

TYPES OF COGNITIVE ACTIVITY OF UNIVERSITY STUDENTS

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ABSTRACT

The article gives the types of cognitive activity that we consider in our research work. They introduced the name to the types of cognitive activity, and also gave a theoretical assessment of the activity of the teacher in creating favorable conditions in the pedagogical process.

Keywords: Cognitive activity, types, formation, pedagogical tasks, pedagogical process, independence, motivation, methods.

INTRODUCTION

In connection with the global changes that occurred in our republic and the adoption of the program “Action strategy in five priority areas of development of the Republic of Uzbekistan in 2017–2021,” the education system, from pre-school education to post-graduate education, has been reformed. Starting from the education system as a whole, ending with pedagogical ideas, methods and techniques, everything changed in the context of innovation.

Before the education system, there is the question of revising the view of the learning process, where there is a search for new forms and methods that would most fully and correctly help to solve pedagogical problems, to go towards the set of educational goals.

Our state, modern society and the labor market sets the task of preparing higher and secondary vocational schools for future teachers and specialists of various levels who are able to:

- to improvise in changing life situations, competently work with information, independently acquire the necessary knowledge, apply skills and skills in practice to solve various emerging pedagogical and psychological problems;

- independently think critically, see problems that arise and look for ways to solve them rationally, using modern educational technologies; clearly understand where and how the knowledge they acquire can be applied; be able to generate new ideas;

- to be sociable, in various situations, preventing or skillfully leaving any conflict situations;

- to work independently on the development of their own image - an authoritative teacher, on the improvement of pedagogical skills, intelligence, cultural level;

- the ability to think creatively, logically and with understanding to approach of solution of pedagogical problems, to find optimal solutions, requirements.

To solve the problem, the main criterion is the formation of students' cognitive activity.

If students have a strong motivation, which causes a strong desire to act more actively, confidently moving towards their intended goal, then cognitive activity proceeds more efficiently and gives better results. Cognitive activity is formed more successfully in the presence of some factors that contribute to the activation of thinking. First, students delve into the basis of the studied facts and phenomena only if they show cognitive independence.

Secondly, the quality of learning depends on the degree of activity, which increases with increasing level of independent work.

The effect of the learning process depends on the techniques, methods, forms of educational work used by the teacher. Accordingly, the techniques, methods and forms depend on how much they activate students' activities, encouraging them to independent actions, reasoning, analysis, conclusions, the ability to process, systematize, master various information.

The main activity of the teacher at the present time is not only the competent organization of the process of training and education, but also the competently-organized organization of the student's independent cognitive activity, the formation of creative thinking, and development of his mental potential. All this is necessary to solve the problem of the need for a future specialist, the question of the effectiveness of the knowledge gained, the mobility of his professional qualifications in the conditions of modern time.

The most relevant and problematic issues of the modern theory of education are teaching methods, the correct adoption of which determines the formation of students' cognitive activity. In modern state educational standards of education, great attention is paid to the independent work of students. Independently knows how to work, a student who has a highly developed focus, dedication and internal activity. The degree of creativity, independence, nature of the activity and internal orientation helps with the choice of those or other methods for the formation of students' cognitive activity.

In the modern educational process of the university, you need to combine a lecture and independent work (student activity). This will enable the use of active teaching methods that develop the system of education in the university.

I.Ya.Lerner [1] and M.N. Skatkin [2] proposed five teaching methods, due to the sequence of which, the degree of activity and independence of the trainees is increasing. For each of these methods, we would like to go and make our own adjustments.

Explanatory illustrative method. Students receive basic information in the form of finished didactic material prepared by the teacher and transmitted through technical means (video projector, presentations, etc.). In higher education institutions, this method allows students to receive information in large numbers. [1]

We would like to correct this method a bit, and make some changes.

I.e., I would like to call the method, PROBLEM-LEVEL-SUBJECTIVELY ILLUSTRATIVE. What is its basis?

The first stage of classes begins with the problematic questions on the new topic, on the basic concepts of the new topic. Due to this stage, the teacher assesses the situation of the group, the level of students' knowledge base. This allows the teacher to go to choosing one method or another for the next stage, that is, an explanatory illustrative method.

