values that the family lays down, play an important role. [1].

Children accumulate individual experience, as well as exercise cognitive processes (sensation, perception, memory, thinking, speech, imagination) by providing them with various objects to study in an accessible form, he feels and examines them.

Cognitive activity will "stand still" if no one takes care of the child, and he is left to himself. Just as a grain that has fallen into soil that is not watered, where there is no heat and sunlight, does not germinate, so the cognitive need that needs to be provided and observed certain conditions, having lost them, does not receive its development. In this case, even in children whose cognitive activity is not supported through an appropriate interest, the desire to learn most often goes out.

To implement the process of forming cognitive activity, the teacher must refer to the basic rules:

- implementation of a gradual transition from natural interests to inculcated interests;
- the object offered to children for study should not be for them either completely new or already well known;
- material appropriate "group around one rod".
- Principle psychological comfort allows be surprised and discover new things in the classroom. For its implementation it is necessary:
 - provide freedom self-realization everyone from children;
 - create terms, where child not will afraid express their
 - "baby" thoughts;
 - suggest on the choice various tasks, receiving pleasure from the success they have achieved;
 - create problematic situations content which is a contradiction, and a sign is an emotional experience;
 - use reflection, positive emotional tone, partnerships with children.

Such an atmosphere should be created in the lesson so that weak students feel as comfortable as capable children, namely, the method of a differentiated approach in tasks is used, for example. come the most popular And available lessons - trips, research lessons , non-standard lessons, as a rule, integrated. Exactly with the help of integrated lessons, it is possible to increase motivation, form a cognitive interest, which contributes to self-education, increasing the level of training and upbringing of students, forming a picture of the world in a holistic form; development of aesthetic perception, imagination, attention, memory; using the method of switching activities to relieve the overload of students during the lesson.

Assistance in the development of the personality of the child as a whole, improving the quality of his education is provided with the introduction of new information technologies in the system of primary education and upbringing. Thanks to lessons that use computer technology, children perceive new material better, as young children have a visual-figurative perception of the surrounding world. At the same time, the child uses in the process of perception not only his sight and hearing, but also, which is especially important, fantasy, imagination, and emotions.

Information technologies allow diversity in the activities of schoolchildren, which, in turn, arouses the greatest interest in the lesson process, awakening their activity. Through the success of the development of children, new opportunities and prerequisites are created for setting and solving more complex learning tasks that contribute to the formation of research thinking. It is information technology that gives the educational process a creative character that stimulates cognitive activity in subjects. Here, the content side of the subjects is updated, the process of learning is individualized and the independent activity of schoolchildren is developed. Information technologies include:

- ✓ Computer presentations ;

- ✓ Computer teaching general programs;
- ✓ Electronic books, textbooks, reference books , dictionaries;
- ✓ multimedia devices;
- ✓ Work in networks Internet;
- ✓ remote education, counseling, participation in competitions, olympiads, conferences, etc.

Cognitive activity also develops during extracurricular time. IN it includes:

- conducting cognitive holidays;
- entertaining hours by subjects;
- optional classes;
- conducting games.

The practice of teaching younger students does not include a single universal method of forming cognitive activity. Much, and to be more specific, it all depends on the creative potential of the teacher himself.

Ya.A. Comenius urged adults to make the work of a schoolchild a source of mental satisfaction and spiritual joy [5].

According to the outstanding domestic teacher V.A. Slavenin, it is possible to achieve the development of cognitive activity through the transformation of all learning (or almost all) into a system for posing and solving problem-conflict issues, organizing context-based game activity [4].

Cognitive activity is very valuable for the development of the student's personality, namely: it activates the mental processes of the personality, brings her deep inner intellectual satisfaction, which, in turn, promotes emotional uplift, motivation in learning. Every progressively thinking teacher and psychologist considers it necessary for the child to feel in the learning process that this is a joy, and not just a duty, because teaching you can practice with interest and passion, but not only by duty.

In order to promote the development of cognitive activity in the classroom, it is necessary to use:

- Riddles, basis which is the comparison and the ability to correlate the phenomena of the surrounding reality in as a technique that can activate and stimulate cognitive activity, as well as mental activity;
- Rebuses , in the process of solving which first-grade students in the lesson are able to acquire propaedeutic knowledge, they get acquainted with the meaning of the word;

One of the components of a teacher's professionalism includes the ability not only to create various problematic tasks and situations in a playful way, but also to foresee the result of their solution.

