Psychological And Pedagogical Patterns of The Process of Comprehension and Comprehension of Educational Material by Students

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ABSTRACT

The article has a psychological and pedagogical character of the process of comprehension and understanding of educational material by students and tells about the processes of cognition and understanding of educational material by students.

Keywords: learning, knowledge, activity, competence, abilities, education, result, error.

As a result of educational and cognitive activity, first of all, certain changes occur in the student's activity. Its result should be visible for various reasons. It is clear that these motives are directly related to the process of growth and development of the child's personality. Educational and cognitive activity is directly related to the concepts of education, reading and learning. Education is an educational and cognitive activity in cooperation between a teacher and a student, the process of teaching students the knowledge, skills and abilities of a teacher.

The educational process is aimed at mastering certain information, actions, behaviors, and various new knowledge. The concepts of reading, learning, and assimilation are directly related to educational activities and serve to ensure that knowledge, skills and abilities are acquired and turned into competencies.

The problem of student development in the learning process is one of the main psychological problems. There are a number of theories on the problem of the educational process and child development, one of which says that mental behavior is a theory of the gradual development of knowledge, skills and abilities.

The success of learning depends on many psychological factors. First of all, let's focus on the reader's attitude to reading. This attitude manifests itself in attention, emotions, interests and will, the path that a person follows.

When organizing the educational process, first of all it will be necessary to direct the attention of children, that is, students. The use of visual aids, technical means, handouts during the lesson creates involuntary attention of the student in the lesson. The effectiveness of the student's educational process depends on the instructions and recommendations given by the mentor.

The emotionality of the educational process is considered one of the factors that ensure the success of learning. The parenting process is an intellectual emotional process. If the information passed on to children cannot evoke any emotions, it will be difficult for students to remember it. In this process, it is also necessary to pay attention to the individual mental states of the students, that is, their experiences at a certain point in time. A good mood among

students contributes to productive learning activities. Students learn artistic texts better, that is, material in an emotional spirit.

The main requirement in the organization of the educational process at the present time is the formation of intellectually developed individuals with the skills of the XXI century, independent and free-thinking, possessing thinking. In the process of implementing these requirements, the cognitive interest of students plays a very important role. We know that curiosity is considered important in the process of learning by students.

The main requirement in the organization of the educational process at the present time is the formation of intellectually developed individuals with the skills of the XXI century, independent and free-thinking, possessing thinking. In the process of implementing these requirements, the cognitive interest of students plays a very important role. We know that curiosity is considered important in the process of learning by students.

In the learning process, the will becomes important, manifested in uniting children on the basis of one goal, in working together, in overcoming difficulties, in the ability to abandon the distractions of the lesson, in the content of the passion for learning-reading. Will is a quality that manifests itself in the clarity of the goal that a person sets for himself, in his desire to achieve the goal, in the fact that he makes a decision on the way to this goal, fulfills it on time. The importance of willpower is also incredibly great in focusing on the lessons throughout your studies.

In the learning process, the will is manifested in the student's readiness for lessons. The assimilation and memorization of educational material depends on the volitional efforts of the student. The will is manifested in the student's thinking process - in solving a problem, finding an answer to a question, and actively participating in the lesson. They find content in the formation of the student's skills, abilities, and competencies.

The assimilation of a given material largely depends on the education of the student's will. One of the most important conditions of education is volitional activity. The educational process in general education institutions is one of the factors of volitional growth of students. An important place in this process is the proper organization of the agenda, educational activities and recreation of students.

The study of the essence of cognition, the patterns of its formation and development, and its features occupies an important place in the history of philosophy. Man, through his knowledge, transforms being, nature, society and, finally, himself. The study of human activity aimed at cognition and the most effective ways of its implementation is important in the history of philosophy. Therefore, a special branch of philosophy has emerged dealing with questions and problems of cognition — epistemology.

Human cognition is an extremely multifaceted, complex and contradictory process. Epistemology is mainly concerned with solving philosophical problems of cognition. Each historical period, based on the needs of the development of society, sets new tasks for epistemology. In particular, in the middle of the XVII century, European philosophers dealt with the importance of scientific knowledge, the study of ways to form true scientific knowledge, and the definition of the criterion of scientific truth. They put forward the idea that only knowledge based on experience is true knowledge.

One of the ways a person relates to the world around them is cognition. During his life, a person learns not only the outside world, that is, nature and society, but also himself, his spiritual and spiritual world. Human cognition and understanding of the world is studied by the science of philosophy, as well as other exact sciences. Various sides of the world, laws and properties are studied by exact sciences. The general aspects, laws and properties of human cognition are studied by philosophical science.

The purpose of the cognition process is not only to obtain scientific knowledge, but also the human desire for perfection, the humanization of nature and society, the achievement of natural and social harmony based on knowledge gained in the process of cognition. Science should serve the interests of man, not science. Science begins to be revered as a value as a person attains spiritual perfection through

scientific knowledge. On the basis of the comprehensive development of science and progress, cooperation between various fields of science is strengthening, many research teams are becoming subjects of knowledge, creators of new scientific inventions.

Cognition as a whole is understood as a product of human activity that characterizes a certain state of the process in action, the implementation of certain events in certain objects, the course of certain processes and other states.

Cognition refers to a certain form of reflection of the external world in the mind of the learner -it is an expression in the form of representations and concepts that are stored in the memory of the learner and are aimed at streamlining and organizing his practical activities.

The theory of cognition explores the stages, forms, methods, means, conditions and criteria of reliability, reliability of the process of cognition. These are research methods used in modern science (conversation, analysis (analysis), synthesis, modeling, algorithmization, experiment, programming, induction and deduction, inference, etc.).k.) summarizes the course of the cognitive process using.

