

Pedagogical and Psychological Features of the Development of Independent Cognitive Activity

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ANNOTATION

Pedagogical and psychological features of the development of independent cognitive activity . Factors influencing the development of independent cognitive activity , information and recommendations on the stages of development.

KEYWORDS: *methodical competence , independent cognitive activity , self-assessment , reproductive independent cognitive activity , preceptive independent cognitive activity .*

The world experience , to develop educational structures aimed at increasing the independent cognitive activity of primary school students, developing their personality from an early age, cultivating their abilities, moral and aesthetic feelings, interest in reading, desire , desire, emotional attitude to himself and the world around him , research is being conducted on pedagogical technologies that help students realize their intellectual potential. Conceptual research focused on creative and independent learning activities in modern methodology aims to develop in primary school students important skills such as the development of reflexive skills, independent decision-making, critical and creative thinking .

The development of students' independent learning is one of the most pressing issues in the science and practice of modern pedagogy in terms of its importance in the context of globalization in education.

From primary school onwards, it is important to inculcate in students that learning and development are active, and that they develop methodological competencies .

Independent cognitive activity focuses not only on the student's perception of the learning material, but also on shaping the student's attitude towards cognitive activity. The learner's independent cognitive activity is inextricably linked to the processing nature of the activity. It is always difficult for a student to accept knowledge ready. This is called formalism in science and is characterized by the inability to apply theoretical knowledge in practice. Didactics, on the other hand, deals with this issue and explores ways to develop student engagement.

The globalization of the information space, openness and the growth of mass communication are creating a diverse thinking environment in society. On the other hand, the widespread application of the concept of " lifelong learning " in the global world is a new challenge for the education system. setting new assignments. The development of students' independent cognitive activity, the ability to independently apply learning strategies for the successful implementation of their personal development, the ability to evaluate their own learning outcomes are of paramount importance . Scholar G.Akramova describes this process as follows: to date, a person's intellectual level is based not on how much knowledge he has acquired, how much information and evidence he has stored in his memory, but on the ability to distinguish the necessary knowledge through critical analysis,

review information and come to independent solutions. measured by¹

While education has been formed as an integral part of culture, the student's independent cognitive activity is the basis for the cognitive development and maturity of each individual, while the development of society depends on professionals with such education and upbringing. The formation of an attitude to education in the family, the parent's view of education as a priority value - are important criteria for developing students' independent cognitive activity.

The concept of "independent learning activity" is much broader than the concept of "learning activity". The content and scope of active learning of independent learning will be wider than the scope of formal training specified in the state educational standards. Independent cognitive activity is the formation of the competencies necessary for the formation and development of students as individuals, as well as the ability to select , organize and apply to life , not only the social activity and essence necessary for it, but also the need to improve knowledge .

Pedagogical theory classifies the factors influencing the development of independent cognitive activity as follows: social factors (in objective and subjective forms) and the presence of a specific need in the subject .

The development of independent cognitive activity in primary school students includes the following steps :²

- willingness to learn independently;
- the content, essence and necessity of independent cognitive activity;
- The need for independent cognitive activity.
- Factors that develop independent cognitive activity are :³
- direct active interest in a specific activity;
- Moral- e aesthetic and mental satisfaction (motives).

E.A. _ Borisova's research shows that the development of independent cognitive activity ng has a conscious character r in the primary school period .⁴

Yu.V.Sharov developed several stages of development of independent learning needs:

- elementary research activity, the need for external impressions;
- know the environment, to " discover " ;
- the need to master and practice independent learning methods;
- the stage of formation that focuses on the selection of independent learning needs;

¹ Akramova G.R. Technology for preparing students for social relationships based on the development of students' critical thinking // Education and Innovative Research, No1, 2020. - 51-61 b.

²Andrade HL, Du Y., Mycek K. Rubric-referenced self-assessment and middle school students' writing. Assessment in Education: Principles, Policy & Practice, 17 (2), 2010. - P. 199-214.

³Brookhart SM, Andolina M., Zuza M., Furman R. Minute math: An action research study of student self-assessment. Educational studies in Mathematics, 57 (2), 2004. - P. 213-227.