The development of cognitive activity is facilitated by the so-called delayed answer. At the beginning of the lesson, the teacher offers the children a riddle, which they can solve only in the lesson when working with new material. Sometimes you can present a riddle at the end of the lesson in order to start the next lesson with it.

The activation of the cognitive activity of younger students becomes impossible without the development of their cognitive interest. That is why the learning process should regularly excite, develop and strengthen the cognitive interest of students. Cognitive interest acts both as an

important motive for learning, and as a persistent personality trait, and as a powerful means of educative learning that improves its quality.

In younger schoolchildren who study in the same class, differentiation in terms of the level of development and the nature of the manifestation of cognitive activity is quite likely. This can be justified by the fact that each child has his own life experience, different from others, each child goes his own way of individual development.

A didactic game is quite capable of being one of the most effective means of awakening interest in a subject, not giving way to other methods [2].

The game is the first of the simplest forms of activity that children master from an early age. Its purpose is the process of the game itself. Moreover, the game acts as a certain stage, where children are sufficiently prepared how to teaching, So And to labor. gaming activity So same is one of the main activities in the first years of education, which changes in the process of growing up of a younger student, and later goes by the wayside, as activities aimed at learning become a priority.

Teachers, psychologists, methodists, teachers convince the rest what the game is an order subject to time, and it is the game that is awarded the leading place in the learning process. The game mobilizes the intellectuality of children, develops the ability of the role of the organizer, instills the skills of self-discipline, brings joy from joint actions [3]. Those people who see the game only as some kind of fun and entertainment are very much mistaken.

The teacher takes the role of the most important in the game - the leader of the game, directs it in the necessary didactic direction, activating it with various methods, if necessary, during which he maintains the children's interest in the game and encourages those who are lagging behind to one degree or another.

In the works of N.P. Anikeeva, there are prerequisites for the development of cognitive activity in children in elementary school lessons: "education by play", L.I. Bazhovich: "the problem of the development of the motivational sphere of the child", V.I. Slastenina: "the formation of interest in learning among schoolchildren", T.I. Shamova: "activization of the teachings of schoolchildren", G.I. Schukina: "Pedagogical problems of formation of students' cognitive interests".

Through the interest of the student in interesting cognitive games, it is possible to develop cognitive activity in the classroom in elementary school. This is also facilitated by the solution of riddles, puzzles, problem-conflict issues, the selection of entertaining material. It is necessary to conduct travel lessons, research lessons, integrated lessons, necessarily taking into account the age of children.

Thus, developing methods for the development of cognitive activity include: information technology, educational games, multi-level tasks, changing the learning rate (acceleration strategy), holding educational holidays, etc.

The development of such valuable personality traits as purposefulness, perseverance in achieving a goal, striving for the completion of an action, for achieving the intended results, occurs through the stimulation of cognitive activity.

To fully educate a child, it is necessary to try to arouse in him a desire to learn, gain knowledge, help him in increasing self-esteem, faith in himself, in his abilities.

The skill of the teacher lies in the ability to make the content of the subject rich, deep and attractive, which in turn strengthens and develops the cognitive activity of students in the learning process.

