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METHODS AND TECHNIQUES OF DEVELOPING COGNITIVE ACTIVITIES OF PRIMARY SCHOOL PUPILS

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ABSTRACT

The article analyzes the opportunities to develop the process of acquiring knowledge of pupils in primary education, making foundations for the further stages of education and the role of pupils as the main subject of educational process. Elementary students will not have mastered the methods of activity needed to interpret facts and events. Therefore, they make assumptions that provide a solution to a particular problematic situation. The task of the game in the learning process is to give students emotional uplift in the restoration of acquired knowledge. Games have a strong effect on students 'mood by making it easier for them to master the learning materials.

KEYWORDS: *Primary Education, The Process Of Student's Cognition, Pedagogical Technologies, Subject, The Process Of Education, The Opportunities Of Knowledge Academic Situation, Didaktik Approach, Psychological Approach, Psychological And Pedagogical Peculiarities.*

INTRODUCTION

The system of continuing education on "Priorities for the development of the social sphere" of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, provided by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 further improvement, increasing the capacity of quality educational services, highly qualified personnel in line[1] with modern needs of the labor market The continuation of the training policy is of particular importance.

Therefore, in nowadays education system of Uzbekistan "Concept of primary education", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 04.06.2017 No 187 "On approval of state educational standards of general secondary and secondary special, vocational education" and curricula for primary education and special attention is paid to expanding the opportunities for the elaboration of students' cognitive activities in educational-methodical complexes.

The intensity level of student cognitive activity is influenced by the methods and techniques of teacher's activity. At the same time, this degree is also an indicator of the teacher's pedagogical skills. Active teaching methods include methods that accelerate the growth of students' cognitive activities. These methods, in turn, encourage students to acquire knowledge with aspiration.

In pedagogical procedure, there is experience that based on the source of knowledge in classifying teaching methods. These include:

- The method of presenting knowledge in words; story, lecture, conversation, reading, teacher's statement, etc .;

- Demonstration teaching method; demonstration in a natural way, through slides, through other visual aids and experiences;

- Practical methods; practical work and preliminary laboratory work.

Each of these techniques can be very active and relatively active.

The test assignments are used individually and for the whole class. In the age of modernizations, the use of test assignments is recognized as an effective way to determine students 'mastery and learning opportunities. However, there are a number of drawbacks associated with the use of tests. Because students sometimes try to answer questions roughly. On the other hand, when using tests to determine students 'mastery and cognitive abilities, their oral and written speaking skills remain undefined.

The problem-solving method is used in learning situations aimed at developing students' cognitive activities. The basis of this method is the creation of problem situations in the learning process. Elementary students will not have mastered the methods of activity needed to interpret facts and events. Therefore, they make assumptions that provide a solution to a particular problematic situation. This method allows students to develop the skills of mental activity, analysis, generalization, comparison, popularization, substantiation of cause-and-effect relationships.

The problem-based approach incorporates logical thinking operations. Because such operations are important to find a complete solution to the problems posed. At the same time, this method includes:

- ask problematic questions;

- create a problematic situation based on the ideas expressed by the teacher;

- to create a problematic situation on the basis of contradictory views expressed in the context of a particular question;

- Demonstration of experiences and information that help to create a problematic situation;

-solving cognitive tasks, etc.

In the process of using this method, the teacher's role is to create a problem situation in the learning process and to manage students 'learning activities.

In the process of using the method of solving logical and computational tasks independently, all students solve logical and computational tasks based on the given tasks in a sample or creative way. However, complex, creative assignments are always solved by strong students. Sample-based reproductive tasks are solved by students who are idle. The students themselves do not pay special attention to this. Each student receives an assignment from the teacher according to their abilities and abilities. Under such conditions, students' interest in the learning process does not decrease.

Demonstrative methods are partly exploratory in nature. In using this method, the teacher guides the students in the classroom. As a result of organizing students 'work in this way, they complete some of the assignments as they find themselves independently. In such an environment, teachers 'experiences are demonstrated until they explain the new material. Students, on the other hand, solve problem-solving tasks through observation and discussion.

Practical methods are also partly exploratory and demonstrative in nature. In such a situation, students solve problematic tasks and acquire knowledge in part through independent research. They also learn new information by discussing their experiences in detail. Prior to independent practical work, students will not have an idea of the expected outcomes if they are aware of the goal.