⁴Borisova E.A. Formation of gutovnosti uchashchixsya k samoobrazovaniyu kak pedagogicheskaya problema // Izvestiya Samarskogo nauchnogo tsentra RAN. 2009. №4-2. URL: <https://cyberleninka.ru/article/n/formirovanie-gotovnosti-uchaschihsya-k-samoobrazovaniyu-kak-pedagogicheskaya-problema> (obrashcheniya data: 11.04.2022).

- The stage of developing the need for independent study .⁵

The development of independent cognitive activity not only improves the process of acquiring knowledge, but also shapes the qualities that are important to students as individuals: activity and independence. Students are involved in all types of learning process from primary school onwards to acquire basic competencies. It is during this period that the basic images of their personality are formed. Independent cognitive activity is interrelated with the development of students' needs, interests, inclinations, feelings, motivations, as well as general and specific abilities . Scientists have proven that the educational effectiveness of any activity depends more on the level of its organization. When the characteristics of age take into account the content, normality of independent cognitive activity, its successful development in students takes place. Interest is particularly important in the development of independent cognitive activity. Curiosity is the student's reaction to a particular thing or event that is valuable and pleasing to him or her .⁶

Curiosity helps in the conscious, thorough, stable, conscious acquisition of knowledge, the formation of skills and abilities, as well as helps to develop the ability, mind, readability, a better understanding of the world. Interest also serves as a source of aspiration, activity, inner motivation, need fulfillment in the student . The daughter of the students is characterized by a selective attitude to existence , self-determination, self-control, goal-orientation, overcoming obstacles. Interest is personal and social, direct and indirect, broad and narrow, unstable and stable. Interest in independent cognition includes curiosity, curiosity, curiosity .⁷

The development of independent cognitive activity in students is characterized by the ability to penetrate deep into the essence of the objects and events they are studying , the ability to bring elements of novelty and creativity into cognitive activity. Students' independent cognitive activity is inextricably linked to their independence. Because the independent action itself shows the independent cognitive activity of students. In turn, independent cognitive activity often requires independent action.

Independent cognitive activity has the following characteristics :⁸

- to be able to think independently and strive for it;
- setting goals or new tasks in new situations the ability to find their own approach to solving;
- with the knowledge being mastered in not only want to understand, but study the methods of its acquisition;
- a critical approach to self-assessment;
- Freedom of their own decisions.

BP ⁹Esipov connects independent work with didactic tasks such as search for knowledge, strengthening of skills and abilities , use of knowledge in new conditions and practical application of knowledge.

⁵Sharovskie chteniya: k 90-letiyu so dnya rojdeniya Yu.V.Sharova: mater. mejvuz. nauch.-practice. konf. (December 19-20, 2002, Novosibirsk) / ed. T.L.Pavlova, I.N.Timchenko : Novosib . gos. ped. un-t i dr. - Novosibirsk: NGPU, 2004. - 247 p.

⁶National Encyclopedia of Uzbekistan . The letter Q. –T .: UzME Publishing House, 2009. - 276 b. (720) .

⁷ http://www.ziyouz.com/index.php?option=com_remository&Itemid=57&func=fileinfo&id=433

⁸Vican D., Vuletić D. Self-assessment of Croatian elementary school pupils on the entrepreneurial initiative. Management: journal of contemporary management issues, 18 (2), 2013. - P. _ 57-79.

⁹Shmygina L.B. B.P.Esipov and Russian pedagogy // Mir obrazovaniya - obrazovanie v mire , 2001 . № 2. - 56-70 s .

G.I. Shukina¹⁰ emphasizes the unity of motivation and use of learning, which is characterized by the ability to know in the independence of knowledge and to define new practical tasks, to find a way to solve it, but in fact is characterized as independent thinking .

Scholars consider the interest in independent learning to be positive, emotional, and a distinct attitude toward knowledge, skills, and abilities . An interest in independent learning is a specific type of interest in teaching . G.I. Shukina¹¹ considers curiosity as a complex attitude of a person to objects and environmental phenomena, a comprehensive, in-depth study and knowledge of the important features of learning . The interest in independent learning is focused on choice, and it stems from an individual's needs. Activity in independent cognition is the interest, the essence of cognition, the connection of thoughts to the object 's close proximity to the object.

