DEVELOPMENT OF CREATIVE COGNITIVE ACTIVITY OF YOUNGER GRADES

Saliyeva Ziroat
Senior teacher at the Department of
English Language
Samarkand State Institute of foreign languages
Samarkand, Uzbekistan
Shamsiddinova Munira
Senior teacher at the Department of
Foreign languages
Pedagogical Institute of Tadjikistan
Pendjikent,Tadjikistan

Abstract: The development of creative cognitive activity is a topic that is very relevant for elementary school, and that is the thing which has a special role to play. An important task of the modern school is to activate the education and upbringing of students, which is directly related to the development of their cognitive interests.

Keywords: Development of creative cognitive activity, reproductive method of teaching, stimulation methods, educational and cognitive game.

Interest is a powerful tool for successful education and upbringing and a necessary condition for achieving positive results.

Knowledge cannot be simply “transferred and received”, it can only be formed as a result of the active activity of the student himself, and the teacher is faced with the task of causing the student’s activity in mastering knowledge. This goal encourages the teacher to use methods to stimulate learning activities (including the method of educational discussion, the method of cognitive games, the method of relying on life experience), designed not only to give students knowledge, but also to create an emotionally rich atmosphere that contributed to getting positive emotions from this.

For the formation of creative cognitive activity of schoolchildren, it is possible to use all the methods and techniques that didactics has at its disposal. Explanatory - illustrative - story, explanation, experiments, tables, diagrams - contributes to the formation of primary knowledge in younger students. The use of the reproductive method contributes to the development of practical skills and abilities in students. Problematic - search, partially - search, together with the previous ones, serve to develop the creative abilities of schoolchildren. The need for the formation of creative cognitive activity forces the teacher to look for means of activating and managing educational and cognitive activity.

Learning tasks are the means to organize purposeful and systematic work on the development of students in the learning process. Performing them, students acquire new knowledge, methods of mental activity, consolidate and improve skills and abilities. Each lesson is a certain system of tasks that leads the student to master certain concepts, skills, and abilities. The achievement of the objectives of the lesson, the activity, independence of students depends on what tasks the teacher selects for this lesson, in what sequence they are built.

The teacher should select tasks for the lesson that would serve a specific purpose or be based on the application of any concepts, rules, the establishment of certain connections, the

identification of patterns based on observations. Tasks of this type allow not only to conduct lessons effectively, but also serve to develop mental activity and develop solid knowledge, skills and abilities of students. From how skillfully the teacher will be able to select and group tasks for the lesson, so consciously, creatively, with desire, children will learn in elementary school.

In the future, the independence of their thinking, the ability to connect theoretical material with practical activities depends on this. Sustainable cognitive interest is formed in different subjects in elementary school by different means. Better assimilation of the material is facilitated by visual aids, reference diagrams, tables that are used in each lesson. Entertainment is a very important tool.

Elements of entertainment bring something unusual, unexpected into the lesson, evoke in children a sense of surprise, rich in their consequences, a keen interest in the process of cognition, help them easily assimilate any educational material. The brightest emotional means of forming cognitive interests is the game.

Using elements of educational and cognitive games from lesson to lesson, students rise one step higher: a game - entertainment turns into a game - work. In the process of playing in the lesson, students imperceptibly perform various exercises.The game puts the child in search conditions, arouses interest in winning, and hence the desire to be fast, collected, dexterous, resourceful, to be able to clearly complete tasks, to follow the rules of the game.

Moral qualities are formed in collective games. Children learn to help their comrades, to consider the interests of others, to restrain their desires. Including games and game moments in the process of teaching younger students, one should not forget that there is a lesson behind the game - getting to know new material, consolidating and repeating it, working with a textbook and notebook.

Many games and exercises are based on material of varying difficulty, which makes it possible to carry out an individual approach, to ensure the participation of students with different levels of knowledge in the work. This makes the learning process more interesting, children are more likely to be active, quick-witted and sometimes achieve the highest results. An important means of activating the creative activity of students is to establish a connection between the material being studied and the reality around them.

Based on the above, we can draw conclusions about the importance of the development of cognitive activity of children:

1. Creating positive motivation in the lesson.

2. Ensuring active and intensive work on the semantic analysis of information. educational creative activity school

3. Development of a semantic guess and activation of the student's lexical experience and vocabulary enrichment.

4. Promoting optimal organization of attention.

5. Arming with rational ways of remembering.

6. Development of the necessary rate of perception of information.

7. Increasing the pace of work.

8. Development and development of the information space the content of the lesson.

9. Accustoming to self-assessment of the process and result of one's own activity in the lesson in comparison with other students.

In order to develop cognitive, communicative activity, it is necessary:

1. Free choice of activities by the child.
2. Positive motivation.
3. In the course of learning, children must be aware of what is to be learned.
4. Educational material intended for the field of consciousness must be emotionally colored.
5. When it comes to activity, remember that there is:
- external activity
- internal activity.
6. Not every work of students provides assimilation.

The modern world is constantly changing. A person's knowledge becomes his main resource for well-being, both economic and psychological. Every year, the requirements for the professional training of a person, and, consequently, the quality of his knowledge, increase.

The most important task of education today is to develop the ability of students to think independently, solve problems, since active, creative people are valued by the state.

There are several main factors on which the development of a child depends: on heredity; from the environment; from training and education; from the activity of the child himself.

All these factors are inextricably linked with each other. Rubinshtein S.Ya. showed that upbringing and development are two sides of a single process. The child does not learn and develop, but develops, being brought up and learning.

A full assimilation of educational material is possible only with the active participation of children in the implementation of educational and cognitive activities. We all know that it is in elementary school that a child learns to learn, and often his success in the subsequent stages of education depends on how successful he is in elementary school. Therefore, primary school teachers should apply various methods and techniques that stimulate the activity of students. Given the above, it must be said: “Activation of the cognitive activity of primary school students” is one of the urgent problems of teaching at school.

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