



## DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS ON THE BRANCH OF HUMANITARIAN EDUCATION

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### Abstract

This article is devoted to development of cognitive activity of students on the branch of humanitarian education. There is given information regarding professional competences during educational process.

**Keywords:** competence, cognitive, factor, skills, educational process, motive, pedagogical, technology.

### Аннотация

Данная статья посвящена развитию познавательной активности студентов направления гуманитарного образования. Приводится информация о профессиональных компетенциях в процессе обучения.

**Ключевые слова:** компетентность, познавательный, фактор, умения, образовательный процесс, мотив, педагогическая, технология.

Higher education is an important factor in improving the educational process high professional competence of teachers of technological education in the system is inextricably linked with its formation at the level. Therefore, modern opportunities of educational technologies and the created educational methodology technological education based on effective use of complexes theory of the process of formation of professional competence of teachers and that creating practical foundations is one of the urgent tasks defines. In this regard, teachers of technological education professional required from the training period in the educational institution scientific new approaches that ensure the level of competence justification is not an urgent task. Specialists are professional education in foreign countries in terms of preparation direct study of its content showed that in western countries occupies. Education according to the essence of the national education system of our republic minimum content requirements are based on knowledge, skills and competence.

Based on the fact that the 21st century is considered technological, not a single competitive sphere of human life today can do without high technologies. This also





applies to the field of education, where technology should ensure the quality of the pedagogical process. In search of ways to update the educational process in the pedagogical institute, we approached student-centered education and upbringing, which, in our opinion, carries inexhaustible opportunities for the development and self-development of the individual.

Knowledge, abilities, skills in the field of their profession are the core part of the preparation and development of the student. Successful teaching is unthinkable without stimulating the activity of students in the learning process. The incentive component does not necessarily follow the organization. It may precede it, it may be carried out simultaneously, but it may also complete it. Pedagogy has accumulated numerous techniques and methods for stimulating active learning activities, and special stimulation methods have been developed. Stimulation performs a specific task - to draw the attention of students to the topic, to awaken their curiosity, curiosity, and cognitive interest. At the same time, it is necessary to develop in students a sense of duty and responsibility that activates the teaching. It is important not only to satisfy the need to study the topic at the very beginning of the lesson, revealing its significance, unusualness, but also to think over the stimulation techniques that will be used during the lesson and, especially in the second part of it, when natural fatigue sets in and students need influences that remove tension, overload and causing a desire to actively learn educational material.

Teaching is not, in its essence, only a good memorization of scientific provisions that are transferred by the teacher to the student "from head to head" - it is the process and result of the active cognitive, first of all, mental activity of the student himself in search and mental processing of scientific knowledge. Teaching as an activity takes place where a person's action is controlled by a conscious goal to acquire certain knowledge, skills, and abilities. Teaching is a specifically human activity, and it is possible only at that stage in the development of the human psyche, when he is able to regulate his actions with a conscious goal. The doctrine makes demands on cognitive processes (memory, intelligence, imagination, mental flexibility) and volitional qualities (attention control, regulation of feelings, etc.). Learning activity combines not only cognitive functions (perception, attention, memory, thinking, imagination), but also needs, motives, emotions, and will. Human activity is always purposefully subordinated to the goal as a consciously provided planned result, the achievement of which it serves. The goal directs the activity and corrects its course.

Teaching refers to one of the main activities. This is a special and complex process, modern didactics attaches great importance to the development and creative activity of the student. The original concept of educational activity was proposed by V.V.





Davydov. In the process of mastering educational activity, a person reproduces not only knowledge and skills, but also the very ability to learn, which arose at a certain stage in the development of society.

There are lots of productive ways for student to improve their cognitive cognition. From my point view, all techniques and strategies are crucial in order to achieve goals for future profession.

In educational activity, in contrast to research activity, a person begins not with a consideration of the sensually concrete diversity of reality, but with the general internal basis of diversity already identified by others. Thus, in educational activity there is an ascent from the abstract to the concrete, from the general to the particular. Interest is a motive that promotes orientation in any area, familiarization with new facts, a more complete and profound reflection of reality. The role of interests in the processes of activity is great.

They force the individual to actively look for ways and means to satisfy the thirst for knowledge and understanding that has arisen in her. Satisfaction of interest does not lead to its extinction, but, internally restructuring, enriching and deepening it, causes the emergence of new interests that correspond to a higher level of cognitive activity. Cognitive interest is formed and developed in activity. Surprise is a powerful stimulus for learning. Surprised, a person, as it were, seeks to look ahead. He is in a state of expectation of something new. But the cognitive interest in educational material cannot be maintained all the time only by vivid facts, and its attractiveness cannot be reduced to a surprising and amazing imagination.

In modern vocational education, the phrase "professional competence" is now very widely utilized.

- Competent - knowledgeable, knowledgeable, authoritative in some area;
- Competence –

1. Range of issues in which someone is well aware.
2. The circle of someone's powers, rights.

Based on the requirements of potential employers for young professionals, we can distinguish the following professional competencies of future alumni:

the availability of professional knowledge, the ability to apply knowledge, learnability;

Quality of work;

Personal qualities;

Ability to work independently;

Developed logical thinking;

Communication skills and verbal abilities;





Professional flexibility.

In the first place, employers put professional knowledge, without which no work activity is possible. Moreover, the emphasis is already on the extensive competencies characteristic of modern society, scientific and technological progress, advanced technologies. Therefore, teachers of educational institutions face a big task: to give this knowledge, these competencies to students. He captivates students by his example: he studies and applies modern literature, uses information from the Internet, uses modern technical teaching aids, innovative teaching techniques, shows a wide range of knowledge beyond academic discipline. Seeing an example of a knowledgeable and literate person in front of them, students involuntarily also begin to strive to acquire new knowledge.

Professional competencies require logical and abstract, creative and critical thinking, self-reflection and self-assessment. A young specialist will not solve a professional problem if he does not have the skills to plan, organize and control his activities, if he makes logical errors. Students' logical thinking develops as a result of their performing various types of activities: search, communicative, organizational, social and reconstructive.

Communication skills are understood as the skills of communicating with people, the desire for cooperation, mutual understanding with colleagues at work, and willingness to help. It is also important for a young professional to have verbal abilities are also developed: the ability to clearly and clearly express one's thoughts, the ability to conduct a dialogue. In modern society from a novice worker expect both emotional stability and stress resistance. All these qualities class teachers (or group curators), teachers, masters of industrial training and, of course, a psychological service help to develop.

It is very important that graduates of an educational institution be psychologically adapted to the modern labor market, prepared for continuous updating of their knowledge and skills, able to adequately assess their own and others achievements.

An important parameter of the qualification of workers, which determines their competitiveness in the labor market, is professional flexibility. She implies that the employee has two or more specialties, which provides significant mobility, the possibility of changing places of work, the ability to quickly and adequately respond to changes in labor supply and demand. In general, flexibility helps to adapt and reduce all kinds of employment risks.

Today, any enterprise or organization actively uses computer technology, so the educational institution should, as far as possible, give students the skills to work with computers and modern applications used in production.





Professional competence is the ability of a specialist to mobilize the knowledge and experience gained in a particular situation, the presence of such qualities as independence, the ability to make responsible decisions, the ability to constantly learn and update knowledge, flexible and systematic thinking, communicative qualities. During the educational process, the graduate needs to form an adequate assessment of his capabilities and his claims, prepare them to perceive the real picture of the labor market and the desires of employers, to realize their professional suitability.

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