The development of cognitive activity in students during primary education is a priority. D.Sh.Yakibova put forward the following scientific conclusion in this regard : to learn to observe and draw conclusions, to develop an interest in reading and learning about the world around them, to create positive motivations for reading .¹²

The emergence and development of interest can be conditionally divided into the following levels:

- new evidence , direct interest in the information received in the course , as well as an interest in knowing the important features of objects and events moving in different situations ;
- A sustained interest in learning. It is important in teaching the student, and the interest in learning depends on external factors and the conditions and methods of the real learning process.

Sustained curiosity includes: intellectual activity; active use of skills and abilities; to show emotion, will; free choice of their behavior.

One of the important conditions for the development of independent cognitive activity of students is the development of emotional state, the need for knowledge and conscious thinking. Independent cognitive activity of students is reflected in the joint manifestation of intellectual, volitional, emotional processes. For independent cognitive activity, all-round, deep interest in knowledge, a certain amount of effort, attention, mental and physical forces necessary to achieve the set goal should be focused.

In students, independent cognitive activity has an individual character, and their behavior is formed in the process. The following are typical for students' independent learning activities :

- a deep, comprehensive interest in knowledge and learning objectives;
- active demonstration of mental , physical and intellectual strength ;
- Gathering attention, memory, will, and other mental qualities.
- The development of independent cognitive activity involves several stages :
- activity in practical activities, manifested in the pursuit of independent behavior;
- striving to achieve the essence and principles of the phenomenon under study ;
- Creative activity . This is the highest stage, which consists of a cause-and-effect connection, a conviction of the validity of creative thinking, its vital and cognitive value.

¹⁰Rol deyatelnosti v uchebnom protsesse: kn. dlya uchitel'ya / G.I.shchukina. - M .: Prosveshchenie, 1986. - 142 p.

¹¹ Bogdanova O., Mertsalova V.B. P.Esipov - vidnyy uchyonyy (1894 -1 967) // Sovetskaya pedagogika, 1984. № 10. - 47 p. (120) .

¹²Yakibova D.Sh. Formirovanie kreativnosti myshleniya uchaschixsya nachalnyx klassov na urokax tekhnologii // Vestnik nauki i obrazovaniya, (9-1 (87)), 2020. - 63-65 s.

Of the lesson plays an important role in the development of independent cognitive activity of the student in the primary grades.

The development of independent cognitive activity of students is characterized by the following aspects that are not solved in the traditional system:

- 1) Focusing students not only on learning, but also on shaping their interests, motivations and needs, fostering systematic thinking.
- 2) The formation of social knowledge in students through teaching in practical activities, the ability to communicate and influence, team and individual decision-making, the development of responsible attitudes, social assessment.

Cognitive activity and independent cognition are inseparable. As a rule, more active learners deprive the more independent, inactive learner of being dependent and independent of others.

In the learning process, there are effects that activate students' independent learning, which result in effective situations. Activating effects include: defending one's mind; participation in debates and roundtables; ask questions to the teacher and other students, review their answers and opinions; assessment of other students' written work and responses; to help and explain to students with learning disabilities; independent selection of tasks; forming student self-checking situations; evaluation of their activities, etc.

regular application of the activating effects of independent learning in the classroom, students are able to analyze various aspects of their cognitive activity. The knowledge and skills acquired through their practical activities form new motivations for the learner to learn.

The development of independent cognitive activity literally means the activity of thinking. Independent cognitive activity is manifested in the analysis and synthesis, concretization and systematization of educational materials, the use of induction and deduction, the acquisition of knowledge, the development of worldviews and ideas. The most striking manifestation of the development of independent cognitive activity is the formation of creativity in the student. Creativity - occurs in different situations of activity. Curiosity, inspiration, aspiration, etc. From the highest appearance of creativity in the human mind to its manifestation process. The student's need for creative activity implies a new, previously uncharged creative aspiration in the activity.¹³

Students' independent cognitive activity is most evident when non-traditional teaching methods are used rather than traditional lessons. In particular, in problem-based learning, which is now widely used in pedagogical practice, the teacher acts as a "guide", the student acts as an "independent decision-maker", "planner" and "evaluator".

