



METHODOLOGICAL FOUNDATIONS OF ENHANCING THE COGNITIVE ACTIVITY OF STUDENTS IN THE PROCESS OF PERFORMING EXERCISES

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ANNOTATION

The article is devoted to the analysis of ways to enhance the cognitive activity of students when performing exercises in their native language and addresses one of the important problems of increasing the productivity of native language lessons.

KEY WORDS: *Cognitive activity, abilities, skills, category of cognition, linguistic processes, exercises, development, educational process, independence, assimilation of knowledge.*

Increasing the activation of students' cognition in the process of performing exercises in their native language - the conscious mastering of theoretical information through practical exercises, consolidating the knowledge gained, their systematization and generalization - this, therefore, concretization of the concepts of abstract grammar, leading to an increase in the level of knowledge.

Cognitive activity is the process of mastering theoretical knowledge, acquiring skills and abilities. Cognitive activity, being the psychological side of teaching, shows what judgments and thoughts in the minds of students appear as a result of pedagogical influence on them, to what extent these judgments of thought are manifested in the process of teaching knowledge and forming a worldview. In the process of cognition, the most important place is occupied by knowledge, skill and skills. It is known that knowledge is productive in the assimilation of the rules of languages in various linguistic processes, and skill, taking into account the implementation of goals and objectives, is the assimilation of this activity, with diligence and pleasure. When studying each topic and performing related to them. When studying each topic and when performing exercises and independent tasks related to them, the acquired skills are applied in practice. Skills are one of the components of cognitive activity. Skills in the conditions of performing complex tasks receive practical consolidation, with the help of exercises and reach automatism. When performing the exercises,

the student acts depending on the condition set in him: he performs the exercise in writing or orally, in this process he consolidates the knowledge gained on this topic in his memory, forms judgments. Without skills, the exercise process does not reach the goal.

The mastery of knowledge by students, the development of their skills and abilities are directly related to the activation of their cognitive activity. I. Shamova notes that if, on the one hand, the phenomenon of knowledge is determined by the content of educational material, then on the other hand, it is based on objective laws of assimilation of knowledge. Cognitive activity, being a constant category of cognition (this means a purposeful and productive cognitive act), manifests itself at all stages of cognition, starting with direct comprehension of a specific event and ending with its theoretical development). [10.p.46]

In the process of learning, the student is under the influence of various psychological factors, feeling, understanding and memorization. As a result, it turns out to be able to task and link various themes. Through understanding, it can be deeply analyzed, understand the essence of the material being absorbed and retains it for a long time. Analysis, synthesis, induction and deduction are considered external forms of knowledge. So, for example, T.S. Khrasota noted that in the learning process, the student argues. These his mental operations are directed to the knowledge of the subject, in their aggregate form cognitive activities. [4.p.12]



What is the activation of knowledge in the learning process of schoolchildren? What factors are the activation of cognitive activity, too? This problem of various pedagogical and psychological works did not receive an unambiguous interpretation. E.G. Mingazov's activation of cognitive activity characterizes as follows: noted that the activation of knowledge is the interpretation of reality when the student is happy to have new sources of knowledge, seeks to perform the tasks requiring mental tension and being an indicator of mental activity, is more manifested in the interest of knowledge than to the learning occupation. [6.p.34]

I.F. Kharlamov also believes that the activation of the knowledge of students is characterized by the desire to learn how to highlights and strong will [7.p.31]. T.I. Shames emphasizes that the activation of cognition consists of the desire for the development of knowledge and inclusion in the work of the activities of ensuring the achievement of the goal. [10.p.46]

Activity being a psychological side of training is the desire of a student to the knowledge, to fulfill their mental operations, treatment in the learning process except materials in textbooks and to other sources, as well as a positive attitude towards knowledge. Consequently, the activation, turning on the peculiarity of the psychology of the student is the main indicator of the student's activities in the learning process.

According to V.A. Dobrosmislova is the highest stage of activation consists in understanding the student of the topic [2.p.40-42]. L.P. Aristova also binds the activation with creativity. The highest activation activities are creative interpretation, creative understanding. Pupils are creatively suitable for the material studied: change the structure of the material, build their own options, are looking for various ways to perform the task, creatively designs examples [1.p.36]

Activation in the learning process, being the result of the productive activity of the teacher, turns out to be a means to enhancing students' activity. Activation is a prerequisite for the formation of the worldview of the institution.

One of the types of activation is a fruitful search associated with the teacher's activities through teaching in the lesson process, as well as directing the student to the search for various operations that require creative comprehension. N.S. Rozhdestvensky argues that activation is a search for productive techniques for high-quality mastering of materials, causing students from unwillingness to strive to complete the task [5.p.3].

In the studies of famous scientists M.A. Danilov, V.P. Esipov, M.N. Skatkin, activation is considered as the basis for increasing the productivity of the

lesson. Here, the dominant is intellectual (mental) activity, which, in order to improve the quality of the lesson about the studied subject, significantly enhances and excites the student's mental activity and is the most important means of activation.

