



***ACTIVIZATION OF
STUDENTS' COGNITIVE
ACTIVITY***

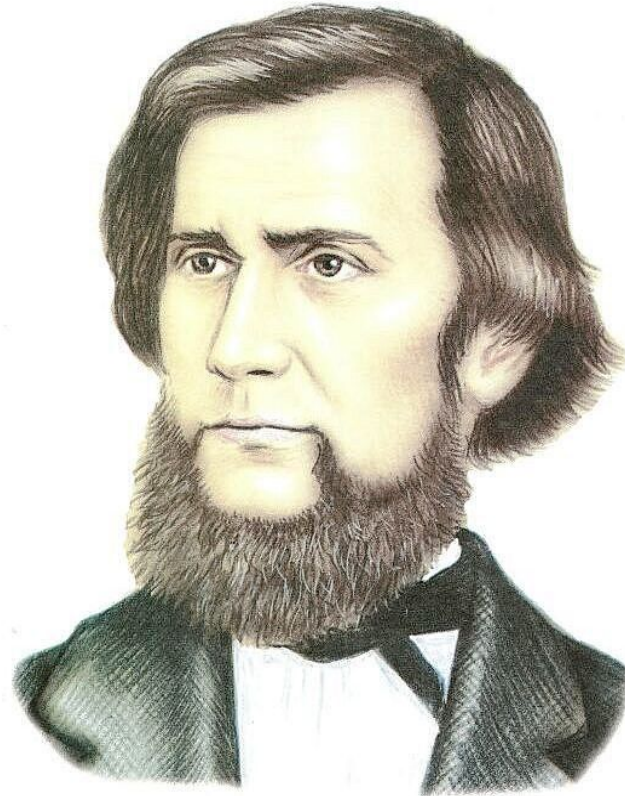
PREPARED BY: SATE ANEL

**Teachings, devoid of any interest
and taken only by force of
compulsion**

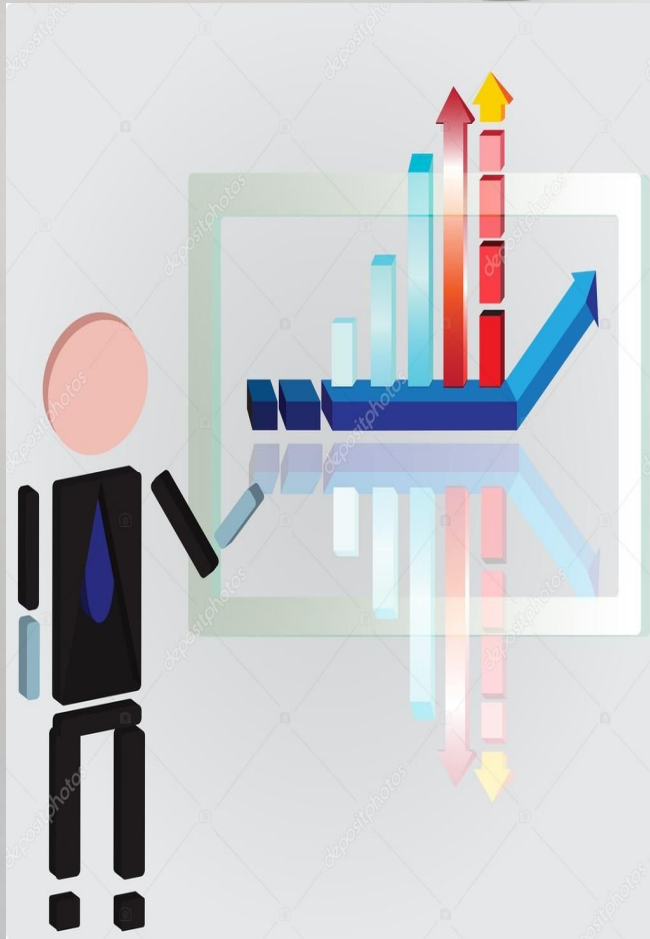
**kills in the student hunt to
mastering knowledge.**

