Procedia of Theoretical and Applied Sciences
Volume 5 | March 2023
ISSN: 2795-5621 Available: http://procedia.online/index.php/applied/index

FORMATION OF THE COGNITIVE INTERESTS OF YOUNGER STUDENTS IN THE LESSONS OF EDUCATION

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Annotation: To educate a person in the modern system of education means to educate in him the ability and need to discover and create himself in the main forms of human activity. Should be built like this training, so that the student understands and accepts the goals set by the teacher, so that he is an active participant in the activities for their implementation. Cognitive interest acts as one of the conditions for achieving efficiency and high quality of education. The presence of cognitive interest in the learning process is ensured by the growth of a conscious attitude to learning, the development of cognitive processes, the ability to manage them, consciously regulate them. Therefore, the task before the school is to make the student is an active participant in cognitive activity. The solution to this problem largely depends on the implementation of an individual approach to students.

***Keywords*:** cognitive activity, implementation, training, solution, ability, cognitive tension.

The problem of developing cognitive interests has always been before teachers. Even Socrates taught his students the ability to think logically, looking for the truth, thinking. J.-J. Rousseau created special situations for the student, forcing him to cognitive tension, so that he wanted to find new knowledge. Pestalozzi and other educators taught in such a way that the student not only received ready-made knowledge, but also obtained it independently. This problem was fully substantiated in the pedagogy of the 20th century. So, its system of education and upbringing, based on the awakening of the cognitive interest of students, on the organization of their joint activities with the teacher, developed by Sh.A. Amonashvili.

Interest is usually defined as a positive and evaluative attitude of a person to his activity. Cognitive interest is in the field of cognitive activity, during which the student masters the necessary methods, skills and abilities to gain knowledge [7].

The phenomenon of interest is considered by educators and psychologists in the context of three scientific currents: intellectual, emotional, voluntaristic. Proponents of the intellectual direction associate interests with the mental activity of a person, his cognitive processes; Representatives of the emotional direction - with feelings of pleasure and joy; Supporters of the voluntarist trend - with volitional aspects of the personality that determine the overcoming of difficulties.

From the point of view of G.I. Shchukina, the characteristic features of interest are:

1) connection with the human need for knowledge, orientation in the environment;

2) the development of interest in knowledge begins in early childhood;

3) cognitive interest is the unity of the objective (the phenomena of reality to which it is directed) and the subjective (the significance of cognitive activity for the subject);

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4) connection with a positive attitude towards the subject of knowledge.

Cognitive interest is described by scientists as:

- manifestation of mental and emotional activity of the individual (S.L. Rubinshtein);
- a special synthesis of intellectual, emotional and volitional processes (L.A. Gordon);
- active cognitive attitude of the subject to activity (VN Myasishchev);
- emotional-cognitive position of a person in relation to the surrounding reality (N.G. Morozova);
- structure consisting of cognitive needs (V.S. Ilyin);
- a special attitude to the object of knowledge, based on the awareness of its meaning and emotional coloring (A.G. Kovalev);
- selective focus of the subject on the knowledge of objects, environmental phenomena (G.I. Shchukina)

G.I. Shchukina outlined the following conditions for the development of interest in knowledge:

- ✓ to rely as much as possible on the activity of mental activities of schoolchildren;
- ✓ to lead the learning process at the optimal level of development schoolchildren;
- ✓ create an emotional atmosphere for learning, positive emotional tone in the educational process;
- ✓ ensure favorable communication in the learning process.

N.G. Morozova understands interest in learning activities as cognitive interest. The following factors contribute to its occurrence: the experience and knowledge of the child; methods and means of supplying material. She identified as criteria for the formation of cognitive interests, the features of the behavior and activities of schoolchildren in the educational process and extracurricular activities, in relation to cognitive interests, as well as the features of the entire lifestyle of students.

I.V. Metelsky defines cognitive interest as an active cognitive orientation, which is associated with an emotionally positive attitude to the knowledge of the subject, with the joy of learning, overcoming difficulties, creating situations of success, with self-expression and self-assertion of a developing personality.

Psychological processes that are included in cognitive interest are understood as having special connections, specific relationships. That is, interest is a combination of many mental processes that set a special energy of activity, special emotional personality states.

According to G.I. Shchukina, cognitive interest is selective orientation of the personality, turned to the field of knowledge, to its subject side and the very process of mastering knowledge. For the development of cognitive interests, it is necessary to continuously encourage children with questions, tasks, active search for answers, in order to penetration into the subject. The variation of different teaching methods, the use of various approaches to the organization of educational activities of schoolchildren, awaken their independence in learning and positively influence on cognitive interest.

