

DIE KONZEPTION DER „KOGNITIVEN AKTIVITÄT“, IHRER PÄDAGOGISCH-PSYKOLOGISCHEN AKTUALITÄT UND KONTEXTANALYSE

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Anmerkung. Dieser Artikel diskutiert das Wesen der kognitiven Aktivität und verwandte Konzepte, die Komponenten der kognitiven Aktivität sowie die diesbezüglichen Ansätze der Forscher.

Schlüsselwörter: kognitive Aktivität, Kognition, Wahrnehmung, Aufmerksamkeit, Gedächtnis, Kontemplation, kognitive Aktivität, kognitive Entwicklung, Interesse.

THE CONCEPTION OF " COGNITIVE ACTIVITY", ITS PEDAGOGICAL- PSYCHOLOGICAL ACTUALITY AND CONTEXTUAL ANALYSIS

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Abstract: This article discusses the essence of cognitive activity and related concepts, the components of cognitive activity, as well as the approaches of researchers in this regard.

Keywords: cognitive activity, cognition, perception, attention, memory, contemplation, cognitive activity, cognitive development, interest.

The pre-school education stage is the most responsible stage of continuing education, where the foundation is laid for the education and upbringing of the child. Important tasks of preschool education are to form the need for knowledge in preschool children, the desire to learn, to prepare them for the educational process on a regular basis, to develop the skills of thinking, independent and free expression of ideas [1].

The problem of studying ways and means of developing the cognitive activity of preschool children is one of the important problems of pedagogy. The environment, the interest in understanding the world, the desire to know the unknown is a priority that mainly determines the effectiveness of teaching and activities. The organization of cognitive actions should be based on the needs already formed in the child, including the need to communicate with adults (actions, actions, decisions, affirmation of ideas). Researchers point out that there are currently two ways to solve the problem of developing cognitive (cognitive) activity: extensive and intensive. They both have one ultimate goal: to nurture an educated, moral, socially active, capable individual. However, approaches to achieving the goal are different. The broad path is achieved primarily by increasing the amount of knowledge imparted to children. The intensive path is based on the formation of a subjective, self-interested position, and this implies changes in the structure of educational programs and the intensification of teaching methods (development, person-centered learning).

Another urgency of the problem of developing cognitive activity is that a

person's interaction with the outside world takes place only because of his activity and activism, which in turn contributes to the formation of independence and initiative. Cognitive activity ensures the activity of the child, his passion for knowledge, his effort to identify the unknown from the known. In the scientific literature, the concept of "cognitive activity" is expressed in different interpretations. Cognitive means that the child strives for independent activity, including social experience, mastering the methods of activity accumulated by humanity.

Cognitive activity is a socially significant quality of an individual and is formed in a child from pre-school age in various types of activities. In dictionaries and encyclopedic data, the concept of "activity" is often defined as "activity - a characteristic of the individual, which is reflected in the attitude of the individual to the activity: readiness, aspiration to independent activity, quality of its implementation, selection of optimal ways to achieve goals." After all, "activity is a form of active attitude of people to the external world, a way of self-transformation of man in accordance with the purpose, one of the important features of human existence" [2]. Cognitive activity reflects the interest of older preschoolers in the need to use a variety of movement techniques to gather new knowledge, skills, inner determination, and specific knowledge.

Cognitive activity is the pursuit of complete knowledge about the environment, objects and phenomena of existence. The problem of developing cognitive activity has been discussed in different perspectives by teachers and psychologists. Ya.A. Comenius, K.D. Ushinsky, D. Locke, Jean-Jacques Russo [3] defined cognitive activity as a natural desire of preschool children to learn. MA Kholodnaya, TM Golovastikova, SM Vishnyakova, GI Sukina [4] and others studied the characteristics of cognitive activity and how to activate it in preschool children.

The problem of developing cognitive activity in preschool children, the relevance of children's pedagogy, psychology is one of the growing issues from year to year. Children's interaction with the environment is due to its activity and activity. Cognitive activity is an integral part of children's mental qualities, abilities, their initiative and individuality.

The components of important cognitive activity are discussed below. Cognition is the concept of mental perception. Cognitive ability describes their ability to receive information from the environment and process it. The word "cognitive" is derived from the Latin "cognoscere", which means "to know", "to comprehend", "familiar". Knowledge is always and everywhere and it is precisely because of knowledge that it acts as an interface between the environment and the brain. In recent pedagogical research, cognitive ability is increasingly being separated from mental ability. Cognitive skills include, for example, the ability to learn and the ability to understand abstraction. Perception itself can be divided into different areas [5]:

- Perception of the environment: through the senses;
- attention to specific events: objects of interest;
- thinking: processing information in the brain;
- storage of information: storage in memory for later memory;

□ Prioritization: mainly through language.

Cognition, which is an integral part of cognitive activity, describes the process by which a person receives information and processes it. Cognition allows a person to reflect objective reality and to act accordingly by assessing situations in the external world. Cognition is the creative process of the mind, the brain, the physiological basis of which is the analysis and synthesis of the cortex of the cerebral hemispheres. This activity is related to the influence of total properties, not to a single property of what affects our sensory organs. Cognition, on the other hand, occurs as a result of a temporary connection between all features, that is, an association. Association, on the other hand, is the connection of perceptions in the human mind with previous life experiences, through which certain cues of similarity, approach, and contradiction arise in the mind. It should be noted that cognition in preschool children depends on their current experience, character, social background, abilities, and personal characteristics reflected in their interests. The factors cited and people of different ages cause different perceptions of the same event.