**To encourage a child to learn -
much more worthy task
what to do with it.**

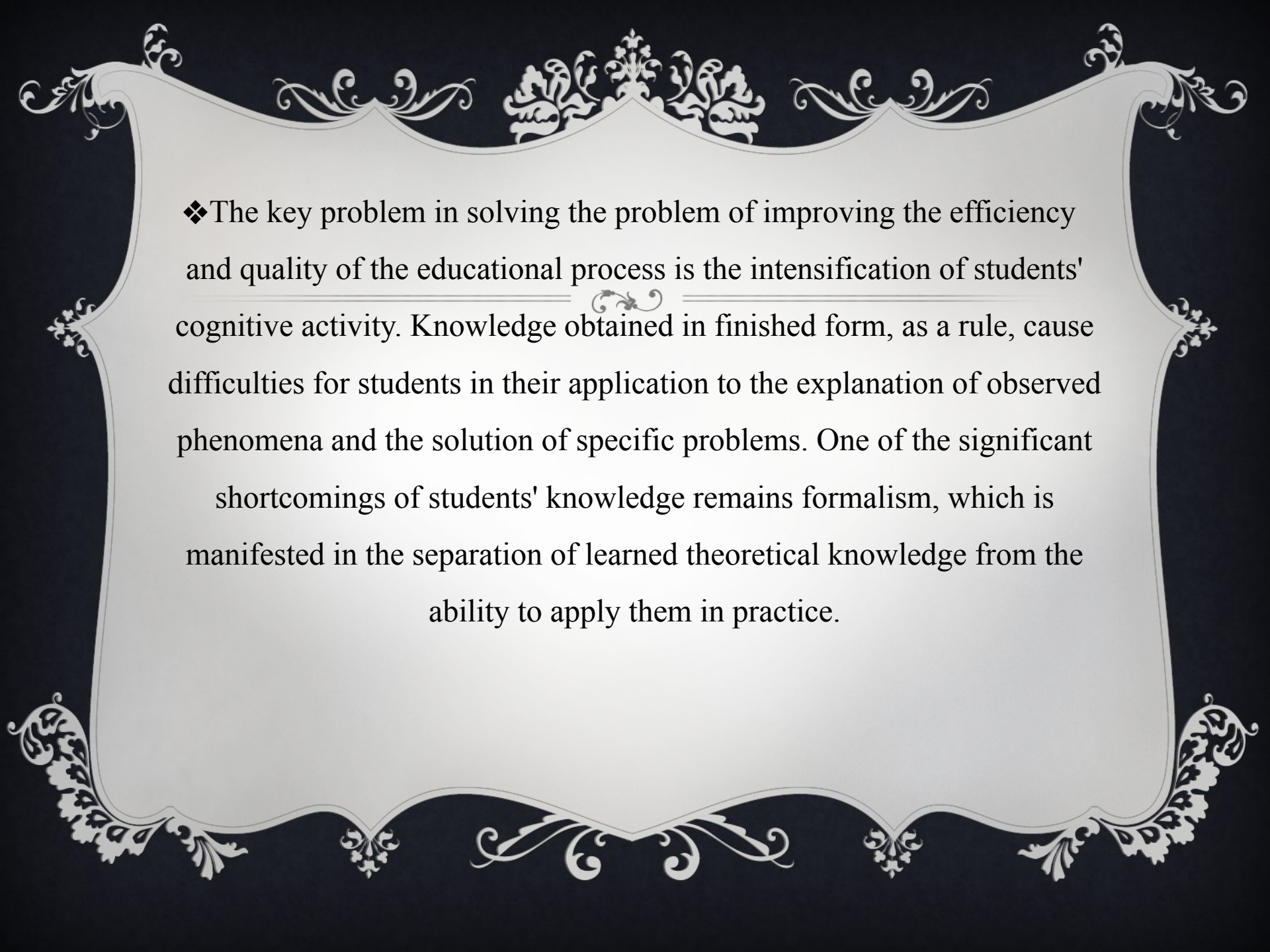
K.D. Ushinsky



Ушинский Константин Дмитриевич (1823-1870)
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Questions of enhancing students' cognitive activity are among the most pressing problems of modern pedagogical science and practice. The implementation of the principle of activity in learning is of great importance, since learning and development are activity-related, and the result of learning, development and education of students depends on the quality of learning as an activity.



❖ The key problem in solving the problem of improving the efficiency and quality of the educational process is the intensification of students' cognitive activity. Knowledge obtained in finished form, as a rule, cause difficulties for students in their application to the explanation of observed phenomena and the solution of specific problems. One of the significant shortcomings of students' knowledge remains formalism, which is manifested in the separation of learned theoretical knowledge from the ability to apply them in practice.