Learning is not a process of memorizing scientific knowledge, which is transferred by the teacher to the student. This is the process of mental activity, the result of the cognitive activity of the student himself in the search and mental processing of scientific knowledge. This is a very complex and active process. Therefore, modern pedagogy today attaches great importance to the development of creative, creative cognitive activity of students - future teachers.

Based on these facts and our research, we came to the conclusion that the following methods according to Lerner and Skatkin, this is the reproductive, problem presentation method, partially search or heuristic and research methods, we would like to call the METHOD OF ACTIVATING COGNITIVE ACTIVITY.

What is this method like?

After a full explanation of the new material, students are given tasks and problematic questions for a full understanding of the new topic. Assignments and cases are selected in such a way that the student can remember, understand, analyze, and put himself in the place of a problem situation. Thanks to this method, the cognitive activity of students is formed. Cognitive activity develops logical thinking, activates brain activity, attention, memory, speech, imagination, and maintains interest in learning. Therefore, we believe that this method develops helps to shape cognitive activity.

During the training lectures, the teacher must achieve the possibility of performing independent work of students, rather than the traditional passive participation in lectures. The teacher should create all the conditions, prepare a new topic taking into account the students' knowledge base, introductory questions on the topic are feasible for the students, the answers to which were found independently (or with the help of a teacher), and not "stupidly, mechanically" memorized lectures of the teacher.

In modern conditions, at a fast pace of the scientific and technical process, in order to intensify cognitive activity in higher education, it is necessary to create didactic and psychological conditions so that students can intelligently approach learning, connect not only intellectually, but also in a personal and social way.

Whatever methods are used in the classroom, it is important that the student takes an active position. For this, the teacher must create psychological and pedagogical comfort in which the student will take an active position and show himself fully, or try to join the process as much as possible. The student easily perceives the information that is clear to him.

Having reviewed and analyzed the theoretical approaches and directions in the field of studying cognitive activity, we gave names to 3 types of cognitive activity of students.

The first type is (Wide cognitive activity). The first type includes students, cognitive activity is wide, in which the motivation and focus on getting ZUNs is more extensive. Training takes place from them, not only in their specialty, but also beyond the scope of vocational training. They are working to expand their outlook, professional growth, their novelty fascinates. Their desire to fully comprehend goes beyond the curriculum.

The second type is (Average cognitive activity). This type includes students with intermediate level cognitive activity. That is, the student is professionally studied in depth within his specialty. Outside of their professional orientation, the student is not interested in anything. "Narrow" specialized professional educational activities.

The third type is (Typical cognitive activity). This type includes students with cognitive activity, which involves the assimilation of knowledge and the acquisition of skills in the framework of the curriculum. "This type of activity is the least active, the least creative [3].

The attitude of teachers, parents and students themselves has a huge impact on the formation of cognitive activity, the formation of personality in students. Building good relations and a favorable atmosphere of teachers, cooperative relations, mutual understanding and respect contributes to the development of cognitive, cognitive activity, students' gnostic, and creative, organizational skills.

It is also important that the effectiveness of the formation of students' cognitive activity depends on such factors as external and internal.

External factors in the formation of cognitive activity are features of the pedagogical environment and the process itself (OU, ICT, PT, etc.).

Internal factors - individual psycho-physiological features of students, teachers, parents and the relationship between them.

If relations between parents, children and the teacher are built on unity of goals, friendly understanding and support, as well as parents' interest in obtaining high-quality students' skills, then with the support of a competent and competent teacher's motivation, a wide cognitive activity is formed by the learner type of cognitive activity. In students with the first type of PD, self-education should be well developed; the student should be trained without coercion.

With authoritarian and not enough emotional contact with students during the pedagogical process, the teacher loads the students with too much information on the subject being taught, forming a "narrow qualification" using the means and methods of workload with independent and homework, respectively, the second type of students is formed (Average cognitive activity) cognitive activity. In students with a second type of PD, self-education is also well developed, but the student is trained under duress.

In passive emotional communication with students, the teacher aims only to form a knowledge system, and students who consider communication with a teacher as a means of obtaining, for example, assessment, credit, in this case, a third type (c) of cognitive activity is formed.

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