Attention is described as the first stage of attention perception. There is a myriad of data streams in the universe, and people pay attention to only a certain part of it. The human brain decides which information to receive and which not to receive. Through this, the human brain designs the interface between the brain and the environment. As an example, red attracts more attention than blue.

Another component of cognitive activity is abstraction. In abstract cognition, the object of objective reality is an intellectual model that distracts the imagination from certain secondary, insignificant features of events and on this basis emphasizes their most important, basic aspects. The process of moving away from the definite signs of things and events and, importantly, the process of separating the signs is called abstraction, and the result of this process is called abstraction.

Remembering is also another important component of cognitive activity. Memory (derived from the Latin word *reminissentia*) refers to a person's ability to recall things and events, facts, words, and events that he or she has encountered in life. Memory depends on the individual characteristics of human memory, the elapsed time after the time remembered, the person's mental state, age.

Naming, accepting, or drawing conclusions for an object or event is also a type of cognitive ability. Contemplation is a process of higher cognition, which reflects reality more fully and clearly than intuition, perception, and imagination. Thinking is a special function of the human brain, in the process of thinking a person develops thoughts, reasoning, ideas, hypotheses, etc., which are expressed in the human mind in the form of concepts, judgments and conclusions. Thinking is closely related to language and speech. Thinking activity is manifested in the form of speech.

The magnitude of the flow of information, thinking, reasoning, and drawing conclusions as a result is becoming a complex cognitive ability. As a result, in addition to the various contexts that are becoming more complex, it requires systematic thinking from the person. This requires more flexibility and thinking ability from the person.

B. Ochilova emphasizes that cognitive development includes all thinking processes: memory, concept formation, problem (problem) solution, imagination and logic. In this case, the trainees themselves acquire and construct independent knowledge. In this case, the educator acts as a guide, support [6].

According to Jean Piaget's theory of cognitive development [7], children independently solve and construct their cognitive abilities using their actions in the environment. Through this, children can evaluate (understand, evaluate, measure, compare, draw conclusions), analyze (differentiate, differentiate, hope, fight for primacy, know the cause, compare, experiment, study) an event or object in the environment.), synthesize (formulate, teach, develop, develop, redefine, suggest, create), apply knowledge (demonstrate, assign, perform, draw, apply, use, engage), understand the topic (review) output, identify, discuss, focus, recognize, explain, tell, clarify), know the topic (remember, clarify, confirm, tell, repeat, name, tell, Research on "cognitive activity" has its descriptions such as "pedagogical phenomenon" or "two-way interconnected process". "Cognitive activity" can be considered subjectively and objectively. From a subjective point of view, the educator-pedagogue is considered as a result of individual pedagogical activities in the organization of the child's cognitive activity. Objectively, it is the process by which the child participates, understanding the world, himself, and others. Both aspects are important in terms of the purpose of our study. Both aspects are complementary and supportive. It is important to take this into account in the development of didactic materials.

In our opinion, the activity of the educator (subjective) should be focused on the transition of the child to independent cognitive activity (objective), the process of self-formation, giving priority to certain principles. This requires the development of didactic materials to take into account not only the orientation of children to a cognitive activity in the classroom, but also the activation of curiosity, curiosity, creativity outside the classroom. Many pedagogical and psychological studies focus on the first aspect of cognitive activity. In psychological and pedagogical research in the 50s and 70s of the last century, "cognitive activity" is described as the position of the child.

Educator and psychologist LV Zankov [8] considered cognitive activity in the context of the child's creativity. Cognitive development of children does not take place due to the speed of implementation of didactic teaching materials, increasing the quantitative share of theoretical and practical knowledge, facilitating or complicating learning materials, monotonous repetition of children. Cognitive development in children is effective only when it focuses on the development of their thinking, deepens the learning materials and ensures the interdependence of the content, forming in him a positive attitude, interest in the subject under study.

In their scientific articles, E.V. Korotaeva and A.S. From a pedagogical point of view, it is understood how to activate and develop the cognitive activity of the learner in the educational process [9].

G.I. Shchukina [10] emphasizes that cognitive activity refers to the "specific

state of the learner and his attitude to activity" and emphasizes that "personal learning is constantly formed in the learning process." The source of cognitive activity is cognitive interest. Curiosity is an active emotional-cognitive attitude of a person to something, which activates all the mental processes of a person and encourages constant research.

In his book, FI Kharlamov [11] describes cognitive activity, emphasizing that the learner is "intensively analyzing the environment, synthesizing activities and mastering the systems of scientific knowledge." Continuing his thoughts on this, he explained that the learner's "desire to acquire knowledge is his mental labor, an active action that is carried out voluntarily in the process of acquiring this knowledge."

Specific aspects of cognitive activity include:

- spontaneous participation in activities;
- research nature;
- initiative selection of content and methods of activity;
- free choice of conditions that lead to activity;
- readiness for cognitive activity. These are based on children's cognitive curiosity, which determines their activeness in learning about the environment and the world.

In general, the educator plays an important role in conveying the content of the lesson, directing and activating children to understand logical, coherent, distinguishing between basic and important concepts. Encouraging children to formulate questions on the topic of the lesson will help them to identify the "current state" of their knowledge and to identify areas of interest. While the educator's ability to present the content of the lesson professionally and engage children plays an important role in the learning process, learning materials, assignments and games will need to reflect many motivating aspects that increase children's cognitive activity.

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