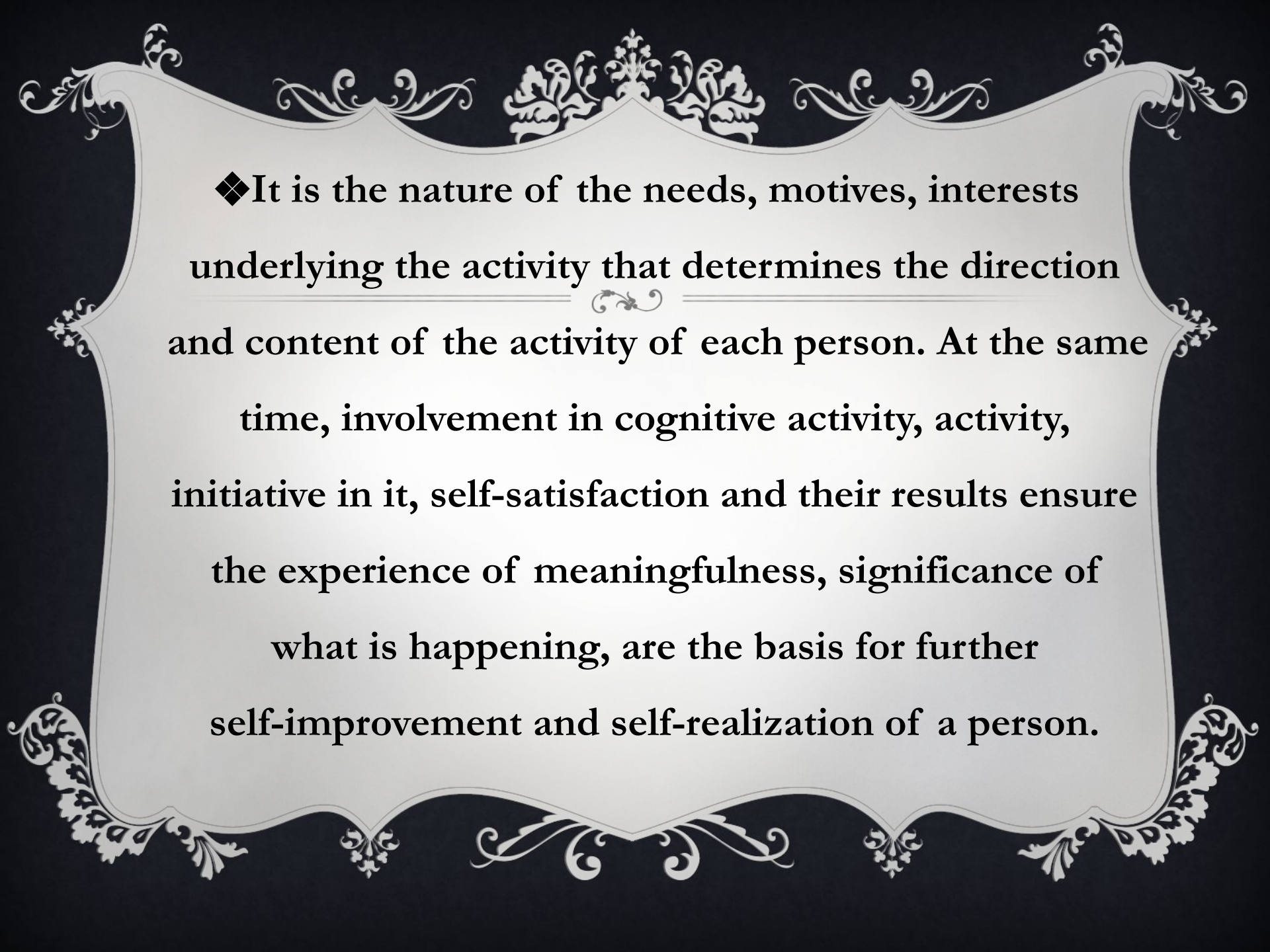


❖ In the conditions of humanization of education, the existing theory and technology of mass education should be aimed at forming a strong personality capable of living and working in a continuously changing world, capable of boldly developing its own strategy of behavior, making moral choices and taking responsibility for it. personality self-developing and self-fulfilling.



