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NEW OPPORTUNITIES FOR THE FORMATION OF ABILITIES FOR THE PERCEPTION AND PRESENTATION OF NON-STANDARD IDEAS IN THE TEACHING OF STUDENTS

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Annotation:
This article will talk about the new possibilities of the formation of the ability to perceive and present non-standard ideas in the teaching of students. The author, relying on pedagogical data and written sources, studied the existing specific aspects of the formation of the ability to perceive and present non-standard ideas in the teaching of students on the basis of existing scientific literature.

Keywords. Knowledge, level of perception, continuing education, educational process, patriotic principles, didactic training.

Introduction

The direction of positive work carried out in the system of Continuing Education introduced in our country is sufficiently noted in the law of the Republic of Uzbekistan “on education”, in the “national program for training personnel”. The established directions set high tasks for all branches of continuing education.

It is noted that it is necessary to make the most of universal and national cultural values, arm them with new techniques and technology so that young people who are the heirs of our future can be formed as perfect people. The complex tasks assigned to educational institutions, teachers, educators and parents are of State importance, and by introducing them into practice, it is possible to improve the technology of education and upbringing, to ensure the continuity of education as a thorough and compact system.

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In this, it is especially necessary to pay special attention to the means of ensuring the physical, moral and mental maturity of the educators of the educational system.

Therefore, obtaining knowledge, professional training requires independent thinking and mental activity from the student, which is considered both an object and a subject of Education. Any educational process is a complex pedagogical system that expresses the attitude of parents, teachers and students.

Main part

About the role of educational processes in the expansion of cognitive activity in psychology, the French scientist J. Godefroy's book “What is psychology” in 2 volumes states that since the ancient world, the human psyche, its heart, feelings, behavior issues have been in the center of attention, psychology is a science In its development, the views of philosophers, the development of natural sciences, the separation of various sciences from the science of philosophy since the 17th century, the approaches of Condillac, Locke, and Hume in the 18th and 19th centuries have been justified. The service of the German psychologist and physiologist Wilhelm Wundt (1832-1920) in the development of cognitive processes of psychology, the organization and nature of special experimental testing laboratories was revealed by him. The Russian psychologist R.S. Nemov in his three-volume book “Psychology” stated that the term psychology was first used in the 16th century, that through consciousness and self-observation, a person began to study mental states in himself, and later studied these mental processes in the field of human activity. explained the necessity of learning.

In these cases, students engage in interpersonal cognitive relationships, communication. Children's cognitive activities are a unit of emotional perception, theoretical thinking and practical activity. It occurs at every stage of education and develops regularly. Cognitive activity is strengthened in all types of students ' social ties and educational activities. Alternatively, it is also important for students to complete specific assignments in educational processes in the expansion of cognitive activity.

The dictionary of pedagogical terms gives the same definition as for knowledge: 1) the degree of appropriation of educational material provided to students and students in the educational process;

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2) is the process of Learning, Mastering, acquiring the existence and its objective laws.

So, in the process of cognitive activity, the student absorbs the knowledge provided, and tevarak realizes the surrounding reality.

It is known that there are many signs and characteristics of things and events in the external world that surround us. For example, things' color, taste, smell, hardness or softness, roughness or flatness, temperature, etc. We also reflect various signs and characteristics of these things and events in our minds through our senses.

Various signs and characteristics of things and events around us always affect our sense organs. As a result, we have different sensations. For example, the sense of sight as a result of the impact of rays on our eyes, the sense of hearing as a result of the impact of air waves of different speeds and voltages on our ears, the sense of hearing as a result of the impact of air waves on our ears during breathing as a result of the impact of various particles of matter, the sense of smell, as a result of touching something with our hands or body, skin (tactile - something touching our skin) or pressure sensation, and similar sensations are always formed.

So, as intuition, we say that as a result of the direct influence of things and phenomena around us on our sensory organs, some of their signs and characteristics are reflected in our brain.

Intuition is a simple psychological process within cognitive processes, reflecting objects and phenomena in the outside world. It reflects certain signs and characteristics and the internal state of the organism by directly affecting certain resteptors of pathogens coming from the outside world. It is known that the initial stage of perception from a person begins with emotional knowledge, and later he moves to logical knowledge. Since intuition is also a simple psychological process, its occurrence is not self-generated. They include:

1. The presence of something and phenomenon that affects the sensory organs.
2. The presence of a sensing apparatus, that is, an analyzer.

