



## THE NEED TO ACTIVATE THE EDUCATIONAL AND COGNITIVE ACTIVITIES OF STUDENTS

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### ABSTRACT

In the article, the content, psychological-pedagogical characteristics, components, development components, necessity and significance of the activation of the learning activity of students studying in higher education, the main purpose of the activation is the formation of student activity, the improvement of the quality of the educational process, strong activity is a complex psychological and It is widely interpreted that it is pedagogical education, that a person who realizes a certain group of interests, needs, motives for a certain type of activity develops certain qualities, including educational activities.

### KEYWORDS

Education, student, knowledge, activity, activation, aspiration, necessity, psychology, characteristics, components, factors, formation, quality, creativity, result.

### INTRODUCTION

The pace of world development requires a new approach to the educational process, as well as the implementation of innovative technologies, as in all areas. Accordingly, raising the modern generation to be physically healthy, intellectually developed, independent-thinking, with a firm life position, loyal to the motherland, deepening democratic reforms and

increasing their social activity in the process of civil society development are considered important tasks. Consequently, the development of every state and society is inextricably linked with the maturity, aspiration, and enthusiasm of the young generation. In this sense, in our country, the investments directed to the social sphere, including the reforms of the



education system, from the state budget are constantly increasing, training highly qualified personnel within the framework of laws and state programs in the field of education, ensuring the effective integration of science and production, and educating young people in the spirit of national and universal values are urgent. successful completion of tasks deserves special recognition. Education is a key factor in reforming society and turning it into a society that is more open to the outside world and oriented toward new technologies and knowledge. It determines and determines not only the perspective of society's development, but also individual activities of each person [17].

In the modern educational process, the student plays an important role as a subject of active activity. One of the leading activities of a student is learning, which requires great thinking, attention, will, memory and imagination. Education is a purposeful pedagogical process of organizing and encouraging active learning activities in the development of students' knowledge, skills and abilities, creative abilities and ethical views. Learning as a specially organized, complex and multifaceted process of reflecting reality in the student's mind is a unique cognitive process, which is led by the teacher. This is the leading role of the teacher, which ensures the full acquisition of knowledge, skills and abilities, and the development of mental and creative abilities.

Main part. Each future specialist should understand the necessity of reforming the educational system and realize its importance in practice in joining the innovative processes of educational institutions, as well as seeing himself in the innovative space where there is an opportunity to create and, most importantly, mastering innovations [18].

Common to all - this indicates a connection between activity and energy and mobilization. In addition, the concept of activity is often considered as a characteristic of the individual, which is manifested in the interaction with the surrounding reality, as well as the ability of the individual to interact [12].

The activity of a person is manifested in various types of activities through specific characteristics. Among the main characteristics of the activity, the following are distinguished: directionality, optimality, efficiency, information or as a minimization of energy costs. Usually, student activity management is called activation. The essence of activation [19]:

- strengthening, revitalizing activity; motivation for decisive actions;
- pedagogical mobilization of students' intellect, will, and moral strength.

The concept of activation can be described as an ongoing process of encouraging students to study energetically, actively, passively and actively, overcoming stagnation and stagnation in mental work.

The main purpose of activation is to form student activity and improve the quality of the educational process. It should be taken into account that strong activity is a complex psychological and pedagogical education. A person who realizes a certain group of interests, needs, motives for a certain type of activity develops certain qualities, including educational activities. These developing qualities form a whole structure, which makes it possible to define activity as the main property of a person's development, which is manifested in his desire and readiness for independent activity [11].

Many types of activity can be distinguished in scientific literature: educational, educational, mental activity, cognitive, intellectual. When considering the content



of the concept of "cognitive activity", it is possible to distinguish several points of view, where activity is understood as a characteristic of activity: its intensity is considered natural.

Formation of the student's cognitive activity, in general, is related to the formation of motivation for cognitive activity, as well as the formation of cognitive interest. From a scientific point of view, it clearly defines the means of formation of motivation and interest in knowledge: group organization of educational activities, stimulation of cognitive activities, individualization and differentiation of learning [5].

The concept of "cognitive activity" is considered in several positions:

- cognitive activity is interpreted as efficiency, cognitive activity of a group or individual student with a certain stability depending on the level of formation of cognitive abilities;

- cognitive activity is considered from the point of view of mental activity at a certain moment of the educational process [13].

The most important components of the psychological structure of a person are his mental characteristics such as orientation, temperament, character and abilities [24]. Temperament is a mental characteristic of a person characterized by the dynamics of mental processes. By temperament, we understand the dynamic characteristics of mental processes and a set of characteristics that describe the behavior of a person, the strength of their emergence, change and termination speed. This set of characteristics affects the formation of a person's character, often defines his personality. Of course, human biological nature is necessary in this interaction [16]. Often, when talking about temperament and distinguishing its main elements, they talk about the activity of temperament,

which describes the intensity and speed of behavioral reactions, and about emotionality, which determines the characteristics of the flow of emotions, as well as their qualitative characteristics. Character is a set of stable, relatively permanent mental characteristics that determine the characteristics of a person's attitudes and behavior. When they talk about character, they usually mean [8].