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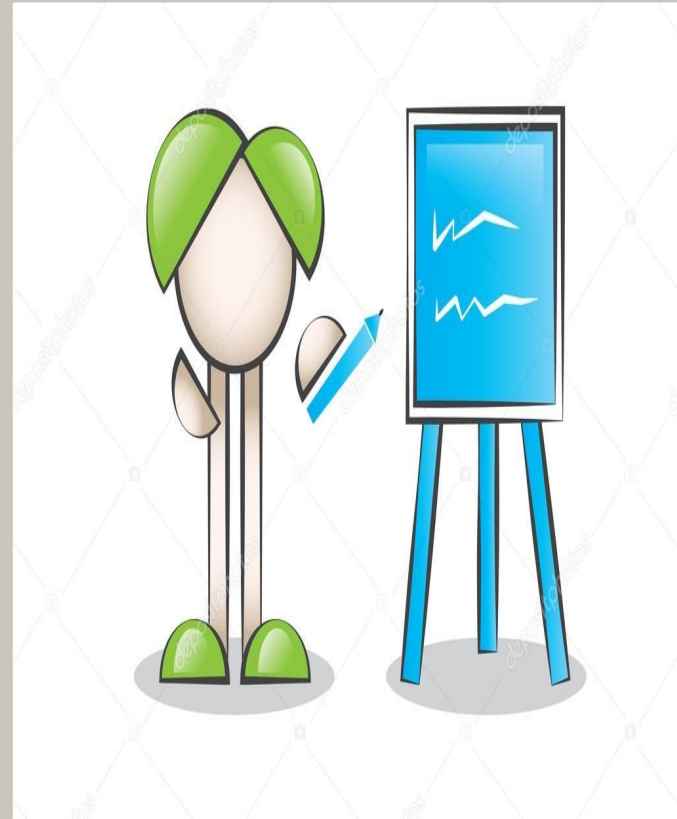
- ❖ In the modern educational process, the main thing is not just the mastery of the subject knowledge, skills and abilities, the volume of which is constantly growing, but the very personality of the student as an active figure having the appropriate structure of the need-motivational sphere.




◆ It is the nature of the needs, motives, interests underlying the activity that determines the direction and content of the activity of each person. At the same time, involvement in cognitive activity, activity, initiative in it, self-satisfaction and their results ensure the experience of meaningfulness, significance of what is happening, are the basis for further self-improvement and self-realization of a person.

❖ Learning is an intense, complex activity that requires a great effort of mind, will, imagination, memory.

Reflecting all the essential properties of the pedagogical process (bilateralism, focus on the all-round development of the individual, the unity of the substantive and procedural sides), training at the same time has specific qualitative differences.





❖ Cognitive activity is the unity of sensory perception, theoretical thinking and practical activity. It is carried out at every life step, in all types of activities and social relationships of students (productive and socially useful work, value-orientation, artistic and aesthetic activities, communication), as well as by performing various practical activities in the educational process (experimentation, designing , solving research problems, etc.).



❖ The attitude of students to the learning process is usually characterized by activity. Activity (learning, mastering, content) determines the degree (intensity, strength) of the “contact” of the learner with the subject of his activity.



❖ One more important aspect of the motivation of students' learning is directly linked with activity - this is independence, which is associated with the definition of the object, the means of activity, and its implementation by the students themselves without the help of adults and teachers.

- ❖ Cognitive activity and independence are inseparable from each other: more active learners are, as a rule, more independent; the student's own lack of activity makes him dependent on others and deprives independence.
- ❖ Student activity management is traditionally called activation.