In addition, oral conversation and oral narration methods are used in the progress of students' cognitive activities. In the procedure of using this method, a plan is developed to present the training materials in a certain sequence. In this proceeding, clear evidence is selected, compared, and information in this area is generalized. It also uses methods to manage students 'learning activities. In particular, it has the character of accelerating students' aspirations and learning activities at the stage of perception of learning materials and arousing their interest. They are:

a) Method of receiving news. The content of educational materials combines interesting information, facts, historical data, social experiences of the Uzbek people, spiritual and moral concepts;

b) Meaning loading method. Based on this approach, there is an opportunity to arouse students 'interest by revealing the meaning of words;

c) The method of enthusiasm. Ensuring enthusiasm and expansion in students' cognitive activities in order to ensure the study of processes and events;

d) Method of significance. To teach educational materials to students, explaining their socio-economic, spiritual and moral significance.

Methods of accelerating students' learning activities at the stage of mastering the studied materials include:

a) Heuristic method. Students are asked difficult questions, through which learners are brought closer to the answers; discusses controversial issues and develops students' ability to substantiate and justify their opinions;

b) Research method. Based on the observations made, the analysis and experience of the literature, students form their own conclusions based on the solution of cognitive tasks.

At the stage of retrieving acquired knowledge, the method of naturalization is included in the methods of developing students' cognitive activities. In this course, learning tasks are performed by students using natural materials and collections.

Different criteria and indicators can be used to assess students 'learning activities in learning situations. In order for students to have a high level of cognitive activity in learning situations, it is necessary to:

1) Teachers objectively evaluate the results of students' cognitive activities with a comprehensive diagnosis.

2) Teachers distribute cognitive tasks to students in accordance with pedagogical rules.

3) Assessment of the cognitive activity of the group of students and each student.

4) give students homework of a creative nature, popularizing the purpose of the educational operation.

In the procedure, students can become quietly, imperceptibly active. Students' cognitive activities can also be developed during extracurricular activities.

Any learning situation has a complex didactic character. In this process, first of all, the teacher and the student act in the framework of subject-subject relations. This approach should primarily focus on the development of students' cognitive activities. The concept of learning situation consists of a set of relationships and situations that make up a learning collaboration, a relationship between a teacher and a student, and a set of actions that lead to a specific solution in the process.

The main elements of the learning situation are:

- The purpose of the learning process;
- Objects of educational influence;
- Subjects of educational influence; these, in turn, are the driving forces of the pedagogical situation. It leads him to pedagogical tasks and their solutions.

Learning situations vary. It is the result of interaction between the teacher and the students. This means that both sides have a role to play in the learning situation.

The learning situation can be seen as a unit that analyzes the learning process. The assessment of learning activities in the learning situation integrates the solution of tasks from beginning to end. Certain subjects of the educational situation may change from the outside. If the teacher sets a new task for the students, or in connection with the internal situation, the subject changes the learning situation. As the assignments change, a new learning environment emerges. Although learning tasks vary, they can be divided into certain types. The type and level of complexity of learning tasks are the basis for classifying learning situations into specific types. Including:

1. According to the level of productivity: active and passive learning situations.

2. In terms of duration: intensive and long-term learning situations.

3. Learning situation participants: students and teachers.

1. Forms of interaction in a learning situation: cooperation is a kind of interaction in a learning situation, in which one person notices the situation of another and changes the negative attitude towards him. Accepts his actions and develops him to successfully solve the tasks set. Partnership demonstrates the ability of partners to care for each other's success through mutual support.

2. The nature of decisions made in the learning situation: a) learning situations require quick decisions, which are associated with the daily pedagogical activities of the teacher. The following can be summarized as follows:

- Identify the goals and objectives of certain actions performed by students, anticipate their consequences;

- Taking into account the peculiarities of the student's personality;

- Choose the most appropriate tools, methods and techniques to achieve the objectives of the learning situation.