REFERENCES

1. Ушинский, К. Д. Педагогические сочинения [Текст] : В 6 т. / сост. С. Ф. Егоров. – М. : Педагогика, 1990. – Т. 5. – 528 с
2. Эльконин, Д. Б. Психологическое развитие в детских возрастах [Текст]/Д. Б. Эльконин. – М. : Просвещение, 1996. – 158 с.
3. Рубинштейн, С. Л. Основы общей психологии [Текст] / С. Л. Рубинштейн. – СПб., Питер, 2001. – 705 с.
4. Сластенин, В. А. Педагогика: Инновационная деятельность [Текст] / В. А. Сластенин, Л. С. Подымова. – М. : ВЛАДОС, 1997. – 77 с.
5. Коменский, А. Я. Избранные педагогические сочинения [Текст]: в 2 т. / под ред. проф. А. Красновского. – М. : Учпедгиз. – 14 с.
6. Исмадова Н. Б. БЎЛАЖАК ЎҚИТУВЧИЛАРНИ ИННОВАЦИОН ПЕДАГОГИК ФАОЛИЯТГА ТАЙЁРЛАШ ДАВР ТАЛАБИ //Scientific progress. – 2021. – Т. 1. – №. 5.
7. Хабибова Г. Г., Исмадова Н. Б. Социально-педагогическое исследование выявления уровня знаний об организаторских качествах педагогов профессиональных учреждений //Вопросы науки и образования. – 2021. – №. 12 (137). – С. 14-19.
8. Исмадова Н. Б. Технология развития профессиональных интересов будущих преподавателей посредством интеграции педагогических циклов //Научный журнал. – 2020. – №. 9 (54). – С. 9-11.
9. Исмадова Н. Б. Интеграция педагогических наук в образовательный процесс //Вестник науки и образования. – 2021. – №. 15. – С. 118.
10. Ismatova N. B. TA'LIM JARAYONIDA QO'LLANILAYOTGAN TEXNOLOGIYALAR //Scientific progress. – 2022. – Т. 3. – №. 1. – С. 106-114.
11. Ismatova N. B. et al. Innovative techniques and their importance in the learning process //The Second International Conference on Eurasian scientific development. – 2014. – С. 101-104.
12. Исмадова Н. Б. Педагогический такт и личностные качества учителя и в процессе самовоспитания //Молодой ученый. – 2013. – №. 5. – С. 707-709.
13. Исмадова Н. Б. Этнографический материал краеведческого музея в идейно-нравственном воспитании учащихся в Узбекистане //Научные школы. Молодежь в науке и культуре XXI в. – 2017. – С. 126-127.
14. Исмадова Н. Б. Бўлажак ўқитувчиларни инновацион касбий фаолиятга тайёрлашнинг педагогик-психологик хусусиятлари //Integration of science, education and practice. scientific-METHODICAL JOURNAL. – 2020. – Т. 1. – №. 1. – С. 50.
15. Тошова Г. Ж., Исмадова Н. Б. Роль гуманистических принципов образовательного процесса в Узбекистане //Молодой ученый. – 2014. – №. 3. – С. 1043-1045.
16. Элибаева Л. Гражданственность-интегративное качество личности //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 4. – №. 4.
17. Элибаева Л. С. Повышение активности учащихся начальной школы //Наука, образование и культура. – 2020. – №. 9 (53). – С. 23-25.
18. Элибаева Л. С. Народная педагогика-основа формирования личности //Молодой ученый. – 2014. – №. 1. – С. 595-597.