Let's pay attention to the opinion of thinkers on this issue.

Pythagoras puts forward the idea that number is the essence of all things, and the universe is a harmonious system of numbers and the relationships between them.

Heraclitus believes that there is no limit to the human mind, and firmly believes that the world can be known. Socrates, on the other hand, believes that the highest function of knowledge is practice, not theory. Democritus, on the other hand, considered causality to be identical with necessity, denied chance, and interpreted it as a consequence of ignorance. His teaching is that cognition through reason continues to evolve. Archimedes made many discoveries, including the laws of leverage, hydrostatics, and aerostatics. He relied more on experience. Archimedes mechanized crop irrigation with a screw, lifting up scattered crops such as wheat or sand.

Al-Kindi was the first to discover a system of ideas about how the mind manifests in four ways: necessary, possible, achievable and manifested. This system has not lost its relevance both in modern theory of knowledge and in the process of IIT.

Abu Nasr Farabi, the Eastern Aristotle, argued that the sciences of the "second teacher" should serve for the practical activity of man. This idea has absorbed extremely important features of the cognitive process.

Abu Rayhan Beruni believed that the basis of knowledge is knowledge obtained through the senses. He again puts forward the idea that the prosperity and prosperity of the country (country)They depend on the development of science, and human happiness depends on his knowledge and enlightenment.

According to the teachings of Abu Ali Ibn Sina, logic gives a person a rule according to which a person reasons and draws conclusions about processes and phenomena, and these conclusions keep people from making mistakes.

Al-Khorezmi devoted his scientific activity, first of all, to the development of natural sciences of that time, the study of nature and attempts to know the world empirically. At the same time, he relied more on the method of generalization research. For this reason, he has always promoted the idea that with the help of logic, a person separates true knowledge from false and studies the unknown.

In general, experience and practice are of great importance in the learning process. With the help of practice, such a creative process is solved as the human influence on the development of society, the study and disclosure of the essence of natural phenomena, the transformation of natural phenomena, society as necessary, the preparation of new conditions to ensure the prospects for the development of society. The practical activity of people based on their knowledge of the laws of nature and society also determines the development of science, technology and technology.

In fact, the criterion of truth is practice, since the reliability of acquired knowledge, acquired understanding, formed skills, skills is checked on the basis of practice. Pilot testing works are

conducted, approved, summarized and summarized.

The main basis for studying the laws and possibilities of cognition, as well as the relationship of cognition to objective existence, is the process of cognition. At the same time, the process of cognition is a person's idea of the development of nature and society (idea, doctrine, vision, law, law, method, methodology, etc.).k.) is also a solid foundation for the formation of work. The role and place of the process of cognition in the formation of scientific thought, especially in the Creator, are invaluable.

So, cognition begins with the birth of a human child, and the improvement of cognition occurs in the process of adaptation to the surrounding world, the social environment, and active environmental impact. Human knowledge can be divided into simple and scientific.

Simple everyday cognition is a person's cognition of familiar, everyday things and phenomena directly through his senses and thinking. Such knowledge is acquired through the life experience, skills and practical actions of people. Simple knowledge is inherent in everyone.

On the other hand, scientific knowledge is different from ordinary knowledge. Scientific knowledge is the knowledge of the laws of surrounding things and phenomena, their content. Scientific knowledge arises on the basis of scientific research, small and large-scale research. Scientific knowledge is a complex process that lasts a long time.

For this reason, not everyone can deal with scientific knowledge. People belonging to the same class of society or individuals can participate in it: including researchers, scientists and inventors.

There are two inextricably linked levels of scientific knowledge, one of which complements the other - the empirical level and the theoretical level.

The empirical level of scientific knowledge is aimed at understanding the phenomena occurring in the environment, based on information obtained from everyday experience, and consists of three stages. At the first stage, generalized knowledge about separately studied phenomena is formed. At the second stage, accumulated knowledge is generalized, connections between a thing and phenomena are revealed, i.e. connections. At the third stage, the empirical laws inherent in things and phenomena are determined. This is where the empirical level ends. The information gathered as a result serves as the basis for the theoretical level of knowledge.

At the theoretical level of Immanent cognition, on the basis of previously studied data, patterns of interrelation and development of a wide range of phenomena of things and phenomena in the Universe are revealed. The basic laws, consisting of a combination of several empirical laws, are visible in theory and scientific concepts representing the scientific picture of the universe.

During the lesson, it is also necessary to pay attention to the formation of the learning process. Zero cognitive processes is a very difficult activity.

Therefore, to know means to be aware of any event or information. On the other hand, understanding is the next stage where they can intelligently process the information they have learned.

The knowledge is superficial, and they may no longer actively perceive the knowledge they have gained. Understanding is at a deeper stage, and his brain must actively perceive knowledge and understand it.

The difference between these two concepts is related psychologically and intellectually, while understanding is considered a broader concept than knowledge. But both are considered interrelated processes.

Understanding is the knowledge of solving problems in which these connections can and should be used based on the connections established between objects in the mind.

Understanding is the process and result of studying an idea, phenomenon, fact, revealing its essence, comprehension, assimilation, establishing relationships with existing knowledge, introducing new content into the spiritual sphere of a person.

The analysis of psychological and pedagogical literature made it possible to interpret the processes of perception and comprehension as

awareness of the main phenomenon or information, as a result of the disclosure of the studied idea, the essence of the phenomenon, the process and result of assimilation, establishing a connection with existing knowledge, intellectual processing of the acquired information.

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