MI Mahmutov studied the theoretical and practical aspects of problem-based education in connection with the activity and independence of students. "The purpose of problem-based education is to form students' cognitive independence, to develop their creative abilities."¹⁴

"Striving to teach encourages research. The teacher must look for forms of work that will ensure the maximum level of activity of each student, especially the ability to think quickly, to create new visual aids, to work on the use of new pedagogical technologies."¹⁵

Educational sciences are interrelated with the student's need and interest in learning in the

¹³Boltaeva Sh.T. Formation of creative activity of students in primary education. - Navoi, 2012. - 6 b. (144).

¹⁴Hamroyev RA, Qoldoshev AR, Hasanova AM Methods of teaching 1st grade students to use writing tools effectively // Asian Journal of Multidimensional Research (AJMR). - 2021. - T. 10. - No. 1. - S. 168-174.

¹⁵Ayxodjaeva M. Teach students to learn. B Integrative - innovative approaches in primary education: Proceedings of the Republican scientific-practical conference. - T DPU. - B. 12-14.

development of didactic materials. In I.G. Pestalotsti these interdependencies are : an individual's sense of self-worth; to bring up a child on the basis of abilities and opportunities given by nature; emphasized that it is based on principles such as exhibitionism aimed at the comprehensive upbringing of the child.¹⁶

necessary to organize lessons in accordance with the content of the lesson, the correct and conscious use of pedagogical technologies, which allow the development of human cognition, a vigilant attitude to the world around him, rather than a spontaneous process . .¹⁷

Researcher A. Khamroev studied the relationship between educational materials and educational activities in the organization of creative education. There are four types of communication between the student and the learning material : meaningful communication; targeted communication; functional communication; classified mediation communication . Through this , there is a need to change the status in the educational process.¹⁸The status of the learner in the organization of creative learning is to respond to the current state of the four different relationships between the learner and the learning material through self-assessment.

It is well known that thinking always begins with a problem or issue, a surprise or an inability to understand, a contradiction. Independent cognitive activity is developed in the course of the lesson in parallel with the implementation of didactic, educational goals.

The following types of independent cognitive activity are distinguished in the literature on psychology and pedagogy: productive, reproductive and perceptual.

Productive independent cognitive activity is focused on solving different types of creative tasks . One type of productive independent learning activity is heuristic activity, which is done in conjunction with students 'independent work.

Reproductive independent cognitive activity is in practical and creative activities , knowledge is ultimately linked to redevelopment. It also covers the acquisition of knowledge, their application in creative work and the acquisition of various methods of learning activities.

Perceptual independent cognitive activity is the subject, event, incident, and some information about them are reflected in the signs, the content of which is expressed orally and in writing. Perceptual independent cognitive activity begins with intuition and ends with the expression of perceptions.

Productive independent cognitive activity of primary school students In order to form and develop basic competencies, it is necessary to organize the form and content of activities specific to each of them in the learning process, to interconnect them, to ensure consistency and use them as a whole.

The goal of independent cognitive activity, the means of achieving it, is also seen as its outcome. The concept of "independent cognitive activity" consists of motivational, intellectual and emotional-voluntary components.

The process of developing independent cognitive activity of primary school students is understood as a process aimed at improving the content, form , methods, methods and tools of education in order to increase the activity, creativity, independence of teachers, the acquisition of knowledge by students, the formation of skills and abilities .

¹⁶The main ideas of I.G. Pestalotsti. <http://uchitel76.ru/osnovnye-idei-ig-pestalocci/>. Application Date: March 24, 2022 .

¹⁷Yakibova D.Sh. Integration in Primary Education - as a factor of intellectual development // Modern Education , 2016/11 . _ - B. 73-77 .

¹⁸Khamroev AR Modeling activities of teachers when designing creative activities of students // European Journal of Research and Reflection in Educational Sciences Vol. 7 No. 10, Special Issue: Education in Uzbekistan, 2019. - P. 68-75.

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