A person's orientation is a set of stable motives that guide a person's activities and are relatively independent of current situations. Orientation is characterized by the interests of a person, his worldview expressed beliefs. The formation and development of a person occurs in the process of socialization. The social environment is inherently stable and not monotonous. Each group has its own value system, which the individual perceives as he develops, and by engaging in one or another action, transfers the accepted value system of the microenvironment to this action. Therefore, active participation in the activity is determined by the values accepted in the microenvironment and the evaluation of the result of the activity. The immediate environment determines the nature of inclusion and the form of self-organization of certain activities. It follows that the social environment is an independent factor in the formation of the general activity of a person, and the characteristic cognitive activity works as a subsystem of the general activity.

The community, which includes the student, forms a number of environments in which the socialization of the student's personality takes place. In this case, the environment means the social space that surrounds a person directly as a zone of personal activity (in a general sense - macroenvironment, microenvironment - in particular) [9].



The process of knowing the phenomena and objects of the surrounding reality of a person begins with the family, but nevertheless the main stage of knowing takes place in a certain organized pedagogical process. The factor of the pedagogical process is the formation of the cognitive activity of the subject. Pedagogical process is understood as purposeful, content-rich, orderly interaction as a result of active activity of the teacher's activity and personal self-development of the student is carried out on the basis of the teacher's leadership and corrective role [10].

Results and Discussions. E.D. Trofimova states in her book "Aktivizatsiya uchebno-poznavatelnoy deyatelnosti studentov" that any event or process is becoming the subject of research not of one science, but of several related sciences [20].

According to the author, learning activity is a complex phenomenon and generally refers to activity. There are a number of disciplines, the subject of which is activity as a separate category. Researchers within these disciplines identify the laws and characteristics of dynamics, the genesis of the manifestation of activity, and approach the consideration of these categories from their specific characteristics.

Q. Nazarov stated that the concept of activity in philosophy is considered as a universal, universal property of matter, in some cases it acts as a measure of directed action; in others, the excited state of a thing that has the opposite effect on motion, and thirdly, with the ability of material objects to interact with other things. From a biological point of view, activity is fundamental [23].

D. P. Ilina recognizes that living organisms have the ability to overcome or use external influences to fulfill their needs, rely on environmental factors and learning activities [7].

In pedagogy, activity is considered as the most important feature, the ability to change the surrounding reality according to personal needs, views, and goals. As a characteristic of a person, activity is manifested in intense activity, work, education, social life, various types of creativity, games, etc. It should be noted that in the sciences of pedagogy and psychology, the concept of "activity" is used to define the following phenomena:

- specific, unique activity of a person;
- the opposite of passive (this is not always the case actual activity, and sometimes only readiness for activity);
- a phenomenon opposite to initiative or reactivity (the action of the subject is not thoughtless, but is involved internally) [25].

The most important aspects of the pedagogical component of the socio-pedagogical factor in the formation of the activity of students' learning activities include:

- methods and forms of organizing the pedagogical process;
- the technology of organizing the student's cognitive activity;
- personal and professional qualities of the teacher, which are the organizing and systemizing element of the pedagogical process.

Internal cognitive activity of a person is carried out with the help of a holistic motivational field, which includes: needs, motives and goals, incentives and interests. The importance of the studied material for students plays an important role in attracting interest to science and learning in general,

Methods of stimulation play a special role in the formation of the cognitive activity of a person by





affecting the motivational field, which is an integrated dynamic system that contributes to the formation of a person. Stimulation is a structural element of the motivational field that fills it with content, that is, a strong motivating moment; an internal or external factor that causes an activity reaction, that is, a movement [21]. Needs, interests, values are the most important incentives for human activity. These are very close and at the same time not the same concepts. A need is a condition that occurs when a person feels the need for things that are necessary for his existence and existence. It is on the basis of this or that need that the organism as a whole becomes a subject of action and activity. Need is the internal stimulus of any vital activity. Neither the biological nor the social organism can exist unless basic needs are met. So, need in the meaning of this word is an expression of necessity. Of course, needs are not the only impulse of the organism's activity. But among the totality of motives, they play a special role and are their starting point. The relationship between needs and activities is two-way. The need becomes the main reason and the general basis of the activity. But activity also becomes a subject of need [14].

Motive is a factor that prompts a person to act and is related to satisfying the subject's needs; a set of external or internal conditions that cause the subject's activity and determine its direction.

Interest is a motive that acts because of its conscious importance and emotional appeal. Interest and knowledge are closely related. The goal is the perfect or actual object of the subject's conscious or unconscious aspirations; the final result to which the process is deliberately directed, the conscious image of the expected result [6].

