

THE ESSENCE OF PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF COGNITIVE ACTIVITY IN TEACHING STUDENTS

Yuldasheva Feruza Imamaliyeva

Tashkent State Pedagogical University named after Nizami
Tashkent, Uzbekistan

Annotation

This article discusses the importance of the psychological and pedagogical features of cognitive activity in the teaching of higher education students.

Keywords: Education, upbringing, activity, cognitive activity, practical activity, psychological mechanism.

The first place in the modern educational process is given not only by the fact that students acquire science knowledge, skills and qualifications, its volume is constantly growing, but also the need is the student personality, which is given as an active person with the appropriate structure of the motivational sphere. The nature of needs, motives, interests based on activity determines the direction and content of the activities of each individual. At the same time, involvement in cognitive activity, activity, initiative in it, a sense of satisfaction with itself and its result provide the experience of the meaning, significance of what is happening, the basis for the further improvement of the individual's self-esteem and self-awareness.

Education is a sharp, complex activity that requires great strength of mind, will, imagination, memory. Classes that reflect all the important features of the pedagogical process (bipartisan, all-round development of the individual, orientation, unity of content and prosocial sides) simultaneously have their own specific quality differences.

Cognitive activity is emotional perception, theoretical thinking and unit practical activity. It is carried out at every step of life, in all kinds of activities and social relations of students (productive and socially useful labor, value-oriented and artistic-aesthetic activity, communication), as well as by performing various pre-emptive-practical actions. educational process (experimenting, designing, solving research problems, etc.). But only in the process of learning, knowledge is inherent only in the individual, has a definite form in education and cognitive activity or teaching. The attitude of students towards the learning process is usually characterized by activity.

Activity (study, mastering, content) determines the degree (intensity, strength) of "communication" with the subject of the student's activity.

Analysis of the specific methods developed within the framework of the programs in the teaching of students showed the legality of emphasizing on the essence of the psychological and pedagogical layer of management of cognitive activities of students, the ways to take it into account and implement it. This is in pedagogical practice, because in them it is proposed

that the solution of many problems (specific methods) be carried out without taking into account sufficiently complete psychological and pedagogical characteristics of several important components of the system of Organization of cognitive activity of students. It is assumed that such attention-raising is possible within the framework of training methods that clearly and fairly fulfill certain modern didactic conceptions.

Then, to ensure the functioning of the educational process, they can be regarded as a chain that goes from principles to content, then from content to teaching methods and tools, then organizational forms.

This approach allows you to set specific didactic goals and requires the implementation of a certain sequence of stages of mastering processes (taking into account the hierarchy of knowledge levels) in the implementation of the training process;

M. in the selection of educational methods and tools system N. Skolkin and I. It is recommended to pay attention to the classification recommended by Ya Lerner. Lerner because it is based on the specific characteristics of the cognitive activity of students in solving various cognitive tasks at different stages of the learning process. It should be borne in mind that the interaction and nature of the participants in the educational process to a certain extent affect the functional possibilities of the teaching medium and the organizational forms of teaching, which determine the possibilities for the use of teaching methods, contribute to the achievement of the established didactic goals, allow the implementation of all variants of the. Taking into account the specifics of the independent work arising from these bases of classification, it will be possible to determine the timeliness and sequence of their inclusion in the educational process. The work arising from the basis of this classification makes it possible to determine the timeliness and sequence of their inclusion in the educational process.

In place of the conclusion, the review and analysis of the pedagogical conditions for the development of the conditions for improvement of the educational process showed that the main attention in the organization of the educational process should be paid to the tasks of the educational process and the conditions for the specific definition of each.

It is necessary to take into account and implement its stages, the peculiarities of the activity of the psychologists of educational and educational activities, to coordinate the specific features of the psychologists of cognitive assimilation.

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