



 Research Article

## POSSIBILITIES OF COGNITIVE TECHNOLOGIES IN PROVIDING STUDENTS WITH ARTISTIC AND AESTHETIC EDUCATIONAL MATERIALS

Journal Website:

<https://masterjournals.com/index.php/crjp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Submission Date:** February 03, 2022, **Accepted Date:** February 15, 2022,

**Published Date:** February 25, 2022

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-03-02-03>

**Jamshid O. Shomurodov**

Basic doctoral student of the Uzbek Research Institute of Pedagogical Sciences, Uzbekistan

### ABSTRACT

In this article, students are given an idea of the possibilities of cognitive technologies in providing instructional materials with artistic and aesthetic content. It is also stated in the article that the main purpose of using cognitive technologies is the development of students by mastering the content of educational subjects in artistic-aesthetic content.

### KEYWORDS

Artistic aesthetic educational materials, cognitive technologies, art, education of verbal character, cognitive dignity, critical thinking, logical thinking, language norms, design, practical work.

### INTRODUCTION

Cognitive technology as an effective pedagogical technology allows students to develop comprehensively. The concepts of mind, intellect, and reasoning are inextricably linked in our minds with scientific activity and traditional teaching. If the priority

is given to the development of students' thinking, it is advisable to use effective methods and technologies that encourage them to learn. The focus is on developing students' analytical thinking. In order to develop the student's logical thinking, first of all, it is



necessary to form his logical, analytical thinking activity. In this process, it is important to make effective use of art and its teachings.

It is well known that students' interactions with art primarily develop their general and creative thinking skills. Expands cognitive access to learning materials. Because art is an important factor in the development of a student's personality. It mobilizes students' inner strengths to help them understand their feelings by focusing on the acquisition of values. As a result, students develop a sense of identity.

Art and creativity have great potential in developing students' logical thinking, such as mathematics and mother tongue [4]. It should be noted that to date, the great potential of the arts in the development of students' cognitive thinking activities is underestimated. Therefore, in the educational process, no special attention is paid to the methods and technologies that ensure the cognitive acceptance of artistic and aesthetic teaching materials by students.

### THE MAIN FINDINGS AND RESULTS

Another important issue is to develop students' cognitive abilities to broaden their understanding of material existence. As a result of this approach, students have the opportunity to accelerate the development of philosophical, logical and analytical thinking activities. Verbal education plays a key role here. In many cases, not enough attention is paid to the development of students' visual and figurative thinking. Intuition is approached as a symbol of practical activity. In order to increase students' cognitive ability to absorb learning materials, they need to be taught to feel the things around them, the artistic and aesthetic means.

The pedagogical activity in this direction is enriched with elements of art education, which allow the gradual intellectual development of students as a result of integrated mental education in accordance with nature. This necessitated the integration of art and aesthetic education with other disciplines. Effective teaching is not possible without developing students' emotions and feelings.

In the pedagogical rules for the development of individual thinking, with the help of the social perspective of the intellect and scientific knowledge, aesthetic knowledge becomes a worldview. Today, this issue is being addressed at the level of public policy. The idea is to develop students' cultural and spiritual thinking, to use the opportunities of art in the formation of their aesthetic outlook and taste. In particular, the Concept of further development of national culture in the Republic of Uzbekistan [1], the President of the Republic of Uzbekistan No. PF-6000 of May 26, 2020 "Measures to further enhance the role and influence of culture and art in society Decree "On 2" [2].

Depending on the age of the students, it may be helpful to present them with works of art. As a result, students visualize the world in a variety of ways. Their intellect and artistic taste will develop.

- Cognitive learning technologies are individual-oriented learning technologies. Cognitive schemes help students understand the world around them. In addition, these technologies allow students to actively adapt to society and learn the necessary information.
- The pedagogical principles of cognitive technology serve to define the content of teacher activity:
- In addition to imparting knowledge to students, they need to think about information, select and process it;



- Teaching students the rules and regulations, as well as helping them develop valuable experiences of events and situations;
- To support students' practical acquisition of knowledge and creative development.

Cognitive technologies:

- a) Developing skills aimed at solving the problem of individual communication with cognitive psychology and information;
- b) Developed on the basis of learning, information handling and self-development competencies.