In addition to the factors, it is necessary to take into account the factors affecting the formation of

cognitive activity, the educational process. These include:

1. Organizational factors. This group of factors takes into account the existing readiness of students; ensuring the competitiveness of graduates of vocational training organizations based on information about the needs of the labor market.
2. Psychological factors. These include: the level of development of intellectual abilities; Stimulate cognitive activity of students; system of relationships between students within the group and relationships with teachers.
3. Pedagogical factors. This group of factors includes: a combination of traditional and innovative forms of education; combination of different forms of control of student knowledge; combination of students' classroom and extracurricular activities [2].

If we consider the question of the levels of cognitive activity, the opinions of researchers are divided: some consider it from the internal state of the student, others consider it from the point of view of the manifestation of activity. Based on what was determined by most authors, the components of the structure of cognitive activity have a similar content, and signs - a common meaning allows to combine some of them into a whole.

The following levels of knowledge are determined depending on the nature of the activity:

- reproductive (students mostly stay within the originally found method of activity);
- heuristic activity characterized by the search for new methods;
- creative - the highest level of activity characterized by initiative in setting and solving problems [22].



A similar approach is observed in R. M. Asadulin's research, which considers four levels of cognitive activity (depending on the state of readiness):

1. Reproductive activity characterized by readiness, acquisition of ready knowledge, vigorous reproductive activity.
2. Practical activity characterized by readiness for energetic selective breeding activities.
3. Interpretive activity, which is characterized by the willingness to intensively interpret, explain, reveal the meaning of a certain process or event.
4. Effective activity characterized by readiness to creatively create new things [1].

Creative, its characteristic is the development of an independent program of action, the implementation of activities by searching. This is the highest form of cognitive activity [15].

If we talk about the structure of students' learning activities, we can consider several points of view. The following components of students' educational activities can be distinguished:

- a content-operational component consisting of leading knowledge, teaching methods, formed skills and competencies, manifested in the pursuit of effective assimilation of knowledge and activity methods;
- the emotional-volitional component related to the emotional-sensory attitude to knowledge (includes: persistence, persistence, persistence of interest);
- reflexive, self-monitoring, reflexive-evaluation component, which includes students' self-evaluation, ability to adequately evaluate the methods and results of their activities [3].

Taking into account all of the above, we can distinguish five main components of students' learning activities:

1. Personal knowledge is an emotional component that includes the features of the emotional content of the experience. Externally, it is manifested in the emotional mood of the student to do this or that work. The emotional state is determined by external manifestations: joy, passion, respect, passion, determination, etc.

2. Optional component. A person's desire for conscious activity depends on voluntary efforts. Will is a person's ability to overcome external and internal obstacles and act in the direction of a consciously set goal.

A student's ability to overcome obstacles in the process of cognitive activity is related to voluntary actions, even if he has a motivation to learn. Will stimulates motivation to achieve a goal, make decisions, and execute, and as a result, overall activation of internal and external activities aimed at achieving results.

3. The motivational component describes the student's attitude to cognitive activity. The content of the motivational component is revealed through the concepts of "need" and "motive". Need creates necessary conditions for activity. Motives are concrete manifestations of need.

Motives play a central role in describing the motivational component. As for cognitive activity, the leader is an educational and cognitive motive aimed at mastering new knowledge and methods of action, encouraging self-education.

4. The content-informational component is expressed in a certain volume of knowledge, skills and competencies that form the basis of knowledge experience and readiness to implement them through a system of action methods that students must master.

The most important thing for cognitive activity is the mastery of such methods of action, which are



associated with the ability to perform transformational, searching activities, both under the guidance of the teacher and independently.

5. The component of social orientation. Personal activity includes, in particular, human activity: socio-cultural. Cognitive activity can be interpreted as a general type of activity that has a social meaning for a person and where the socio-cultural direction of a person's activity is most clearly manifested [4].

Conclusion. The optimal levels of activation of students' educational activities are as follows:

Regarding activity. Potential activity that characterizes the student's personality with readiness for activity, aspiration. Cognitive readiness for activity, the desire to master the object of knowledge is manifested in the realization of the goal set by the teacher or independently. The performed activity characterizes the person by the quality of the activity performed by the subject in this particular case. The main indicators of activity at this level: activity, intensity of activity; activity that serves as an external indicator of activity and manifests itself in achieving the goal; independence, creativity; will power. Achieving a goal requires perseverance, determination (voluntary qualities of a person), as well as a desire for activity (what is characteristic of potential activity).

On duration and stability. Situational activity of an episodic character. Integrated activity rising to the level of quality determines personality and the direction of the individual, that is, it determines not personal motives, but the general dominant attitude to activity, in fact, it represents a certain system of beliefs, interests, ideals.

On the quality of activity. Reproductive-imitative - characterized by the student's desire to understand, remember and repeat ready-made knowledge,

mastering the method of applying them according to the template.

Search and result - here not only the set task is accepted, but also the means of its implementation are independently sought.

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