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Problems of Development of Personality Activity

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ANNOTATION

From the first days of Uzbekistan's independence, the creation of decent living conditions for all citizens living in the country, the formation of a morally sound person, and the radical reform of the education system have been set as a priority task of the state policy, and comprehensive work has been carried out in this regard until now. This article analyzes the development of the student's cognitive activity as a result of the democratization and humanization of the educational process.

KEYWORDS: *cognitive activity, phenomena, education, development, knowledge, teacher, student.*

INTRODUCTION

The development of a person is related to the material world, and a person's lifestyle determines his consciousness. Educational activity plays an important role in the development of a person in childhood. The development of students' cognitive activity takes place first of all as a result of their assimilation of scientific phenomena, thoughts, ideas, evidence and social experience.

The interrelationship of development and teaching in the sciences of pedagogy and psychology has its own historical path of development. At first, the idea was put forward that the development of students takes place by itself. Later, after identifying the effect of education on development, they emphasized that this effect is automatic. "Education is built not only in completed categories, but also first of all manifests itself in unfulfilled mental tasks and promotes their formation".

DISCUSSION

Many psychologists, relying on the approaches of L.S. Vygotsky, tried to comprehensively study the problem of education and development. The approach is based on the idea that education is a bidirectional process. In it, two types of activity interact: two subjects of activity participate in the process of teaching and learning. They are a teacher and a student.

Activity is the main tool that develops a person. This law can be justified in two directions:

- activity ensures the development of a person;
- it is necessary to take into account the level of development of the individual to organize the activity.

On the basis of this approach, the theory of active, individual, differentiated approach to education in science was created. There is no uniformity in the process of personality development. As a confirmation of this, in the sensitive stage of personality development, a person develops in a certain direction.

We try to establish a direction of development that is the leader for the students. During this period, the process of development is closely related to the identification of students.

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It should be emphasized that the basis of self-esteem is the positive personal experience of the student's personality based on the activity. The basis of self-esteem in intellectual development is the personal positive experience of students. This is manifested in the educational process. Our observations show that the majority of students do not have this experience. Dissatisfaction with the results of one's work cannot be the basis of students' self-esteem. One of the laws that takes an important place in this direction is the development of cognitive activity, personal equalization and self-esteem among students in certain educational situations.

Search for effective ways to develop students' cognitive activities in educational situations. Self-esteem is an analytical quality of each person. By analyzing the content of this quality, we were able to determine that the student's inclinations, values, and the rules on which it is based form the basis of this content. This is manifested through the intensive activities of students. Mistakes made in the process of student cognitive activity have a certain impact on his mood and development.

This is manifested through the intensive activities of students. Mistakes made in the process of the student's cognitive activity have a certain impact on his mood and development. In order to develop the students' cognitive activities, it is necessary to distinguish the activity tendencies. According to A. Maslow, it is necessary to distinguish not individual tendencies of students, but a group of tendencies.

As a result of the analysis of available scientific sources and our observations, we tried to justify that the cognitive activity of students consists of the following components:

- cognitive interests;
- educational goals;
- emotions: personal discomfort and emotional stability;
- the need for achievement and communication;
- intellectual ability and communication skills;
- personal experiences and abilities;
- personal experience and knowledge.

Acceleration of cognitive activities of students is one of the important problems today. Its relevance is determined by the need to search for and develop methodological methods and tools. In order to solve the problem of accelerating students' cognitive activities, along with strengthening the theoretical level of educational materials, it is required to consistently teach students cognitive methods. This activity is carried out in certain educational situations. In certain educational situations, it is required to arm students with methods and methods of knowing. As a result, the development of students' thinking affects other mental states based on cognition.

In the process of person-oriented education, special attention is paid to the development of logical and critical thinking in students. Because the logical and critical thinking of students allows to ensure the speed of cognitive activity. As a result, students will have the opportunity to successfully master educational materials in certain educational situations. This is the basis for accelerating their mental development and expanding their cognitive abilities.

Today, pedagogical activities aimed at finding ways to strengthen the class-lesson system are expanding. In this, students' rational cognitive activity should take the main place. This can be achieved through the development of integrated methods and tools of teaching. This methodical system should perform the task of managing the cognitive activities of students. In addition, these tools should also serve to activate students' skills to actively perform academic work. Such

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educational-methodological complexes should be more suitable to the specific conditions of the modern pedagogical process.

Our observations showed that students' interests and needs to learn new educational materials are formed very loosely. The development of students' abilities and opportunities to learn educational materials also depends on the level of social significance of educational materials.

The cognitive activity of students is largely related to their biological characteristics. In this, the main attention is focused on the orientation of students to a certain activity and the possibilities of meeting their needs. When we think about the attitude to cognitive activity, it is manifested in the formation of students' inclinations to know, ways to achieve it, use of information, mental activity skills. This, in turn, ensures the creation of productive educational activities. The effectiveness of the activity arouses positive experiences, emotions, high level of cognitive interest in students, and directs them to future cognitive activities.

A necessary condition for the development of students' cognitive activities is manifested in their independent management in certain educational situations. This is clearly reflected in the way they manage their own behavior. Depending on the nature of the activity and the conditions of its implementation, the voluntary forces directed to the achievement of the set goal are manifested.

RESULTS

Formation of educational activity - independent management of student's behavior, thinking about their own mental state, stability of learning inclinations, allows students to realize their cognitive activities with the help of mutually equivalent methods. The formation of students as subjects of the educational process cannot be realized without the formation of the possibility of spiritual knowledge in them. First of all, thinking, the possibility to think about oneself, self-control, and self-evaluation indicate the formation of mental operations in students. This is determined by the following skills: analysis, summarization, comparison and generalization.

The lack of formation of skills related to educational activities among students leads to a decrease in the effectiveness of the educational process. As a result of this, the students' failures in their educational activities increase, and their inclinations to study and learn disappear.

In scientific sources, cognitive activities of students are interpreted as their relationship to material existence. Students will have the opportunity to learn material and spiritual tools that are socially significant based on their mastery of socio-historical experience. Creative activities of students accelerate their cognitive activities. This is reflected in their voluntary actions and communication.

In relation to knowledge, it can be seen in the students' activity, interest in learning, the formation of information acquisition skills, the ability to rely on it, and control their own behavior.

This, in turn, is manifested in the desire to learn effective methods of learning and receiving them, as well as in the mobilization of voluntary forces to achieve the goal of education. Two important directions in the formation of students' cognitive activity can be pointed out: a) active, which in turn requires the acquisition of educational activity skills; b) personal, on the basis of which the willing-needs and emotional-voluntary skills of the student's personality are manifested. On the one hand, the student's cognitive activity is manifested as a form of independent organization and implementation of his activities, and on the other hand, it is expressed as the result and quality of the teacher's energy spent on organizing educational activities.

CONCLUSION

In conclusion, it should be emphasized that the acceleration of students' cognitive activities implies consistent arming of them with the necessary methods of searching for new knowledge and

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information. This, in turn, allows students to achieve the level of creative activity. The creative thinking of the students is clearly demonstrated in this.

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