

DEVELOPMENT OF COGNITIVE ACTIVITY OF SCHOOLCHILDREN

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ABSTRACT

The article examines problem-based activities in Russian language lessons as a means of further improving the cognitive activity of schoolchildren, describes in detail the features of cognitive activity, complex educational and methodological tasks, general goals of teaching and upbringing students.

Keywords: Cognitive activity, comprehensive training, progressive changes, concept.

INTRODUCTION

Integral features of cognitive activity are the specificity of the sphere of thinking, the ability to find solutions to non-standard problems. According to S. L. Rubinstein, the cognitive abilities of schoolchildren can be improved if the student acquires knowledge independently and is not taught in a finished form. Important directions in the formation of cognitive activity of younger students This found its place in the concepts and theory of the 60s and 80s of the twentieth century. Only when psychological theories of cognitive activity are developed at each age, complex educational and pedagogical activity will be successful. This is inextricably linked with the formation of cognitive activity, which is the basis for the development of all other qualities of the student's personality. Cognitive activity in Russian language lessons is an integral part of all educational and upbringing activities and is based on the general work of students. training and education of students. Recently, the use of cognitive activity tools and their importance in Russian language lessons has significantly increased. Because every year teachers increasingly understand the importance of the Russian language in independent study of knowledge. Learning Russian helps to master all subjects. On the other hand, the desire for the word, interest in learning the word and a growing number of students, as well as basic skills such as information and communication, are developing. In Russian language and literature lessons, such basic competencies as general cultural, information and communicative are developed. It follows that the problem of implementing a system-active approach to teaching Russian language and literature is relevant.

The Russian language as an academic subject is to a greater or lesser extent connected with other academic subjects by its goals and content. There are target and content coincidences between it and other school subjects, which are expressed in the form of interdisciplinary material. In Russian language lessons, students receive both linguistic and non-linguistic knowledge. Children acquire knowledge about the language in the process of studying it, and together with it they replenish their vocabulary, mastering linguistic terminology. At present, in the process of enriching the vocabulary of students, teachers rely on the vocabulary of textbooks on the Russian language, on the literary works studied. The Russian language is one of the most difficult subjects in school education. Interest in teaching the Russian language has always caused the need for a number of problems that could be overcome through a clear

systematic approach to the lesson, focusing on active learning activities, encouraging students to study the Russian language. Creates conditions for improvement and fully ensures the effectiveness of training. An important idea of the system-activity approach is that new knowledge is not always available to students. Students “discover” it independently during free research. The teacher must coordinate the students’ activities, direct them to freely search for information, analyze the information they are looking for, and find ways to solve the lesson problem. Russian language lessons have their own meaning of cognitive activity, features of organization and implementation, specific forms and methods, and pursue the following goals: to awaken love for the great Russian language, the common language. Literature on this topic raises many questions among Russian language teachers. Cognitive activity in Russian language lessons is interesting.

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