



Intellectual And Cognitive Activities Of School Pupils

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ABSTRACT

Some means of stimulating the intellectual and cognitive activity of younger pupils are considered: the creation of interesting educational environment (organization of the pedagogically rational dialogue with the children; using the ways of intellectual and emotional stimulating of the pupils), the use of active teaching methods and form (methods of empathy and figurative vision, didactical games, discussions, conducting of the non standard lessons est.), personality-oriented evaluation of the study-cognitive activity of pupils.

KEYWORDS

Intellectual and cognitive activity, means of teaching, stimulation, younger pupils.

INTRODUCTION

One of the central issues of mental education is the development of the cognitive activity of children.

The problem of cognitive activity is one of the traditional topics of Russian psychological and pedagogical science. Interest is one of the

basic postulates of learning and is one of the basic psychological laws. Psychologists and educators have always solved one major problem - how to do so as to motivate a child to learn. D.B. Elkonin noted that the position of a student is not just the position of a

student attending school, listening to the teacher and carefully completing his homework, it is the position of a person who improves himself. Numerous studies have shown that the main way of forming cognitive motives lies through the correct organization of the educational activity of schoolchildren, through the development of all its components.

Cognitive interest positions itself as “active a cognitive orientation associated with a positive, emotionally colored attitude to the study of the subject, with the joy of learning, with overcoming difficulties, with the creation of success, with self-expression and the assertion of a developing personality”.

At the stage of discovering new knowledge, the pupils themselves create an exit project and try to apply it in practice. Techniques: "Questions to the text", "Catch a mistake", "Point of view", hypothesis. Exercises need to be selected such that pupils can: remember what they already know and know about the topic; activated the thought processes that will be needed to assimilate new knowledge: analysis, comparison, analogy, classification, synthesis, generalization.

At the stage of primary consolidation, pupils perform typical tasks with obligatory pronunciation, argumentation. Exercises should be selected so that pupils can: remember what they already know and know about the topic; activated the thought processes that will be needed to assimilate new knowledge: analysis, comparison, analogy, classification, synthesis, generalization.

1. Insert numbers in the "windows" and the sign of the mathematical application

Composition of addition examples

- | | |
|---------------------------|----------------------------|
| $\square \dots 27 = 43$ | 8. $\square \dots 4 = 100$ |
| 1. $10\square \dots = 75$ | 9. $54.\square = 18$ |
| 2. $2\square \dots = 13$ | 10. $48 \dots 12\square$ |
| 3. $3\square \dots = 53$ | 11. $\square \dots 7 = 49$ |
| 4. $\square \dots 8 = 20$ | 12. $75.\square = 15$ |
| 5. $25.\square = 13$ | 13. $120 \dots 20\square$ |
| 6. $1\square \dots = 75$ | 14. $65 \dots 5 = \square$ |

Answers:

- 1) $16+27=43$; $70-27=43$; $1161:27=43$
- 2) $100-25=75$;
- 3) $27-14=13$;
- 4) $33+20=53$;
- 5) $28-8=20$; $12+8=20$; $160:8=20$;
- 6) $25+4=29$; $25-4=21$; $25*4=100$;
- 7) $110-35=75$;
- 8) $104-4=100$; $25*4=100$; $400:4=100$;
- 9) $54:3=18$; $54-36=18$;
- 10) $48-12=36$; $48:12=4$; $48+12=60$;
- $48*12=576$;
- 11) $7*7=49$; $42+7=49$; $56-7=49$;
- 12) $75:5=15$; $75-60=15$;
- 13) $120:20=6$; $120-20=100$; $120*20=2400$;
- 14) $65+5=70$; $65:5=13$; $65-5=60$; $65*5=325$.

The methods of stimulating and motivating learning also include the method of creating a situation of cognitive dispute. Educational discussion - discussion of any issues with the aim of their correct solution and attracting the attention of pupils to the problems discussed.

This method of forming judgments, assessments, and beliefs are based on a long-established pattern: the knowledge gained in the course of a clash of opinions, different points of view, is always distinguished by a high degree of generalization, resilience and flexibility.

Discussion is an excellent way to enhance cognitive activity, deepening pupils' knowledge, and forming their interest, it gives pupils the opportunity to analyze concepts and arguments, defend their views, convince others of them.

2. Do you think the values of the expressions in each string are equal?

$$3+4+7 \quad (3+4)+7 \quad 3+(4+7)$$

$$16+18+19 \quad (16+18)+19 \quad 16+(18+19)$$

$$15+5+2 \quad (15+5)+2 \quad 15+(5+2)$$

What is common in the expressions of each line? Make a conclusion.

3. Put the missing numbers

$$1) 3 \dots + 9 = \dots 6 \qquad 5) \dots 4 : \dots 2 = 7$$

$$2) \dots 7 - 1 \dots = 27 \qquad 6) 7 \dots : 1 \dots = 5$$

$$3) 54 - \dots 7 = \dots 7 \qquad 7) 5 \dots 2 = \dots 0$$

$$4) 83 + \dots 7 = 10 \dots \qquad 8) 4 \dots 5 = \dots 0$$

Answers:

$$1) 37 + 9 = 46;$$

$$2) 37 - 10 = 27;$$

$$3) 54 - 27 = 27; 54 - 17 = 37; 54 - 37 = 17;$$

$$4) 83 + 17 = 100;$$

$$5) 84 : 12 = 7;$$

$$6) 75 : 15 = 5;$$

$$7) 5 \cdot 12 = 60;$$

$$8) 4 \cdot 15 = 60; 4 \cdot 25 = 100.$$

Creating success for the low performing is essential for pupils. To reach the outcome, a variety of methodological techniques are used. For example, the teacher, controlling their work in stages, tries to choose a moment when he is confident in the positive result of the student's activity. In the system of assignments offered to this category of pupils, a certain place is occupied by assignments similar to which were previously performed by pupils. Their implementation gives pupils a feeling of satisfaction that they themselves were able to successfully cope with the learning task without the help of the teacher. The source of the most powerful stimulation of learning is not only the content of learning and the process of learning activity, but also social stimuli. The teacher should be extremely attentive to the interests and hobbies of pupils, if possible, implement them in the classroom, diversify individual assignments, taking into account the knowledge, skills of pupils and their interests.

1. Put the missing action signs so that the equalities are true

$$1) 320 \dots 10 \dots 2 \dots 30 \dots 15 \dots 5 \dots = 174$$

$$2) 7 \dots 2 \dots 32 \dots 4 \dots 25 \dots 14 = 2$$

$$3) 42 \dots 8 \dots 25 \dots 4 = 6$$

$$4) 31 \dots 11 \dots 6 = 7$$

$$5) 5 \dots 10 \dots 25 \dots 3 = 28$$

Отвѣты:

$$1) (320 + 10) : 2 + (30 + 15) : 5 = 174$$

$$2) (7 * 2 + 32 : 4) : (25 - 14) = 2$$

$$3)(42+8):25+4=6$$

$$4)(31+11):6=7$$

$$5)5*10-(25-3)=28$$

Exercises should be selected so that pupils can: remember what they already know and know about the topic; activated the thought processes that will be needed to assimilate new knowledge: analysis, comparison, analogy, classification, synthesis, generalization.

CONCLUSION

Modern society needs people who can accept non-standard solutions that are able to think creatively. However, the modern school still retains a non-creative approach to the assimilation of knowledge. Children are deprived of the joy of discovery and may gradually lose the ability to be creative and interest in learning and cognition. Therefore, it is very important to develop and form a cognitive interest that will lead children to development of their creative thinking.

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