Theoretical Aspects Of The Development Of Cognitive Universal Educational Movement Of Primary Class Students

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ABSTRACT

This article focuses on considering the theoretical aspects of the development of cognitive educational universal actions in primary school students through interactive teaching methods is not only to arm students with a large amount of knowledge, but also to help the modern student develop and improve himself in all aspects by forming universal methods of action in them. Also, using this process, it is to familiarize the student with the environment, the world in a constantly changing society, to teach him to understand life consistently.

Keywords: cognitive, analysis, synthesis, comparison, generalization, drawing conclusions, thinking, development, classification.

At the initial stage of school education, which plays an important role in human life, a transition to a completely new level of personal development is observed. The fact is that the level of intelligence, motivation to learn and confidence in one's abilities depend on how effective the observation and curiosity acquired from life are in him.

There are many factors that determine the nature and quality of educational activity, but among them the level of cognitive activity of schoolchildren occupies a leading place. The cognitive activity of a person is manifested in initiative and independence, in the effective assimilation of knowledge and the formation of skills. Cognitive educational activity of students is considered an integral and fundamental part of the educational process. When skills are improved and automated, they become skills. As students master knowledge and skills, automated elements are manifested in their oral and written speech, in solving educational problems, when problems arise, etc.

Cognitive learning skills are divided into the following according to the level of generalization: specific skills (or subject), general skills (or intellectual), generalized skills (working with a book, observation, planning, etc.). Although they differ in their structure depending on the content of the mental task they are aimed at, skills with their independence have different contents and are suitable for different situations. It should be noted that general skills are an obligatory component of cognitive activity in the study of all academic subjects.

Cognitive learning tools include: analysis and synthesis, comparison and generalization, drawing conclusions, distinguishing cause-and-effect relationships

between phenomena (i.e., performing certain mental operations).

The presence of developed cognitive universal learning actions enriches the process of acquiring knowledge. They allow students to independently carry out cognitive work, increase their cognitive abilities, strengthen self-confidence, provide optimal conditions for self-knowledge and self-knowledge of the individual, the formation of his cognitive interests.

The goal of cognitive universal education is aimed at developing observation, analysis, comparison and generalization of actions. The process of systematic analysis of these skills allows us to emphasize that some of them are components of other, more complex ones. In particular, analysis serves as the basis for comparison, in which the features are divided into general and distinctive, primary and secondary. . The information obtained as a result of comparison is a substantive argument for generalization. Thus, analysis and comparison are mandatory components of generalization and are carried out through constant observation, that is, through purposeful study of objects and phenomena of reality, through specially organized methods of perception.

The goal of developing cognitive learning skills in primary school students is to help them understand what the attributes of an object are, identify the main ones, distinguish between similarities and differences, generalize objects according to a certain sign, etc. Since there are many mental operations, it is important for students to know what unites them and what is the distinctive feature of each.

The development of cognitive learning skills should be carried out in classes in all subjects being studied.

Well, we need to be able to give a reasonable answer to the serious question of what interests and how interests primary school students. Only then will they want to go to class, and not leave the lesson under various pretexts. Creating such situations in the lesson should be the most important priority task, so that students will find the strength and will to tirelessly search, find answers to various questions. To do this, it is necessary to widely introduce interactive teaching methods, through which children's interests and aspirations can be supported.

The lesson should be structured in such a way that students have the opportunity to think, research, analyze various life situations, propose different ways to solve problematic issues, and draw conclusions. .

Unfortunately, careful observation of the work of primary school teachers has shown that in mass practice, the task of purposeful development of cognitive learning skills of younger schoolchildren is approached through the prism. Teachers do not always set a goal to develop cognitive learning skills in students, but are limited only to collecting and referencing factual knowledge. This, in turn, led to the failure to fulfill the developmental goal of the lessons, and also dampened children's interest in science, hindering their development and enthusiasm. Therefore, it is important to develop conditions for the perfect formation of cognitive educational tools in the didactics and methods of primary education, to introduce more logically loaded tasks into education, to apply them methodologically correctly in the lesson, to make changes and additions to educational technologies.

Studies by scientists engaged in psychology and didactics [36, 44, 46, 51] specifically emphasize that cognitive educational abilities can be developed in younger schoolchildren in various ways. It is said that in this case, as a rule, teachers do not carry out special work on mastering the essence of a particular mental technique, but children to a certain extent master it by imitating the working methods of the teacher and their peers. Simply put, as a result of practice, they form knowledge and skills in themselves. Here it is appropriate to recall the conclusion of psychologists: it is impossible to develop in science, the basis of a child's mental operations is only his personal experience

The term for mastering skills in various forms depends on their level of complexity and the level of preparation of children. This requires the development of individual

advanced training programs for each class.

Since cognitive activity is carried out in each lesson, the process of forming a particular skill is "distributed" in the structure of the educational process of the entire course. Therefore, it is possible to select the most effective situations, and this is the case when they are, of course, not artificially introduced into the process of forming skills, but organically integrated with the process of mastering scientific knowledge.

Another important point should be noted. When drawing up a program for the targeted development of a system of skills, their mutual subordination is taken into account. First, elementary actions are learned, and then they are operationally introduced into complex actions. So, before developing the ability to compare, children need to learn to analyze and identify similar, different, and important features.

Cognitive educational tools aimed at the development of primary school students: observation, analysis, comparison, generalization. These skills are developed through observation, that is, through purposeful, specially organized perception of objects and phenomena of objective reality. The goal that the teacher sets for himself in developing cognitive educational skills in primary school students is to understand what the properties of an object are; to be able to identify the main ones; to determine their similarities and differences; to generalize objects according to a certain sign, etc.

In various lessons, primary school students get acquainted with the main properties of objects: color, size, shape, material, taste, qualities of people, etc.

To strengthen the ability to analyze, you can offer children various tasks that activate mental activity.

In the first grade, students get acquainted with the comparison technique in practice. This skill will develop in subsequent years of study. When comparing objects, children identify similar and differentiating features, and then, with the help of the teacher, draw conclusions: comparison is a means of determining how objects are similar and how they differ from each other. At the same time, it is necessary to convey to the minds of students at a practical level that objects can only be compared according to homogeneous signs: shape, size - size, and the like.

Thus, cognitive universal learning actions are complex methods of action that are formed and actively work in the system of most educational subjects. These skills are acquired by students in the process of educational activity and act both as a result of this activity and as a necessary condition in the future, improving educational activities.

The implementation of teaching methods and techniques implies an active and conscious accumulation, and therefore generalization of impressions received from various sources, the purposeful organization of independent and research activities of students. This contributes to students' knowledge of the environment and their determination of their own participation in it, giving them the opportunity to develop basic skills in research, collaboration with other people, and an interest in familiar objects, as well as a practical attitude.

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