

## Increasing the Cognitive Activity of Children at the Lessons of the Native Language in the Elementary Classes

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**Abstract:** A distinctive feature of the modern school is the humanization of the educational process, which implies an appeal to the child's personality, the development of his best qualities, the formation of a versatile and full-fledged personality. The article discusses the increase in the cognitive activity of children in the lessons of their native language.

**Key words:** primary education, native language, cognitive activity, riddles, types of lessons.

The formation of the cognitive activity of schoolchildren is one of the acute problems of the modern school, and the issue of enhancing the activity of students in the process of teaching the Russian language is a complex problem that worries scientists - researchers, methodologists and practicing teachers. Experience shows that today in schools, students' interest in the learning process is falling, and Russian language lessons for younger students, and even older ones, are among the unloved school subjects. And it is no secret that if a child does not like the subject, then there is no need to talk about good stable knowledge. There are many reasons for not loving this subject. This is the lack of understanding by the students of the meaning of language in life. It is also the fault of the teachers who failed to give each child of primary school age that positive experience of cooperation with the Russian language, which will allow each child to form a positive attitude towards the language itself, will give him the opportunity to master the basics of scientific knowledge. about the language and the basics of language and speech literacy; this is also the illiteracy of parents who cannot help the student in the process of learning their native language. This is the reluctance of students to conscientiously treat learning activities.

Very often, parents, and we, teachers, pose questions: how to increase the literacy of students, develop an interest in the subject, form the students' need for independent acquisition of knowledge?

Cognitive activity is one of the leading forms of child activity, which stimulates learning, based on cognitive interest. Therefore, the activation of the cognitive activity of schoolchildren is an integral part of the improvement of teaching methods (teaching and learning). The broad concept of student activity has philosophical, social, psychological and other aspects. (Aristotle, E.I. Monoszon, I.F. Kharlamov, etc.)

The analysis of the concepts of the student's activity in the learning process involves the study of such psychological and pedagogical patterns as the formation of the need for learning, the creation of a positive emotional learning atmosphere that contributes to the optimal tension of the mental and physical strength of students.

In order to enhance the cognitive activity of students, I pay great attention to the development of cognitive processes - attention, memory, thinking. They constitute a single system, which in general can be called an intellectual system, and which at the same time provides attention to new things, and understanding and memorization of educational material. I believe that the fundamental quality of learning is the child's mental activity: the desire to reproduce what he heard, remember,

retell, analyze, ask questions, master new words, expressions, the ability to replenish his vocabulary. Another important factor in teaching the native language is the presence of elementary prerequisites for the formation of the skill of self-regulation of educational activity: the desire to grasp the task, build an algorithm for solving in your imagination, and control the result. A good level of development of short-term memory is also a necessary condition for success in the development of linguistic abilities. It is very important that the younger student has an active vocabulary, a good indicator of speech abilities: phonemic hearing, the ability to logically and consistently express their thoughts. That is why I started my work with diagnostics.

At the beginning of the second grade, starting directly to work on the topic, I conducted a survey of students. The task was to reveal the attitude of students to the Russian language, learn cognitive motives. 70% of students did not indicate Russian among their favorite subjects.

“The disciples should,” wrote K.D. Ushinsky - to transfer not only this or that knowledge, but also to contribute independently without a teacher to acquire new knowledge”. For the teachings of K.D. Ushinsky relied on progressive Russian methodologists who fought against dogmatic teaching methods that gave rise to formalism in students' knowledge and did not develop mental abilities.

Modern psychologists believe: “The assimilation of knowledge occurs in the active mental activity of students. The student should not just memorize the rules or definitions of concepts, not passively accept the teacher's explanation of new knowledge in a ready-made form, but “obtain” and comprehend this knowledge in feasible independent work. The knowledge obtained in this way is many times better remembered and assimilated than mechanically memorized”. So, the search for ways to activate them led didactics to the idea of problem-based learning, which involves raising problematic questions in the classroom, creating a problem situation. I decided that in my work I should pay attention to the problem situation, determine the ways to solve problematic issues, the place and time allotted to this work in the lesson, the effectiveness of using the problem situation in the Russian language lessons as a means of enhancing the cognitive activity of younger students, improving the quality of knowledge, developing interest in the subject.

In the third and fourth grades, children can select and create texts, solve and find non-standard linguistic problems, riddles, jokes, draw up schemes - support under the guidance of a teacher, derive algorithms that activate the cognitive activity of schoolchildren, develop interest in the subject. For example, after studying the topic "Verb" in grade 4, summarizing the knowledge gained, the children, under my guidance, deduce the spelling algorithm for unstressed endings of verbs.

As students grow older, games become more complicated, their meaning changes. The introduction of games into the lesson is already caused not only by the need to increase the cognitive activity and interest of students, but also by the desire to form adequate relationships in the team, to help students master social roles. For example, the game "Bank of Knowledge." Before the lesson, the teacher - the president of the knowledge bank gives out coins and offers to complete the tasks, securely invest in the bank. Children complete the task and put a coin in the bank for each correct answer. After checking the level of preparedness of students, children work in pairs to find out in which cities there are branches of the bank. As a result of completing the task, each pair has a city name of six letters. Students are offered the same tasks, but the set of letters is different for everyone. At the end, the results of the game are summed up. The games "Firm", "Erudite" are popular among children. "Self-examination".

Among the intellectually developing games for finding logical patterns, games of riddles are especially popular among children.

Younger students like to guess riddles. They are interested in both the process itself and the result of this kind of intellectual competition. I consider the guessing of riddles by younger students is a creative process, and the riddle itself is a creative task that activates thinking.

Purposeful development of children's intellectual abilities for creativity presupposes knowledge of the mechanisms for constructing riddles. The main types of riddles:

1. Riddles that describe objects or phenomena by listing its various features.
2. Riddles, where the description suggests a brief description of an object or phenomenon.
3. A riddle involving a negative comparison.
4. Riddles in the description of which metaphors are used.
5. Riddles, which describe not the object (phenomenon) itself, but the literal (syllabic) composition of the word denoting it.

The types of lessons are different: on some new material is explained, on others knowledge, skills and abilities are consolidated and improved, on the third, the studied material is summarized, on the fourth, the knowledge of students is checked (tests and tests are carried out).

Taking into account the psychological and physiological characteristics of primary school students, I often conduct lessons in an entertaining form in the form of a didactic game, fairy tale, travel. The lessons include material from fairy tales known to children, or fairy-tale heroes accompany students throughout the lesson, help them with a variety of tasks. As children grow up, as they accumulate knowledge, the type of non-traditional lesson also changes. If for students of grades 1-2, such types of lessons as a lesson-fairy tale, a lesson-game are interesting and effective, then for students of 3-4 grades I choose other lessons: lesson-test, lesson-interview, etc.

Unconventional lessons, unusual in design and organization, appeal to students more than ordinary lessons with a strict structure and established work schedule. Many of these lessons are prepared in advance not only by the teacher, but by the entire class. I will give examples of preparing and conducting some lessons.

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