For example, we notice the coldness of the air, the hardness of iron, the softness of the snow, etc.

Intuition will be related to perception, but it must be felt before perceiving something and phenomenon, so that sensations are the result of the influence of

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matter on our sensory organs. Sensory information is received, selected, collected and delivered to the brain by receiving and reproducing the flow of information in each second. The result is an adequate reflection of the tevarak - the surrounding outer world and the organism's own inner state. Sensory organs are one of the ways in which the external world leads into the human mind. In the process of Education, favorable conditions should be created for the development of voluntary, stable, strong, strong, active conscious attention in students of a small school age. In the process of cognition, voluntary, conscious attention is formed using independent mental activity, solving examples, issues, performing didactic exercises, repetition. In children 7-8 years old, skills are formed to concentrate, distribute, consciously control attention to one point in a voluntary way.

To some extent, elementary students can independently develop their activities. They describe by word the consistency of their plans, their actions. With the help of planning, the voluntary attention of students develops by finding content. Involvement of students of small school age in cognitive activity assumes various methods of mental activity. The educational process occupies an important place in the formation of the activity of rich and knowing with the help of students' perception of the material world of knowledge reserves.

For example, it is useless to teach a child to think logically without logical marriage. The main activities of children from 3-7 years old are: subject learning; individual and subject games, role-playing games with a team plot; creativity in individuals and groups; competition games; attitude games; fasting labor.

The importance of these games in children's cognitive processes is great. Experts believe that the development of a person is associated with the material world, and the human lifestyle determines his consciousness. Educational and cognitive activity plays an important role in the development of a person in childhood. The expansion of students ' cognitive activity is primarily a result of their mastery of scientific phenomena, thoughts, ideas, arguments and the social experience of the people. The interaction of development and teaching in pedagogical science has its own historical path of development. Initially, educators put forward the idea that student development is self-fulfilling. After identifying the developmental effects of education, they noted that the effect was involuntary in

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nature. Alternatively, personal perspectives on the problem of teaching and mental development of students have emerged.

The main essence of this point of view is that a well-organized educational process accelerates the development of the student. Education is built not only in completed categories.

On the basis of this approach, the theory of an active, individual, differentiated approach in education in pedagogical science arose. There is no uniformity in the development process of the individual.

For elementary school students, this time is a period of intellectual development based on figurative thinking. This is mainly done in the educational process. Other aspects of personality do not develop in the learning process. We will try to justify the direction of development, which is the leader for students. The basis of self-esteem in intellectual development is the personal positive experience of students. This is manifested in the educational process. Observations suggest that most students do not have this experience. Dissatisfaction with the outcome of their activities cannot form the basis of students ' self-esteem. One of the laws that occupy an important place in this direction is the expansion of cognitive activity in students in certain educational situations, personal equality and self-esteem.

Mistakes made in the process of cognition, manifested through the activities of these students, have a certain effect on the mood and development of the student. In the process of organizing the cognitive activity of students, the teacher should ask himself the question of how to expand this activity. As a result of the analysis of existing scientific sources and the observations made, cognitive activity in students consists of the following components: cognitive interests; educational goals; emotions: personal discomfort and emotional stability; the need for achievement and communication; – intellectual competence and accessibility to communication; personal experiences and skills.

The famous work “Brain Reflexes” by I.M.Sechenov (1829-1905), a representative of Russian physiology and scientific psychology, was published in 1863. “Psychic and physiological processes in a person” said Sechenov “these are events of the same order, events characteristic of the real world close to each other”.

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Sechenov put forward the theory that brain reflexes are the basis of mental processes. Sechenov's successor, I.P. Pavlov, in his famous works on the physiology of higher nervous activity, revealed the main facts in the activity of the psychic material substrate and the neuro-physiological mechanisms of certain processes. The basis of our research is effective ways of expanding students' cognitive activities in certain educational situations. Self-esteem is an analytical quality of every person. By analyzing its content, it was possible to determine the student's inclinations, values, and rules.

