WEB OF SCIENTIST: INTERNATIONAL SCIENTIFIC RESEARCH JOURNAL
ISSN: 2776-0979, Volume 3, Issue 7, July, 2022

THE MAIN FACTORS OF CLASSROOM MANAGMENT

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Annotation
The article deals with the problem of managing the cognitive activity of high school students, personality-developing forms and methods of teaching, the methods and content of cognitive activity, the processes of cognitive-managerial interaction.

Keywords: activity, cognitive process, managerial interaction.

Introduction

In the process of managing cognitive systems, we focus on the relationship of the manager with the students. Determining the qualification characteristics of an education manager, some researchers emphasize such a significant quality of his personality as a psycho-pedagogical orientation - a focus on effective interaction with people and solving tasks of professional activity within the framework of the sociological system “person”.

From this point of view, the personality of the student is considered as a full-fledged subject of the management process, and not as a performer in a scheme of actions given from the outside, who masters the patterns and norms of activity given to him by the teacher. If a person is both a creator and an executor of norms, then the goal of his activity arises in his joint mental activity with the teacher. A person should have the right to a free choice of ways to achieve certain goals, to an individual style of activity, to a creative approach to business. The goals of the activity are in accordance with the values that are cultivated, that is, what is really assessed by the leader and all subjects of the educational process as significant, valuable. Taking into account the fact that the cognitive process is subject to subjective laws, rules and principles that are determined by the person himself, it can be determined that the scientific basis for managing the cognitive activity of students as a whole is real and specific goals, as well as sufficiently reliable (within the boundaries of subjective experience management) principles and methods of management that make up an open system of cognitive activity.

The process of cognition occurs due to the continuous interaction of external and internal factors (“external through internal”), guided and not guided (spontaneous) factors, factors of an external and internal nature. In the process of students' cognitive activity, there are special moments, the most significant circumstances that affect

both the productivity of its individual states, and cognitive activity and its results as a whole. Under the factors that optimize the cognitive activity of schoolchildren, we understand the essential driving mechanisms that create conditions for the most complete process of cognition in conditions of optimally used cognitive efforts and time of the subject of activity.

Active cognitive activity:

- The desire of the student;
- Goal;
- Motives;
- Knowledge;
- Skills;
- Self-esteem;
- Self-control

We include the following general factors: 1) the development of natural (thinking, sensory organs and speech) and the possession of artificial (technical means, devices; methods of cognition; 2) the implementation of cognitive activity in the process of communication, various forms of social activity; 3) possession of logic-categorical forms of thinking and speech, grammatical structures, invariant structures of human sensitivity, sensory intelligence; objectivity and transformative nature of cognitive activity; 4) the unity of theoretical and empirical methods of cognition, rational and sensual methods of cognition. Specific factors optimize cognitive activity in a specific real situation, which may be due to: a) the content component of cognitive activity (field of science, academic discipline, curriculum requirements); b) the type and concept of a particular educational institution; c) age characteristics of schoolchildren; d) long-term and operational goals of management; e) personal and individual psychological characteristics of students; f) products and results of previous stages of activity; g) the semantic and value significance of the process of cognition for a particular collective, group, individual subject of cognition; h) specific specifics of the real pedagogical situation; i) the influence of spontaneous, unforeseen factors of an external and internal nature, which can optimize or influence destructively on the process of cognitive activity.

Optimization of the cognitive activity of schoolchildren is possible only under the condition of a dialectical interaction of general and specific factors, which are not always taken into account by the authors of innovative teaching technologies. Let us consider the factors and management techniques that optimize the cognitive activity of students in the technological process, in accordance with the stages generally recognized in the theory of activity. Before presenting these factors and techniques,

let us make a comment about our vision of optimizing factors and control techniques at the control and corrective stage of cognitive activity. Referring control to one of the types of feedback, we consider the following fundamentally important requirements for its implementation:

a) Control not only the results of activities, but also the process itself;

b) The stimulating value of control for the continuation of activities: the ratio of the procedure of actions, the result that is expected, and the final, actual result, revealing the correspondence and inconsistency between them, on the basis of which a state of satisfaction arises (the level of claims increases) or dissatisfaction.

c) Control not only direct, but also by-products of cognitive activity, not only knowledge, abilities, skills, methods of activity, but also the development of mental processes;

d) Organic inclusion of control in all stages of cognitive activity;

e) The mandatory development of self-control, an increase in its share in feedback, therefore, all certain requirements for control apply to self-control.

The allocation of such control functions as corrective, regulatory, reflective, stimulating can be considered as factors for optimizing cognitive activity. In turn, specific factors and management techniques that optimize the control stage should be considered in terms of the dominant content component. Based on the analysis of psychological, pedagogical and management literature, some conclusions can be drawn. In the process of management, the contradiction between the long-term and operational goals of management is also clarified, the dialectical solution of which occurs in the course of psychological and pedagogical design in the management of the cognitive activity of high school students in the process of studying the disciplines of the technological cycle, the purpose of such design should be the formation of a value-normative system of students' personality.

In a real pedagogical situation, the most acute problem is not only the managerial competence of the teacher, but also his psychological and pedagogical orientation, focus on interaction with students, his referential influences on the personality of the student. On this basis, we single out the problem of the value-oriented structure of the teacher's personality and the use of active socio-psychological methods in scientific and methodological work with teaching staff.

Raising the problem of technologization of the management process, we believe that a technology teacher needs to have a "management project" that would contain: diagnostic tools for monitoring the productivity of students' cognitive activity, options for psychological and pedagogical projects (multidisciplinary, interdisciplinary, monodisciplinary, personal), technology planning based on value-normative

modules, scripting technology, a matrix of managerial actions by types of pedagogical situations, etc. The effectiveness of using such a "management package" in direct pedagogical practice largely depends on the degree of involvement of the teacher himself in its compilation.

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