According to A. Gulomov, activity is a broad concept, by activity we mean the activity of students in the process of study, work and fulfillment of public assignments. Learning revitalization, being an integral part of general revitalization, is an activity aimed at assimilating knowledge and cognition. Therefore, we can say that the activation of cognition, being a product of the child's activity, takes an active part in the assimilation of knowledge. [8.p.8]

Activity, A. Gulomov continues, - the consolidation of human knowledge, is considered as the most important condition for satisfying a need. Activation in the process of certain activities enhances the mental abilities of a person, his feelings and sensations, and is achieved through the development of the need for work. Its comprehension, demonstrating mental activity, firstly, is introduced into practice as a result of external influence (textbook materials, the method used by the teacher, aids and techniques), and secondly, internal needs - activity is manifested as a result of self-activation [9.p.6].

We fully support this idea of A. Gulomov. Indeed, the student's activity in the process of study and social activity is an integral part of the general activity. The activation of cognition, being the product of the student's activity, takes an active part in the assimilation of knowledge and, being an indicator of the strengthening of mental activity, is the results of the teacher's activity to activate the process of student cognition.

The level of requirements for teaching the native language at school is, first of all, one of the principles of sufficient teaching and is considered a necessary condition for the full implementation of the principle of activation into practice. "The activation of the educational activity of students in the lessons of the Russian language is associated with an appeal to the activation of the principle of teaching

To enhance the activities of students in the classroom, it is necessary to achieve a conscious assimilation of the material. Conscious assimilation is associated with the vigorous activity of students. Since if the cognitive activity of students is not associated with activation, then there is no reason to speak of a conscious mastering of the topic.

In didactic literature, the concept of consciousness means a thorough assimilation of character and facts, phenomena in accordance with the laws of the topic being studied, the ability to make deep conclusions and generalizations, conduct



a comprehensive analysis and thus systematize the knowledge gained on the topic, as well as the correct interpretation of the topic, and as a result, the possibility of its independent development. There are various methods and ways for the productive use of the above exercises: among them are various grammatical games, the organization of independent work, in general, in order to make the classes more interesting, it is necessary to increase the process of activating cognition.

Activity-activity is closely related to independence. At the heart of each vigorous activity is independent mental activity, independently thinking students, demonstrate vigorous activity in the classroom. Consequently, independence is one of the most important enhancement of cognitive activity. If the student cannot independently select examples on the topic under study, then at the same time he will not be able to complete the exercise on the given topic.

The students' need for independent thinking is formed in the process of independent work in the lesson. The need for independent thinking develops in the process of gradual transition in the lessons from simple to complex. In addition, the variety of offered independent work, as well as the construction of tasks that require logical thinking, arouses students' interest, teaches them to think independently, and increases the productivity of lessons.

Learning exercises are one of the means of teaching didactics and allow you to teach students independent work and conscious assimilation of the material.

The systematic and productive use of exercises in the lessons of the native language is considered one of the most important conditions for enhancing the cognitive activity of students.

If, in order to increase the productivity of the lessons, the teacher during the lesson does not try to systematize the exercises for their greater productivity, then there can be no question of the effectiveness of the lessons. Since if the student cannot apply the knowledge gained in practice, then one cannot talk about the conscious assimilation of the material. Theoretical positions are learned only as a result of practical exercises.

Knowledge is crystallized only in the continuation of active practical activity. The highest stage of the process of knowledge is associated with the step of activating the exercise. One of the main conditions for the intensification of the cognitive activity of students in the course of the lesson is the awakening of interest in the performance of exercises.

Interest plays an important role in all learning activities. It is believed that the interest

caused by the learning of knowledge is an indicator of an active attitude to study. To achieve an active attitude towards classes, various ways of involvement of students are applied, for which it is necessary to find optimal ways to achieve this goal. To upbringing interest in the native language, firstly, you need to tell about the place occupied by the language in public life, about the meaning of its study for other sciences, about the richness of the language, bring various examples from life characterizing the beauty of the language, organize contests between classes, evenings Sciences, dramatic circles, secondly, to properly select training methods, to use the training tools in a timely manner, to accurately determine the lesson's tasks and find the best ways to perform exercises.

(Of course, the knowledge of the teacher, speech and impressionability of students) play an important role here.

What determines the interest of students to perform exercises is a means of ensuring interest in the study of the native language.

An important role in the intensification of students' activity is played by the unity of the purpose of exercises. It is known to ensure that every exercise does not remain only training, it should be raising and developing. The exercise material should be directed to the ideological and political, moral and aesthetic education of students, as well as the development of such psychological categories, as thinking, will, character, ability. Exercise materials (sentences, texts), if possible, should not be scattered. They consider the young age of students, should be accomplished from the famous literature, textbooks and magazines. Significantly activates the activities of students compliance with the requirements of the topic, brevity, emotional and educational influence on the student, a variety of genres.

Thus, the systematization of exercises in textbooks provides that each exercise has not only a learning value, it should perform educational and developing importance.

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