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IMPLEMENTING COGNITIVE SKILLS BY USING HANDOUTS

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Abstract
The aim of this article is to accomplish cognitive skills by using various handouts. There are mentioned useful ways of developing thinking abilities through some tasks and handouts. In this article, you can also define cognitive skills, provide examples and explore how you can improve your own cognitive abilities.

Keywords: Cognitive skills, problem-solving, using handouts, critical thinking, metacognitive skills.

Basically, cognitive skills are the way your brain understands and processes new information and remembers previous knowledge to help you live your life. Core mental abilities are known as cognitive skills. The higher educational classes focus on updating thinking skills, especially in higher order thinking skills. These skills include critical thinking, which consists of the ability to realize analytical thinking, evaluative thinking as well as creative thinking. The results of the observation by the researcher revealed that some of the students had difficulty in realizing their thinking skills, especially difficulties in cognitive expression. These abilities move from lower order of thinking to higher order of thinking. Cognitive abilities influence academic achievement. It is because the cognitive process linked to the executive function involves thinking abilities.

Cognitive skills, or cognitive abilities, are the ability of your brain to remember, reason, focus, problem-solve, think, read, and learn. Your cognitive abilities help you to process new information by taking that information and distributing it to the appropriate places in your brain. Later, when you need this information, your brain also uses its cognitive abilities to extract and use this information. By developing cognitive skills, you help your brain complete this process faster and more efficiently,

and also ensure that you understand this new information and work more efficiently. Cognitive skills allow the student to work on these types of knowledge, for example, facts and events, theories and models, methodology and process, awareness of ways and practices of critical thinking. These types of knowledge, based on higher-order thinking, enable the learners to make well-informed decisions as a result of productive thinking. Creative procedures of knowledge generation and application enhance learners' cognitive abilities further on. Metacognition is first introduced by John Flavell in 1970. He described metacognition as cognition about cognitive phenomena or better known as thinking about thinking [1]. Metacognitive skills are necessary for positive learning. This enables students to be bright to achieve their cognitive skills and to be aware of their faintness so that they can improve their further actions. Cognitive skills support learning success. Development of students' metacognition service is a very valuable goal. Self-regulated will be responsible for their personal learning improvement and adaptation of training programs for implementation of mission requirements.

Here are some of the most significant ways to optimize your cognitive potential:

1. Learn a new language.
2. Enjoy music.
3. Stay open to new experiences.
4. Engage all your senses [4].

Students practice and develop cognitive skills in every subject and in every grade level. The use of a common analytic rubric for assessment of project-based learning allows for targeted, standards-aligned feedback to students and supports the development of key skills over time. Brains of all ages can benefit from learning or speaking a second language. It is proven that someone who speaks and learns many languages has better listening skills, advanced creativity, problem solving, planning and decision making. The second major way to optimize your cognitive ability is to give your brain what it needs to be healthy and work best.

Recently, the use of handouts in large group reports has increased dramatically a few years. This is partly due to the faster and cheaper use of high technology, but it also applies to students wait, because the handouts only provide evidence of content curricula, as well as processes adopted to address student knowledge reports. Handouts can be an effective training tool, whether they are produced masterpiece or simple, handwritten sheets. They are the most effective when they are organized according to the learning outcomes planned for your class. The student can then

clearly see where the data corresponds to the overall. Race (2001) notes that, there are several advantages accompanying the use of handouts, such as making more information available to students in a few pages than they would ever be able to write down for themselves during the lecture, as well as enabling the lecturer to clarify what is to be covered in a session by providing a summary of the key ideas and concepts to be presented [3]. In this case, they could list the learning outcomes, an overview of the main headings of the lecture, and the conclusions. Handouts can also include copies of any overhead expenses used, so students can have a near-complete record of the lecture. In addition, all students have access to the main concepts of the lecture, regardless of their notes or language skills. This is fundamental for international students. You can use short written exercises to check if students understand you. These exercises are used in class so you can quickly review and complete them. They also allow learners to rate how much they have understood so that they can ask for additional information. Exercises can be a blank sheet of paper on which the student will write some kind of summary of what you have said, and set of questions that the student must answer. Using various and thoughtful handouts increases learner's cognitive skills, by thinking deeply they begin developing their critical thinking and improving knowledge. As suggested by Prosser and Trigwell (1999), teaching and learning are fundamentally related and good teaching is defined in terms of helping students learn, whilst good learning involves a focus on the meaning and understanding of the material being studied. Consequently, lecturers and students who engage in a teaching and learning activity should all experience same perceptions and understanding of teaching and learning [2]. A note-taking guide contains the main topic headings of your class presentation. It is organized to aid the student in following the logical flow of information. For example, many instructors give their students copies of all the overhead transparencies used in their presentations. If they are printed with plenty of space on the pages between headings and beside the text, the students can take organized notes as they listen to your lecture and participate in other learning activities. This encourages student involvement in the class, by their following along and taking notes. Teaches students how to take effective notes by grouping the subject matter. Graphic representations can include photos, sketches, diagrams, diagrams, graphs, flowcharts, or cards. Handouts for these particular items are very useful. A previously drawn sketch from someone who understands the material is far more effective and accurate than something that was quickly drawn in class by the instructor and copied by the student. The most effective handout that

evolves problem-solving skill is versions for solving any problems. The first step makes students use their problem-solving skills. After this, they regulate their emotional response to the problem, it means felling about the problem. The last step is accepting and tolerating both the problem and your response to the problem. Similar handouts can greatly help to enhance learner's cognitive skills.

Based on this article, it can be concluded that the implementation of cognitive strategy instructional model is effective to improve the actual intellectual abilities of students with cognitive expression difficulties. Cognitive skills are part of what it means to be an educated person and tools for personal effectiveness in this world. We all need to be cognitive. Cognitive Skills are teachable and learnable. The handouts were also found to be helpful as students can catch up on any missed session and lecturers can use them to clarify certain things, such as abstract concepts.

References

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