Decisions made in such learning situations should not be voluntary, internal, intellectual, emotional. At the same time, students' inclinations, life experiences, memories, and their relationship with material wealth should be harmonized. These principles should be reflected in many ways in solving tasks in the learning situation. Here:

1. Not rushing to pass judgment;

2. Getting rid of preconceived notions;

3. Detailed description of the work done;

4. Express each question in simple terms;

5. Go from simple to complex in solving tasks.

Learning situations can be formulated in the following forms. They have a variety of appearances. The formation of a learning situation is in many ways directly related to the learning process. It also depends on the teacher how the learning situation is organized. Such learning situations include:

- Learning situations that guide students;
- Choice-based learning situations;
- Learning situations that ensure student success;
- Conflicting learningsituations;
- Problem-based learning situations, learning situations aimed at solving problem-based learning tasks;
- Learning situations related to criticism and self-criticism;
- Support and mutual aid training situations;
- Self-assessment learning situations;

- Communication situation;
- Accelerated learning and communication learning situation;
- Competitive and competitive learning situation;
- Game-based learning situations;
- Responsible decision-making learning situation;
- The situation of learning new ways of working.

We discuss below some of the learning situations, their content, and their formation.

Problem situations in the learning process create an environment in which students can set learning tasks. In this environment, the knowledge acquired by students is mobilized to solve tasks, their thinking activities are accelerated. Such operations are performed by students with the help of a teacher. The main task of the problem learning situation is to ensure that students master the learning materials in the most complex conditions, and their mental capacity is involved in the state of activity. The problem situation can include the following:

- Questions, hypotheses, problems as unproven events;
- Tasks substantiating the theoretical state ofideas;
- Tasks to create diagrams of the studied events;
- Like assignments to find conflicts and seek solutions to them.

Learning situations of an instructive nature allow for the creative mastery of learning materials and the free reinstatement of knowledge. At the same time, the effect of the development of cognitive activity is reflected in the development of students' ability to distinguish the essence of events at a high level. Their ability to study the opinions of their classmates, to analyze the expected results together, to justify events, to put forward their hypotheses, to find solutions is reflected. At the same time, the ability of students to overcome difficulties with determination is also included.

The play situation encourages students to engage in conditional, fun, entertaining activities. Games have a great impact on the formation of knowledge, skills and abilities in students. The task of the game in the learning process is to give students emotional uplift in the restoration of acquired knowledge. Games have a strong effect on students ’mood by making it easier for them to master the learning materials. Game-based activities create a variety of emotional experiences among students, stimulate their emotions, deepen their cognitive abilities, stimulate their internal orientation, engage them in the learning process, reduce various pressures, relieve fatigue, and enable them to visualize the amount of work they need to learn. gives In the learning process, with the help of the game there is an opportunity to model any life situation, relationships between people, events, the state of things.

Game elements can be involved in all forms of education. The educational essence of the game is that it creates a convenient opportunity for students to master complex learning materials in bright, emotionally rich, interesting situations. The developmental effect of games is reflected in the mobilization of students' extraordinary creativity and natural-creative potential.

From an educational point of view, games have the ability to help students overcome internal insecurities, express themselves, recognize themselves, and realize their full potential. The controlling, diagnostic essence of games is that they help the teacher to understand the independence of students, to determine their perceptions, imagination, dreams, desires, creative abilities, levels of activity, readiness for interaction, ability to feel in a team.

Thus, we try to analyze another type of learning situation that serves to develop students 'cognitive activities. It is a state of striving for success. The only force that serves to overcome difficulties is the desire to read, that is, the desire to succeed in the learning process. Modeling this situation requires a great deal of knowledge and skill from the teacher. In this process, the situation manifests itself as the sum of the conditions that ensure the success of the students. The success of the students is the result of this situation.

Cognitive activities of students are a unit of emotional perception, theoretical thinking and practical activity. It emerges at every stage of school education and develops steadily. Cognitive activity is strengthened and expanded in students 'social interactions and in all types of learning activities. In addition, the performance of specific learning tasks in learning situations also plays an important role in the eloboration of students' learning activities. However, it is only in the learning procedure that students 'cognitive activity is clearly shaped. Because the learning activities of students serve as the basis for the formation and development of cognitive activities.

One of the important tasks of a teacher is to teach elementary school students to perform every aspect of cognitive activity. On this basis, the teacher should develop students' skills of planning and rational organization of their activities. The progress of cognitive activities will depend to some extent on how well students master different aspects of different activities and how well they can use them to acquire new knowledge. As a result, students' learning interests and needs develop holistically.

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