

DEVELOPMENT OF COGNITIVE ABILITIES OF ELEMENTARY SCHOOL STUDENTS IN EXTRACURRICULAR ACTIVITIES IMPORTANCE OF LOGICAL TASKS

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Abstract: this article reflects the important role of cognitive ability in the life of elementary school students and the use of various psychological processes and their positive features in the development of cognitive abilities of elementary school students in extracurricular activities.

Keywords: orientation to partnership in communication, cognition, memory, attention, speech, gnosis, praxis, intellectual abilities, speed, adaptability.

Cognition is a person's ability to process and perceive information. In psychology, this term is widely used to explain psychological processes. Cognitive psychology studies cognitive processes and is directly related to the study of memory, completeness of information perception, imagination, speed of thought.

Cognitive processes. Cognition has not only philosophical, but also practical importance. As mentioned above, this branch of psychology fundamentally studies human cognitive abilities. They can develop in the same way in all individuals or they can differ depending on genetic characteristics, upbringing or individual personality characteristics. Cognitive abilities are manifested by higher functions of the brain. These include: orientation to time, personality and space, learning ability, memory, type of thinking, speech, etc. Psychologists and neurologists primarily focus on the degree of development or impairment of these functions. Cognitive functions are primarily related to the ability to recognize and process information, and also describe brain activity. Scientists distinguish two main processes:

gnosis - the ability to recognize and perceive information;

praxis - the transfer of information and the implementation of targeted actions based on this information.

Extracurricular activities help to solve the problems of the child's emotional, creative, literary, intellectual development, as well as the problems of moral and ethical education, because for the child, studying is work, creativity, new discoveries, pleasure and self-esteem. is to do. -The distinctive feature of the program is the development of cognitive abilities through non-academic tasks, so serious work takes the form of play activities. After all, this game helps young students learn educational material easily and quickly, has a beneficial effect on development and personal motivation. However, at the same time, the systematic implementation of these tasks prepares students to participate in intellectual marathons and competitions. Continuity creates the necessary conditions for the internal integrity and completeness of the course "Development of Knowledge Skills" within the framework of the primary class.

1. Speed - the ability to express the maximum number of ideas (in this case, their quantity is important, not their quality).
2. Flexibility is the ability to express different ideas.

3. Originality - the ability to create new non-standard ideas (this can be manifested in answers, solutions that do not correspond to the generally accepted ones)

4. Completeness - the ability to improve your "product" or give it a ready look.

A. N. Luk, a well-known local researcher of the problem of creativity, based on the biographies of famous scientists, inventors, artists and musicians, identifies the following creative abilities:

1. The ability to see the problem where others do not.
2. The ability to break down mental operations, replace several concepts with one, and use symbols that have more and more capacity in terms of information.
3. The ability to use the skills acquired in solving one problem in solving another problem.
4. The ability to perceive reality as a whole, without dividing it into parts.
5. Ability to easily connect long concepts.
6. Memory's ability to provide the right information at the right time.
7. Flexibility of thinking.
8. The ability to choose one of the alternatives to solve the problem before investigating it.
9. The ability to incorporate newly received information into the existing knowledge system.
10. To be able to see things as they are, to be able to distinguish what is observed from what is presented through interpretation.
11. Ease of generating ideas.
12. Creative imagination.
13. The ability to improve details, improve the original idea.

A person's cognitive abilities are the property of studying and analyzing the environment of the brain, finding and analyzing methods of obtaining information obtained in practice. Codex is a complex and multi-step process. There are four main aspects that form the cognitive process and are responsible for the cognitive abilities of each person: memory, thinking, imagination, attention.

Believes that memory is the process of memorization, storage, reproduction and processing by a person of various information; Thinking is a psychological process of subjects, related to solving problems, creatively changing reality. Imagination is in the process of creating new images by processing the material obtained in previous experience; ATTENTION is psychological concentration, concentration on any object. To begin pedagogical work with children, first of all, it is necessary to determine whether the child is given by nature and what is under the influence of the environment. One of the components of cognitive abilities is memory. Memory is the most important psychological component of cognitive activity of education. School-age business is becoming more and more arbitrary and meaningful. The indicator of the meaningfulness of marriage is mastered by the methods of reception and memorization. Specific features of the content and new demands on memory processes are making significant changes to these processes. Increases the amount of memory. Memory development is uneven. Memorization of visual material is preserved in primary education, but, as a rule, the predominance of verbal material significantly develops the ability to memorize complex, often abstract material. Property memorization is maintained at high rates of random memorization.

Below are several options for tasks that can influence the development of cognitive interests in preschool children. Let the child look at the picture with the animals connected with the cube. The task

for the child is to find an animal that is not young and find it after finding detailed information about the animals depicted in the picture. The picture shows objects that the child needs to compare and contrast with geometric figures. For example, a lake is a circle, a mountain is a triangle, etc. To develop imagination and thinking, the child is invited to choose from pictures with objects and animals, after which he describes a day from the life of this object or animal from this picture. This picture shows objects: insects, birds, animals, plants, objects, etc. Tasks for the child are to distinguish living and non-living objects, after which they are divided into separate subgroups.

In conclusion, we find that adult support and praise in adults has a strong influence on the development of elementary school-age skills. Adequate praise increases the baby's motivation. In everyday life, such a child freely feels knowledge, enjoying its process and results.

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