19. Азимова Н. Э., Элибоева Л. С. Некоторые аспекты повышения уровня экологической культуры //Наука, техника и образование. – 2019. – №. 1 (54).
20. Гревцева Г. Я., Фахрутдинова А. В., Элибаева Л. С. Гражданское образование: проблемы и опыт. – 2019.
21. Элибаева Л. С., Собиров У. Г. Особенности дидактической системы модульного обучения //Вестник магистратуры. – 2019. – №. 4-4 (91). – С. 15-16.
22. Элибоева Л. С. ФОРМИРОВАНИЕ НРАВСТВЕННО-ЭСТЕТИЧЕСКОГО ОТНОШЕНИЯ К ОБРАЗАМ ЛЮДЕЙ ТРУДА НА УРОКАХ УЗБЕКСКОЙ ЛИТЕРАТУРЫ //профессор кафедры теории, истории, методики музыки ФГБОУ ВО «ЧГПУ им. ИЯ Яковлева». – 2019. – С. 88.
23. Элибаева Л. БЎЛАЖАК БОШЛАНҒИЧ СИНФ ЎҚИТУВЧИЛАРИНИНГ ПЕДАГОГИК МАҲОРАТИНИ ОШИРИШДА ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИДАН ФОЙДАЛАНИШ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 1. – №. 1.
24. Элибаева Л. С. ПОВЫШЕНИЕ АКТИВНОСТИ СЛАБОУСПЕВАЮЩИХ УЧЕНИКОВ НАЧАЛЬНОГО КЛАССА //Вестник науки и образования. – 2021. – №. 2-2. – С. 53-55.
25. КАШИНА И. С., ЭЛИБАЕВА Л. С. ГРАЖДАНСТВЕННОСТЬ-ИНТЕГРАТИВНОЕ КАЧЕСТВО ЛИЧНОСТИ //Культура мира и ненасилия подрастающего поколения: ракурсы интерпретации и педагогические условия развития. – 2020. – С. 59-61.
26. Элибаева Л. С. ПСИХОЛОГИЧЕСКАЯ ГОТОВНОСТЬ ДЕТЕЙ К ОБУЧЕНИЮ В ШКОЛЕ //Психология XXI столетия. – 2017. – С. 469-473.
27. Элибаева Л. С. ОБЩЕНИЕ И РАЗВИТИЕ ПЕДАГОГИЧЕСКОЙ КУЛЬТУРЫ БУДУЩЕГО УЧИТЕЛЯ //Научные школы. Молодежь в науке и культуре XXI в. – 2017. – С. 330-332.
28. Элибаева Л. С. ПСИХОЛОГО-ПЕДАГОГИЧЕСКАЯ ХАРАКТЕРИСТИКА ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА //NovaInfo. Ru. – 2017. – Т. 1. – №. 60. – С. 309-315.
29. Элибоева Л. С. Анализ особенности применения ролевых игр в учебном процессе //Молодой ученый. – 2016. – №. 10. – С. 1318-1321.
30. Элибаева Л. УРОК-ОСНОВНАЯ ФОРМА ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОГО ПРОЦЕССА //Журнал научных публикаций аспирантов и докторантов. – 2015. – №. 5. – С. 134-136.
31. Элибоева Л. С. Психологические возможности повышения познавательной активности учащихся начальных классов //Молодой ученый. – 2012. – №. 1-2. – С. 128-130.
32. Элибаева Л. С. Применения методов педагогического моделирования для формализации процесса обучения //Science and Education. – 2022. – Т. 3. – №. 1. – С. 641-645.
33. Элибаева Л. С. Теоретической основой использования интерактивных методов контроля в высшей школе //Science and Education. – 2022. – Т. 3. – №. 1. – С. 625-630.
34. Rustambek Q. O. L. Birinchi sinf chapaqay o ‘quvchilarining maktabga moslashishi, maktabga moslashishi davridagi pedagogik yordamning mazmuni //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.

35. Qo'ldoshev R. SHARAQAY O 'QUVCHILARDA YOZUV KO'NIKALARINI SHAKLLANTIRISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
36. Qo'ldoshev R. BIRINCHI SINIF SHARAQAY O 'QUVCHILARNI YOZISHGA O 'RGATISH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
37. Qo'ldoshev R. ЧАПАҚАЙ ЎҚУВЧИЛАРНИ ЁЗУВГА ЎРГАТИШНИНГ ИЛМИЙ АМАЛИЙ АСОСЛАРИ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
38. Qo'ldoshev R. ЎҚУВЧИЛАРНИНГ ЧАПАҚАЙЛИГИНИНГ ФИЗИОЛОГИК, ПСИХОЛОГИК ВА ПЕДАГОГИК ХУСУСИЯТЛАРИ //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
39. Қўлдошев Р. А. БОШЛАНГИЧ СИНФ ЧАПАҚАЙ ЎҚУВЧИЛАРНИ ЁЗУВГА ЎРГАТИШНИНГ ИЛМИЙ-НАЗАРИЙ АСОСЛАРИ //Scientific progress. – 2021. – Т. 2. – №. 6. – С. 1120-1129.
40. Habiba G. BIRINCHI SINIF O 'QUVCHILARIDA YOZUV MALAKALARINI SHAKLLANTIRISH //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 983-989.
41. Xayrulloeva D. System of Creative Exercises and Tasks in Primary School Mother Tongue Textbooks //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
42. Xayrullayeva D. N. Q. BOSHLANG'ICH SINIF ONA TILI DARSLIKLARIDAGI IJODIY MASHQ VA TOPSHIRIQLAR TIZIMI //Scientific progress. – 2021. – Т. 2. – №. 7. – С. 1235-1242.
43. Xayrulloeva D. THE GRADUAL DEVELOPMENT OF NATIVE LANGUAGE TEXTBOOKS FOR GRADES 3-4 IN PRIMARY SCHOOL //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.