



ACTIVITY OF STUDENTS 'COGNITIVE ACTIVITY IN TEACHING RUSSIAN LANGUAGE AND LITERATURE IS AN IMPORTANT FACTOR OF EDUCATION

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Annotation

This article is about the effectiveness of the use of cognitive teaching methods in teaching Russian language and literature. Its essence is to move away from the traditional explanation of the material in the classroom and in extracurricular activities, and to create conditions for students to acquire knowledge independently and use it in practice. The activities of school students should be meaningful.

Keywords: training of specialists, educational practice, educational practice, student development, teaching material, Skills and qualifications, high quality of education.

Introduction

Education is provided with many conditions and tasks that define didactic principles. The role of the teacher in the classroom is changing radically, from an interpreter of knowledge to an organizer. educational process, student assistant and counselor.

Modern life today places strict demands on man - it is the high quality of education, the ability to communicate, dedication, creativity, leadership qualities and, most importantly, the ability to manage a large data flow. In such circumstances, educational practice should implement a meta-themed approach, as certain factors contribute to this. First, there is a rapid development of scientific knowledge, in the past, education was aimed at training specialists in certain fields of knowledge. This has led to a loss of a certain universality, a holistic perception of the world. The technologicalization of society has made it possible to be open and informative, to acquire knowledge in an instant. Second, a meta-thematic approach ensures the continuity of all stages of the learning process, in addition to the integrity of student development. Third, a meta-subject approach requires changing the subject content of education so that the knowledge gained is not only for memorization but also for meaningful use in their own practical activities.

The teacher should have a clear vision of the development prospects of each student and the entire team. The teacher must be ready for improvisation at any moment, for unexpected twists in the lesson. Of course, it should be very good, strive for learning





material and knowledge, be in constant search of methodological methods that provide developmental education. The teacher of students must have the ability to introspection, self-esteem, to correct the results of their activities. To understand and feel the whole uniqueness of the educational process only through their own work experience possible.

Method of development, formation of education educational activity - educational tasks (assignments). A learning task is a situation where a student has to find an answer, but there are no ready-made methods and tools for this. The situation implies finding a mode of action independently. In the process of solving the educational task, the pedagogical activity of the teacher intersects with the educational activity of the student. The goal of developmental education is to form a person who is able to set specific tasks independently and find the best tools and ways to solve them.

The methodology is aimed at not weakening the desire of students to grow, develop, self-knowledge. Basic organizational forms Teaching in the developing education system is traditionally the same: lessons, homework. But the tasks in an evolving education system are more flexible, dynamic, and appropriate to the level of development of the students. Examples of setting, solving, analyzing learning tasks in the formation and development of students' learning, cognitive, socio-communicative, problem-regulatory competencies and competencies. The formation and development of abilities and skills is carried out directly in working with the textbook, setting and solving special educational problems.

Thus, students develop not only educational and cognitive competencies, but primarily social and communicative skills, in particular:

- Teamwork;
- Distribution of social roles;
- Coordination of positions during the assessment,

The above demonstrates the ability of students to organize cooperation in the field of education. In an evolving education system, repetition is aimed not only at consolidating knowledge but also at deepening it, i.e.. the student consciously acquires the acquired knowledge and is able to apply it in educational activities.

In a developmental education system, a return to previously learned material occurs when other knowledge and skills are accumulated. They allow the repetition of past things in memory, but not in the form of simple repetition, but from a different perspective. This is provided by a variety of learning tasks and methodological techniques taking into account the psychological characteristics of students.

This type of task allows students to develop their educational and cognitive and cultural and personal competencies:





1. Know the requirements for speaking in front of an audience;
2. Comparison of speeches and drawing valuable conclusions;
3. Critical analysis and argumentation of characters;
4. Indicate the reasons for successful and unsuccessful moments in group speech.

Thus, a system-active approach helps solve problems; ensures readiness for self-education; use of information resources; social interaction; develops communication and technological competence. It is obvious that if the student passively learns the ready truths, it is impossible to achieve new goals of education. It requires independent research, and in the process will have the experience of goal setting, goal setting, reflexive self-organization, and active work.

The result of creative activity should be an understanding of the semantic content of the spoken word (reading and listening) and a response speech activity (speaking and writing). Semantic analysis of the text helps to motivate for creative activity. Creative tasks can be both self-discourse statements on written comprehension and comprehension, and written texts created by students. technology of systemic activity approach. What is its essence? The principle of activity is that the formation of the student's personality and the development of his development take place not in the process of his activity aimed at "discovering new knowledge", but when he receives knowledge in its complete form.

And here the role of the teacher is great, he prioritizes the task of developing students' self-activity, as a result of which a person later becomes the manager of his own destiny. An important feature of the activism approach in teacher performance is consistency. Thus, a systematic activity approach in teachers' work practice is implemented at different stages of the lesson. Ways to increase cognitive activity and develop students' creative thinking in Russian language and literature classes.

The use of active teaching methods, which have recently gained special importance in strengthening learning motivation, is of great importance. These methods allow students to organize their learning activities in such a way that the learning material becomes the subject of each student's active mental and practical efforts.

Active teaching methods not only develop simple memorization of material and constant attention, but also critical thinking and the ability of students to learn independently. The use of these methods in the learning process involves the student's free expression of opinion, comprehensive consideration of the problem, respect for the opinion of the interlocutor and constant selection of its solution based on the acquired knowledge and feedback. account. In this situation, the main goal of a science teacher is to form an active creative personality of students. By systematically





completing various tasks, students gradually overcome natural passivity and take an active part in the learning process.

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