Cognitive perception is the process of processing external information based on mental activity. Developing cognitive ability in relation to the learning process: training memory to absorb learning information; mastering the methods of mental activity in the process of using information.

The main purpose of using this technology is to help students acquire a certain amount of knowledge, to develop their intellectual abilities through the formation of cognitive schemes. The main purpose of the use of cognitive technologies is the intellectual development of students through the mastery of the content of artistic and aesthetic subjects. The main task of cognitive technology is to help each student to understand the content of the information being mastered.

- The future goal of this technology is:
- Ensuring the cognitive development of students;
- Formation of students' abilities in accordance with the requirements of the State Testing Standard;
- To develop students' competence in working with information. It includes: the ability to comprehend information from a variety of sources, to summarize information, that is, to think logically

and to express one's opinion based on linguistic norms;

- To form students' critical thinking: to show the differences between evidence-based information and judgments, to express the differences between facts and assumptions, to distinguish the types of logical relationships.

To illustrate the specifics of cognitive technology, the above can be identified through diagnostics. Cognitive technologies are algorithmic technologies. It allows you to quickly manage students' learning activities. These technologies increase the chances of achieving the planned learning outcomes.

The design of the learning process begins with diagnosing the current level of knowledge and cognitive activity in students. Based on the results obtained, the criteria of the selected model are determined. Conceptuality refers to the current state of students and the purpose of the learning process. The system of means of influencing students is defined, the forms, methods and techniques of the educational process are selected. The content of the learning process is defined and structured.

As a result of influencing students through such methods and techniques, they become more interested in the material of artistic and aesthetic content. The challenges and successes that students face as they learn new cognitive content are identified. Based on the results obtained, the teacher develops a model of the pedagogical process aimed at the presentation of educational materials of artistic and aesthetic content, and selects the didactic tools, forms, methods and techniques used in this process.

Cognitive learning technology has a modular content. This module includes several lessons with a common didactic purpose. The main tool that forms the module



is process information. This information is reflected in the specific and general methods of scientific knowledge.

There are four methods used in cognitive technology classes: explanatory-illustrative, programmed, heuristic, and problem-based. The choice of this or that method is based on the teacher's diagnostic results or the purpose of the learning process. For example, the explanatory-illustrative method requires consideration of the features of cognitive development, saves time spent on the presentation of information, helps students to develop the ability to write annotations.

Cognitive technologies use a variety of forms of teaching: storytelling, conversation, independent work, practical work, laboratory work, dictation, essays.

The basic premise of cognitive technology is defined by specific tasks that help manage learning activities. In the process of completing such tasks, students often logically process the learning materials. These tools are created using a number of psychological methodologies. Verbal intelligence is studied using these techniques. In cognitive technology, each student completes a number of tasks. These tasks include exploring and logically analyzing information sources. As a result, students will be able to understand the content of the information. They also have the ability to remember information for a long time and use it effectively when needed. As a result, students develop the ability to work with information. The lesson concludes with homework and includes the following types of student activities: planning; preparation for essay writing; drawing up tables, diagrams; visualize information in the form of conclusions and judgments; substantiation of initial judgments; presentation of information in various

forms; experimental assignments; search for additional information from various sources.

## CONCLUSION

In conclusion, cognitive technology allows students to achieve cognitive development. They develop information competence and critical thinking, as well as the effective use of artistic and aesthetic learning materials.

## REFERENCES

1. Resolution of the President of the Republic of Uzbekistan dated November 28, 2018 No PQ-4038 "On approval of the Concept of further development of national culture in the Republic of Uzbekistan". <https://lex.uz>
2. Decree of the President of the Republic of Uzbekistan No. PF-6000 of May 26, 2020 "On measures to further enhance the role and influence of culture and art in society." <https://lex.uz>
3. Decree of the President of the Republic of Uzbekistan No. PF-6097 of October 29, 2020 "On approval of the Concept of development of science until 2030". <https://lex.uz>
4. Safarova R.G. Singing is an important factor in human spiritual maturity, "popular culture" is the killer of enlightenment. Public Education - Tashkent. 2019 №2. Pages 31-38.