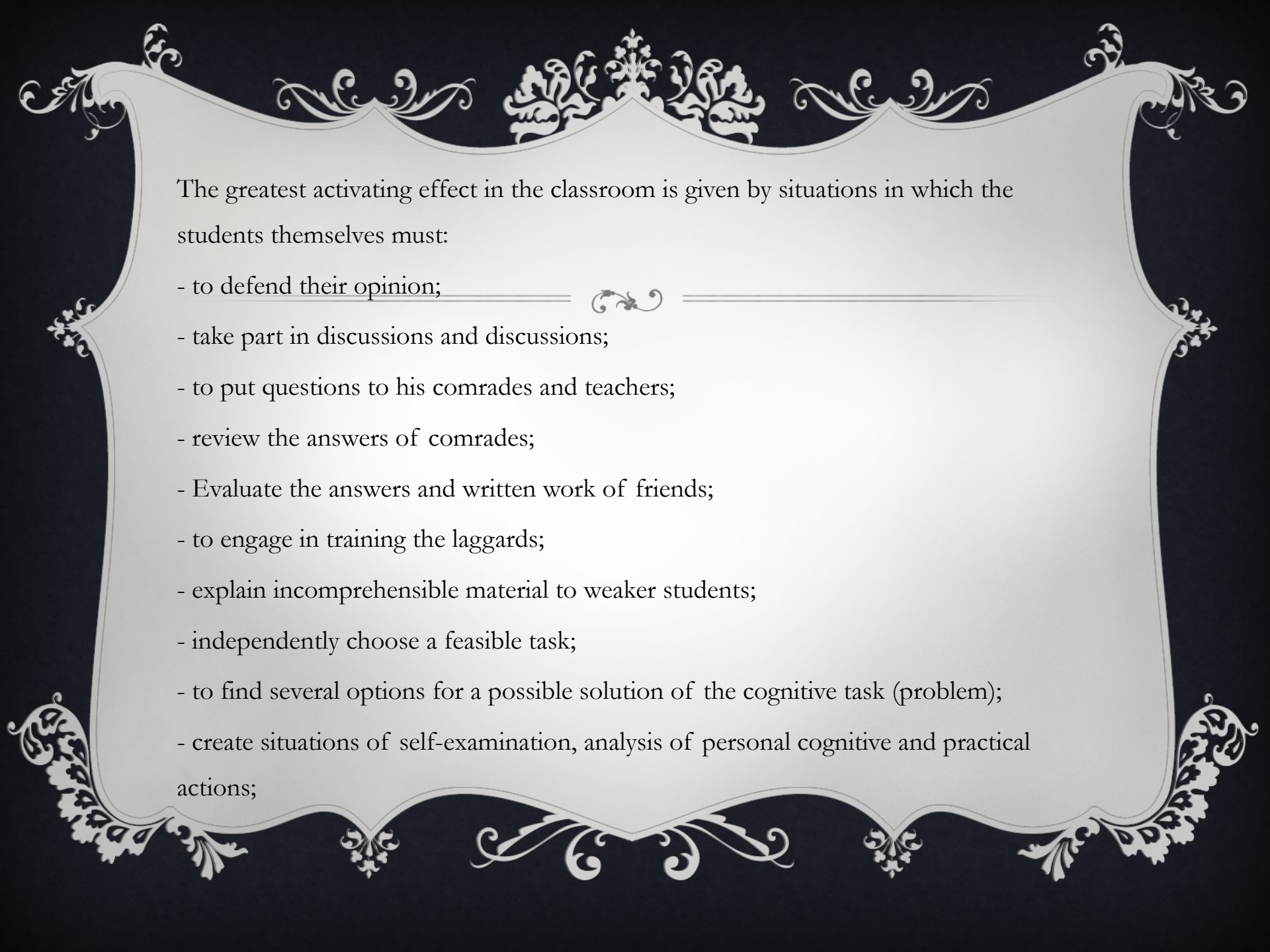




❖ Activation can be defined as the constantly ongoing process of encouraging students to energetic, purposeful learning, overcoming passive and stereotypical activities, recession and mental stagnation. The main goal of activation is the formation of students' activity, improving the quality of the educational process.

❖ In pedagogical practice, various ways of activating cognitive activity are used, the main among them are a variety of forms, methods, means of training, the choice of such combinations of them that in arising situations stimulate the activity and independence of students.





The greatest activating effect in the classroom is given by situations in which the students themselves must:

- to defend their opinion;
- take part in discussions and discussions;
- to put questions to his comrades and teachers;
- review the answers of comrades;
- Evaluate the answers and written work of friends;
- to engage in training the laggards;
- explain incomprehensible material to weaker students;
- independently choose a feasible task;
- to find several options for a possible solution of the cognitive task (problem);
- create situations of self-examination, analysis of personal cognitive and practical actions;

❖ When choosing one or another teaching method, one must first of all strive for a productive result. At the same time, the student is required not only to understand, remember and reproduce the knowledge gained, but also to be able to operate with them, apply them in practical activities, develop them, because the degree of learning productivity depends largely on the level of activity of the student's learning and cognitive activity.



❖ It is very important that the educational and cognitive activity of students be creative, exploratory in nature and, if possible, include elements of analysis and synthesis.

The process of studying a phenomenon or a problem must be research-based in all its attributes.