Researchers have found that the main source of cognitive interest is the process of in-depth, concentrated activity, which is aimed at solving cognitive problems. Great importance in the structure of activity has a relationship between its result and cognitive interests. A good result is always favorable for interest, and interest in activity leads to a successful result. A thorough analysis of the results of activities by the teacher with the active participation of students in this develops the adequacy of self-assessments of their results for each student, which contributes to the development of

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cognitive interest, its transition to a new, higher level, since when assessing results of their own activities, the education of value orientations in the knowledge of schoolchildren takes place.

The development of cognitive interests occurs in stages. Scientists distinguish the following stages of its formation:

1. curiosity,

2. cognitive interest,

3. theoretical interest.

Although the allocation of these stages is largely arbitrary, the characteristic features of each of them are generally recognized in pedagogy and psychology.

Let's consider each stage in more detail:

1. Curiosity is an elementary stage of the selective attitude, which is due to purely external, often unexpected circumstances that attract the student's attention. It is important to note that an elementary orientation, due to the novelty of the situation, can not of great importance for the development of cognitive interests. At the stage of curiosity, the student is content with only orientation, which is associated with the amusingness of a particular object or situation. This stage does not yet reveal a real desire for knowledge, but can serve as its initial impetus. It is also a valuable personality trait. It can characterize as the desire of the individual to penetrate beyond the boundaries of what he saw. For this stage of development of interest, a fairly intense manifestation of emotions is inherent. S.I. Kudinov defined curiosity as an integral structure of motivational-semantic and instrumental-style characteristics that ensure the constancy of aspirations and a person’s readiness to assimilate new information.

Curiosity, according to G.N. Morozova, is close to interest, but it is diffuse, not focused on a specific subject or activity. According to K.M. Ramonova, curiosity is a special form of activity, which has a number of features. It has a connection with the orienting reflex and orienting activity and is an important condition the success of mental activity that occurs with the least expenditure of energy and fatigue. The development of curiosity is possible if the student is shown conflicting facts that encourage him to the search for the causes of these contradictions.

3. Cognitive interest is usually manifested in the awareness of causal relationships and patterns, in identifying the general principles of objects and phenomena operating in different conditions. The stage of cognitive interest is associated with the desire of the student to resolve problem question. The focus of the student is not the activity, but the question, the problem. Cognitive interest, as a kind of human orientation to the knowledge of the surrounding world, is characterized by a continuous sequential movement that promotes the transition a student from ignorance to knowledge, from less complete to more complete and deep penetration into the essence of phenomena. Cognitive interest is characterized by tension of thought, strengthening of will, manifestation of feelings, leading to overcoming difficulties in solving problems, to active search answering problematic questions.

4. Theoretical interest is dictated both by the desire to learn complex theoretical issues and problems of a particular science, and their use as a tool of knowledge. This is the stage of the active influence of the individual on the world, on its reorganization, which is directly related to the worldview of the individual, with her convictions in the power and possibilities of science. Theoretical interest characterizes not only the cognitive principle in the structure of personality, but also a person as an actor, subject, personality. Thus, interest is usually defined as a positive attitude of a person towards his activity. Cognitive interest can be regarded as one of the significant motives for learning, as a stable personality trait and as an effective means of learning.

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The development of cognitive interests occurs in stages. Scientists distinguish the following stages of its formation: curiosity, curiosity, cognitive interest, theoretical interest. Teachers should know the features, signs of various stages in the development of cognitive interest, be able to discern the slightest spark of interest in any type of activity among schoolchildren, create all conditions in order to kindle it and turn it into a genuine interest in science, in knowledge.

The pedagogical conditions for the formation of the cognitive interests of younger students are: content-pedagogical conditions - the linguistic and regional orientation of the educational program, the system of work aimed at studying the culture of Great Britain, the novelty and informativeness of the material; motivational and pedagogical conditions - the personality of the teacher, the situation of success in studying the discipline, the formation of positive motivation and the awakening of interest in the content of the subject; procedural and operational pedagogical conditions - a variety of collective and individual forms of cognitive activity, the optimal combination of methods and techniques for teaching, the formation of speech skills and abilities; organizational and pedagogical conditions - a combination of educational and extracurricular activities, systematic monitoring of the development of cognitive interest;

The study made it possible to study the problem of the development of cognitive interest from various angles. Taking into account the experience of previous researchers and adapting it to modern conditions of education, we theoretically substantiated and in practical work tested the approach to solving the problem of developing the cognitive interests of younger students in educational activities.

One of the important directions in solving the problem of developing cognitive interest in learning activities is the creation of pedagogical conditions at the initial stage of education for its effective development. It was revealed that the development of a younger student is multi-level and is carried out in the context of student-centered learning.

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