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Influence Of Cognitive Processes On The Learning Of Young Schoolchildren

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ABSTRACT

This article, dedicated to the influence of reason on a child's cognitive development, as well as the role of knowledge in acquiring knowledge, pays special attention to the mental ontogenesis of primary school children.

Keywords:

Mind, non-intelligence, contemplation, perception, fantasy, memory, thinking, ontogenesis, activity, unconsciousness, awareness, knowledge, imitation, interest, ability.

If we pay attention to the research results of sciences that analyze personality on a scientific basis, it turns out that among the billions of Adam's descendants living on our planet, it is impossible to find two identical ones. From this point of view, learning ability, which is one of the characteristic features of the personality that we want to discuss below, deserves special attention. Learning is a characteristic of a person, which has been glorified by our people since ancient times, and it is reflected in such proverbs as "The one who understands exceeds the arrow, the one who does not understand exceeds the impulse," "The one who has read is not the one who has read, the one who has read is the one who has read," "The one who has not read can be read."

The child's ability to quickly master an activity based on their inclination towards a particular type of activity and successfully complete this activity is considered a

manifestation of aptitude. Aptitude is defined as a unique characteristic of each individual.

In general, for the manifestation of a child's learning ability, all cognitive processes, along with the manifestation of their activity, also have their influence on the specific psychological characteristics of the child. Professor E.G. Goziev, characterizing learning ability, put forward the following clear idea.

"In the science of psychology, it is shown that the level of "learnability," associated with the activation of student thinking, is not equally developed in all students. Academic ability consists of the totality of a person's intellectual qualities, to which, under equal conditions, the activation of the characteristics of mental activity plays a certain role in the successful assimilation of material. Accordingly, students with a high level of learning ability have the opportunity to quickly and deeply acquire the necessary knowledge independently. Of course, such students may have different attitudes

towards learning. If they have a positive attitude towards learning, this is clearly visible in their attention, characteristics of interest, emotions, and volitional efforts in the learning process"[1].

Since the process of acquiring knowledge occurs in the category of unconscious and subconscious activity, most children have a high level of learning in relation to one object of activity, and a low level of learning in relation to another type of activity. This situation is also clearly observed in the learning activities of young schoolchildren. For example, it is natural for a child with high aptitude for mathematics to have poor reading and spelling skills.

Students with learning abilities quickly compare previously acquired knowledge with newly imparted knowledge, draw conclusions, and demonstrate how they have acquired new knowledge. For the child to acquire new knowledge, they must have mastered the previously given knowledge well. Consequently, primary school teachers, along with monitoring the perception of the information provided to students, should pay attention to bringing difficult-to-understand children to the level of high-ability children.

"Students with a low level of learning ability have a strong desire to learn well, and their attitude towards learning is often due to the fact that they have not mastered effective methods. In many ways, they still strive to acquire knowledge using methods of learning activity in the form of memory. Despite the ever-increasing demands placed on independent thinking, they remain very passive in the educational process. They calmly participate in educational activities, believing that the teacher will always fully explain the educational material. Students with a low level of learning understand that their main task is to memorize the information or data given in the textbooks and explained by the teacher, to repeat exercises on the covered topics"[1].

As can be seen from this description, learning is improved in close connection with direct and indirect cognitive processes.

Most Western psychologists argue that primary school students are in a state of unconsciousness at the initial stage of learning

activity, participate in learning activities only on the basis of collective actions, therefore it is necessary to allow them to acquire knowledge through free voluntary actions. Indeed, forcing "educational activity" at a time when "game activity" is not yet complete does not lead to a positive result. On the contrary, this condition causes boredom and fear from learning activities as a result of the child falling into a state of unconsciousness. In this case, negative reprimands given to the student by the teacher serve as an impetus for further increasing the child's depression and cooling off from learning activities.

Regardless of the degree of incompetence, there is a corresponding methodological influence on it. Finding this key and revealing the child's hidden abilities by unlocking their potential is the responsibility of both educators and parents.

The well-known Russian psychologist N.A. Menchinskaya puts forward the following opinion about the category (type) of students with poor academic performance and stable academic failure. In his opinion, the emergence of the type of students with poor academic performance plays a dominant role in their poor academic performance and can be related to complex personality traits. Such characteristics include the underdevelopment of the motives of educational activity, intellectual abilities, and insufficient formation of skills and abilities necessary for educational activity. Despite the fact that they are closely related to each other, in reality, one of them can play the role of the cause of poor assimilation[2].

Another Russian psychologist, N.I. Murachkovsky, determined that two categories of personality traits influence the emergence of underperformance:

a) characteristics of the student's thinking activity;

b) manifests in the direction of the student's personality.

Attitudes towards learning are considered the "internal position of the student." In connection with the characteristics reflecting these two aspects of the student's personality, certain types of poorly assimilated children emerge, currently there are the following types:

1. Students with a positive attitude towards learning, but low academic performance;

2. students with a negative attitude towards learning, but high learning potential;

3. students with a negative attitude towards learning and low learning potential.

Psychologists from far and near abroad, focusing on the analysis of learning characteristics of primary school age, in most cases try to emphasize the influence of the social environment, without paying attention to the student's "I" and cognitive processes. If we think rationally, learning activity is considered an activity consisting of mastering adult activity. In this regard, most foreign psychologists consider the initial learning activity of a younger schoolchild as an unconscious activity.

In cognitive psychology, it is analyzed that the property of learning arises under the influence of the activity of other cognitive processes in connection with the voluntary orientation of attention. Due to the difficulty of directing and concentrating attention on one object in children in the primary education system, learning ability is not clearly visible. Therefore, primary school teachers need to pay more attention to the focus of a child's attention. Based on the focus of attention, the student perceives new knowledge, generalizes it in their thinking, and stores it in their memory. By mentally comparing newly acquired knowledge with previous knowledge, they can put forward their own opinion.

It is possible to form and develop the quality of learning, but for this it is necessary to carry out joint activities of the teacher and parents based on a clear plan.

"When applying an individual approach to low-performing primary school students, the teacher is obliged to observe the following requirements:

1) knowledge of the specific psychological characteristics and level of mental capabilities of students with poor academic performance;

2) the correct choice of methods and techniques of interactive influence on them and taking into account their individual characteristics in their implementation;

3) anticipating the consequences of the teacher's interaction with the student"[1].

Parents should approach their children with low academic performance as consultants when performing tasks assigned to them by the teacher. As much as possible, they should help their children acquire new knowledge through positive guidance.

It is natural that learning ability and lack of learning ability exist in every student, and it is no secret that not all teachers and parents have enough knowledge to be able to interpret it correctly. Especially in cases of crisis in the child's ontogenesis, the child's incompetence can increase further.

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Based on the foregoing, we can emphasize that, regardless of the multitude of factors contributing to a child's learning and lack of learning, identifying them and assisting the student in acquiring knowledge places a great responsibility on the surrounding community.

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