In studies dedicated to the development of cognitive activity in the educational process, based on the independence of students, ensuring their activity is divided into three areas: sample-based imitation; performance based on research; creative cognitive activity.

Mimic activity is formed on the basis of ready-made samples of movement. As ideally, on the basis of predilection, it encourages students to be diligent. Research-based performance activities consist in the independent search for ways to solve problem situations proposed by the teacher in a comparative way with research activities. Creative activity, on the other hand, as a high form of the formation of cognitive activity, it is possible to look for new, specific ways of solving problems, to show high indicators of independent management of their own correspondence, and compare this level with personal activity.

Results and discussions

In traditional educational settings, cognitive activity is understood as an act of the teacher aimed at mastering ready-made knowledge to students. Experts began to understand the need to gradually move to new levels of cognitive activity. At first, a certain part of knowledge, and later, specialists managed to theoretically justify the fact that not all information should be transmitted to readers in a ready-made way. It is envisaged that a certain part of the information that the teacher presents to students on the basis of communication will become the basis for independent research.

Scientific approaches to the development of student cognitive activities include two main areas:

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1.Didactic approaches. In this, the main focus is on the activities of teachers, the study of the place of methodological tools aimed at the development of students' cognitive activities.

2.Psychological approach. Students use cognitive activity taking into account their psychological and pedagogical characteristics. The goal envisaged from the analysis of all levels of the cognitive process is to identify its types. Because the types of cognition should be manifested as a way of mastering students in the educational process. Therefore, we have set ourselves the goal of determining the types of assimilation of cognitive activity. The cognitive activity of the student is carried out using certain manifestations, forms, tools, methods, paths, methods. Accordingly, the following can be noted:

1.Generating cognitive activity in school practice in natural conditions in different manifestations.

2.The fact that the student has the types, manifestations, methods, forms, methods of formation of cognitive activity.

3.There is no single classification of the types of cognitive activity of teachers.

Generalized cognitive skills do not arise on their own when training processes aimed at the development of cognitive activity are designed. Because in this process, special training situations are realized that are aimed at the goal. Alternatively, an important component of preparing students to acquire generalized skills is the formation of educational and cognitive skills of a private nature in them.

In the development of the cognitive activity of the student, educational situations have their own didactic significance. Educational activity is such a tool through which the student seeks to assimilate the content of the subject of study. The activities of the student are directed to the assimilation of the content of the educational subject. As you know, the teacher creates a state of control over the activities of the student. This process continues in a continuous way until the student is able to independently manage their activities. In this process, the task of the teacher is to take into account the inclinations of the Student, Plan, Control and correct his activities.

Learning gives the reader confidence in their behavior. The acquisition of this trust is carried out in the process of primary education. This is achieved by developing the cognitive activity of the student.

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To date, most readers may witness that they are not looking to expand their knowledge reserves. They do not actively participate in classes, are more interested in their free activities outside the educational process. The search and elimination of the reasons for this is one of the priority issues of pedagogy. As students go to school, they try to gain the affection, attention of teachers and classmates.

The solution to the problem is one of the extremely important issues of continuing education. Why does a student lose interest in studying today as he moves from class to class? Who is to blame for this, teacher or teaching methods? What role does the teacher take in arousing the student's interest in the process of cognition? How, with what help, the teacher will be able to increase interest in the educational process in students, what tools should be used in this? questions like are waiting for their solution.

Educators claim that the success of the student increases his interest in educational activities. Interest in reading only arises when students are encouraged to master knowledge successfully. When the student feels joy in the process of Labor, is proud that he has overcome difficulties, he begins to take a special interest in the educational process. That is why the teacher should create a situation for students to rejoice in Educational Labor. It is necessary to compose a sense of pride in the hearts of readers and futility to their own success. Success is ensured by creating a learning situation that is favorable for each student to be able to achieve. Experts point out that the satisfaction of the student's cognitive needs in an educational situation plays an important role in its development. If the student is given the opportunity to succeed in an educational situation, he will be able to choose the right path in life as well.

Conclusion

In conclusion, they are trying to comprehensively justify the fact that the emergence of an educational situation provides ample opportunities for the development of the cognitive activity of the student. If the student seeks to know, feels the need to acquire knowledge, healthy inclinations and interests are formed in them, and they succeed in the process of cognition.

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