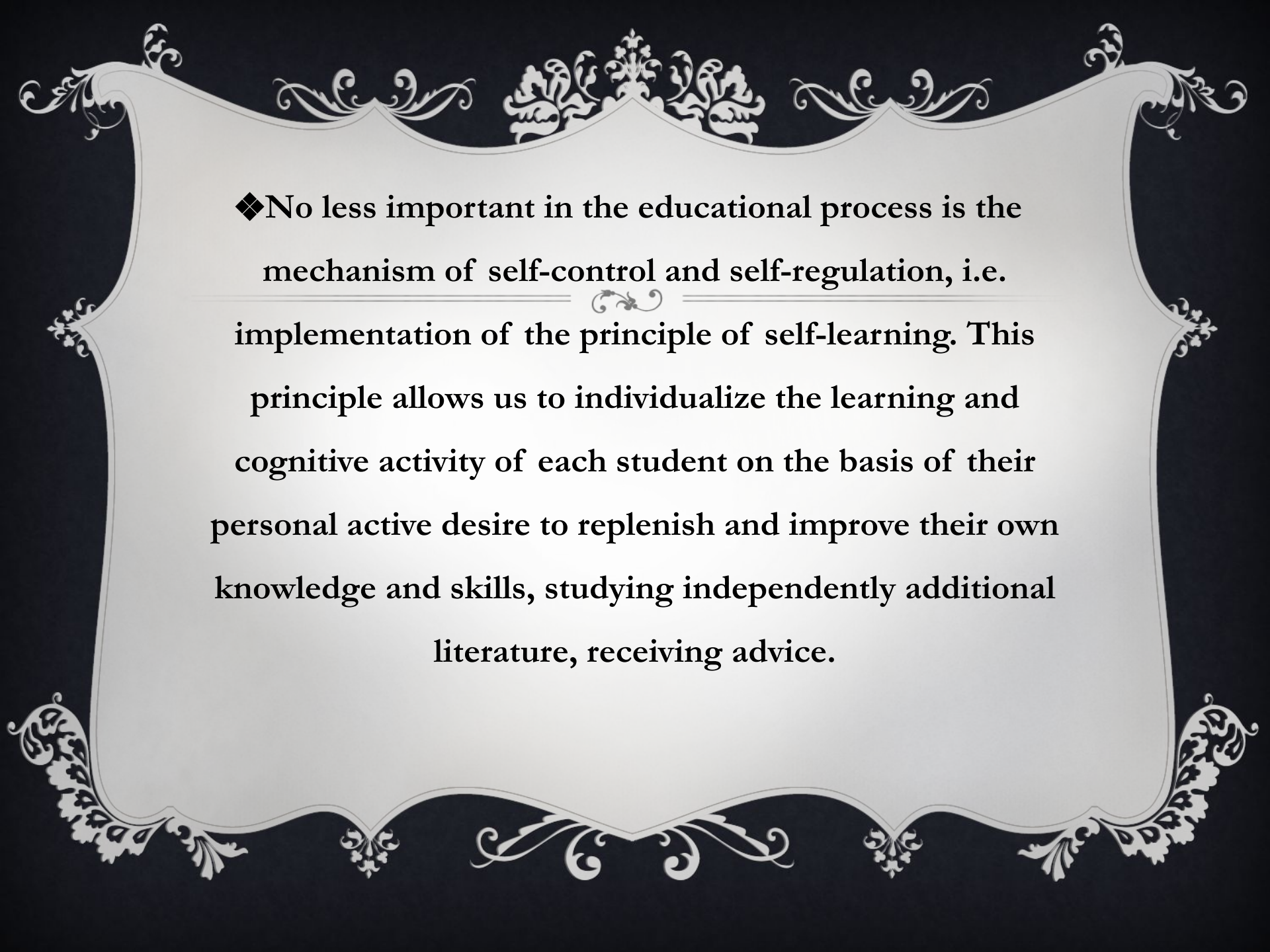




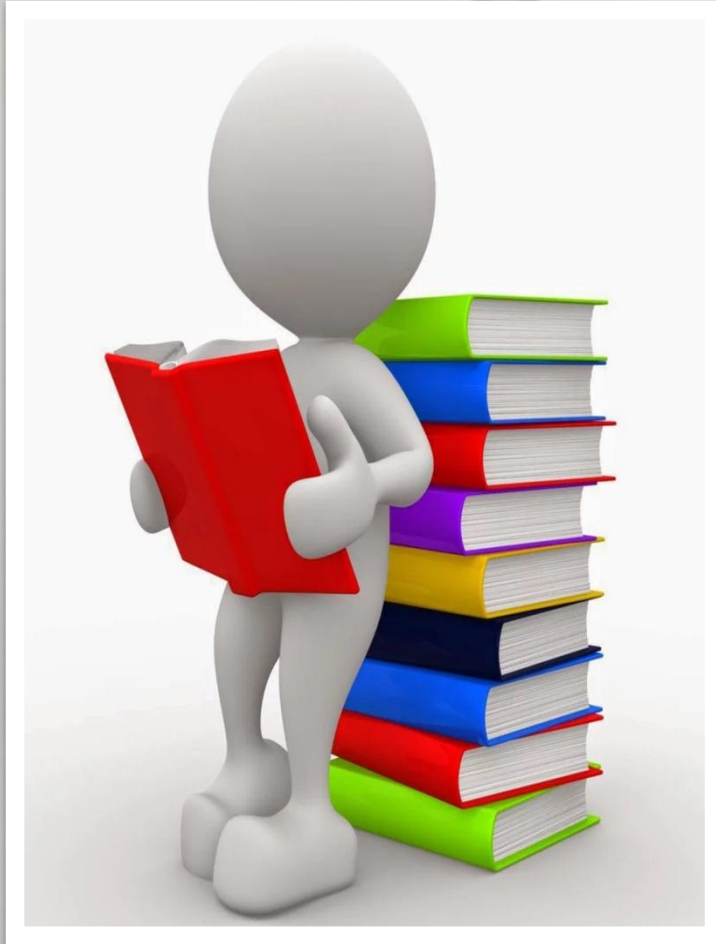
❖ It is very important that the educational and cognitive activity of students be creative, exploratory in nature and, if possible, include elements of analysis and synthesis. The process of studying a phenomenon or a problem must be research-based in all its attributes. This is another important principle of activating educational and cognitive activity: the principle of studying the problems and phenomena under study.



❖ All this requires the use of such forms and teaching methods that, if possible, would take into account the individual characteristics of each student, i.e. implement the principle of individualization of the educational process.



❖ No less important in the educational process is the mechanism of self-control and self-regulation, i.e. implementation of the principle of self-learning. This principle allows us to individualize the learning and cognitive activity of each student on the basis of their personal active desire to replenish and improve their own knowledge and skills, studying independently additional literature, receiving advice.



❖ The activity of both independent and collective activity of students is possible only if there are incentives. Therefore, among the principles of activation, a special place is given to the motivation of educational and cognitive activity.



❖ The main thing at the beginning of an activity should not be forcedness, but the student's desire to solve a problem, to know something, to prove, to challenge.

❖ The principles of activating the educational and cognitive activity of students, as well as the choice of teaching methods, should be determined taking into account the features of the educational process. In addition to the principles and methods, there are also factors that encourage students to be active, they can also be called as motives or incentives of the teacher to enhance the activities of students.





❖ Among the main factors that motivate students to be active are:

❖ - The creative nature of learning and cognitive activity in itself is a powerful incentive to knowledge. The research character of educational and cognitive activity allows students to awaken a creative interest, and this in turn encourages them to actively search for new and independent knowledge.

❖ - Competition is also one of the main motivators of student activity.



Problem learning

In learning, learning problems play an active role, the essence of which consists in overcoming practical and theoretical obstacles in creating such situations in the process of learning activities that lead students to individual search and research activities.



Problem learning is carried out in three main forms:

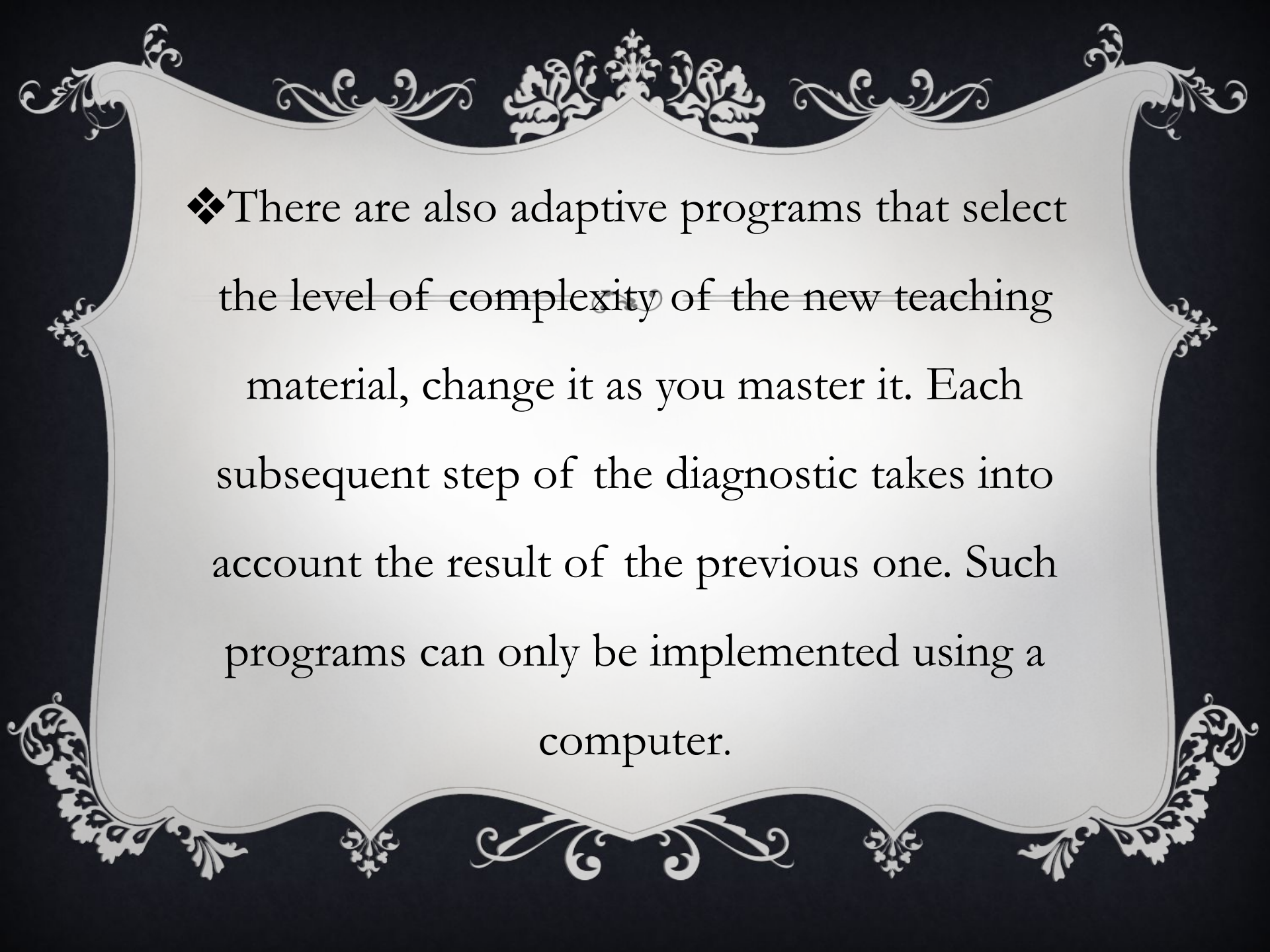
1. Problematic presentation. The teacher poses a problem and reveals ways to solve it, shows students the course of scientific thinking, forcing them to follow the course of the movement of thought to truth, makes students like an accomplice in scientific research.

2. Partial search activity. The work of students is directed with the help of special questions that encourage independent reasoning, active search for answers to a separate part of the problem.

3. Research activities. Independent search for a student problem solution.

❖ The master of industrial training is the organizer of game situations, and here his organizational skills and ability to be able to steer the game in the right direction should be manifested, giving it excitement, interest and helping students properly resolve the immediate situation. The game pace also depends on the master. He must be able to clearly and clearly state the conditions of the game, to organize a quick distribution of gaming equipment.





❖ There are also adaptive programs that select the level of complexity of the new teaching material, change it as you master it. Each subsequent step of the diagnostic takes into account the result of the previous one. Such programs can only be implemented using a computer.



CONCLUSION

- ❖ At the present stage of development of education, the problem of activating the cognitive activity of students is particularly important due to the high rates of development and improvement of science and technology, the need of society for educated people, able to quickly navigate the environment, think independently and free from stereotypes.
- ❖ The implementation of such tasks becomes possible only in conditions of active learning that stimulates the mental activity of students.

THANKS FOR ATTENTION!

