



IMPROVING THE METHODOLOGY OF STUDENTS' DECLARATIVE KNOWLEDGE FORMATION

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Abstract:

The article talks about the student's declarative knowledge and investigates how Declarative knowledge describes things, events and processes, as well as their relationship to each other. According to the activity theory of education, the ultimate goal of education is to form a method of action, and it is assumed that the method of action is implemented through skills in practical activities.

Keywords: declarative knowledge, cognitive knowledge, method, goal, action, method, learning, result.

Аннотация:

В статье говорится о декларативных знаниях учащегося и исследуется, как декларативные знания описывают вещи, события и процессы, а также их отношения друг к другу. Согласно деятельностной теории обучения конечной целью обучения является формирование способа действия, и предполагается, что способ действия реализуется через навыки практической деятельности.

Ключевые слова: декларативное знание, когнитивное знание, метод, цель, действие, метод, обучение, результат.

In fact, declarative knowledge - statements about the objects of the subject area, their properties and relationships between them are counted. In fact, these are facts in the subject area, so another name for declarative knowledge is factual knowledge. Declarative knowledge defines the content or semantic part of subject knowledge and forms a semantic subject model of learning. And in procedural knowledge - description of the principles and procedure of changing the objects of the subject area. It can be algorithms, techniques, instructions, recipes, decision-making strategies. Procedural knowledge should include multiple statement, one phrase rules. Procedural knowledge describes the procedure and nature of changing objects in the subject area. Procedural knowledge constitutes a procedural subject model of learning.





Procedural and declarative knowledge are often referred to as rules, and thus they are stated as facts and rules. But facts are also rules, because they define, establish relationships between objects of the subject area, and these objects are related to each other according to certain rules. In addition, all facts are written in the form of production rules. Thus, both procedural and declarative knowledge are rules in practice, but rules of a different nature.

Knowledge acts as a means of building skills. In knowledge engineering, skills are considered as behavioral or operational knowledge. The mechanism of skill formation is the operation of knowledge (both declarative and procedural), which is manifested in human behavior. Also, the subject model of the student includes the skills that should be formed during the educational process.

Declarative and procedural knowledge is stored in long-term memory, which is distributed in declarative and procedural memory, respectively. People must have certain knowledge, skills, and abilities, so it is understood that knowledge is stored in declarative memory, and skills and abilities are stored in procedural memory. Procedural memory initiates the thinking process in humans. Declarative knowledge (also called descriptive, formal, or propositional knowledge, or knowledge about something) refers to facts or information held in memory and is therefore sometimes called declarative memory. Acquiring declarative knowledge requires meaningful cues and focus, and thus only a limited amount of potentially available information can be retrieved.

An important part of the declarative knowledge of teachers is obtained in the process of professional training of teachers. Teacher candidates are equipped with a declarative knowledge base about effective teaching, which is necessary for further teaching practice and allows them to apply it in educational situations. General pedagogical knowledge is important in all teaching and learning situations. Declarative knowledge about effective education is an important condition for planning and implementing learning and is manifested as procedural knowledge in practical training.

Procedural knowledge (also called practical knowledge or know-how) includes the individual's ability and ability to perform actions using specific strategies. Unlike declarative knowledge, procedural knowledge is not easy to express because it is usually unconscious or implicit. The development of procedural knowledge is related to the development of declarative knowledge. Most learning occurs through a combination of declarative and procedural memory. In the classroom, procedural knowledge is what is learned in the learning process - learning skills and strategies. This can be done from the student's or the teacher's point of view, by using





appropriate learning strategies in specific learning situations, or by teaching students how to best deal with these learning situations. Basic (declarative) knowledge of the learning process and procedural knowledge of its methods are essential to support students in acquiring learning skills.

Declarative knowledge formed the main characteristics that characterize teachers' procedural knowledge. First, personal procedural knowledge refers to specific individual knowledge. Second, the contextual characteristic is defined as the "classroom situation". It can also be unique, but it depends not on the personality of the teacher, but on the whole teaching and learning situation that may arise in the classroom. The third sign is reflective, and is again individual depending on the duration and richness of the teacher's work experience. Fourth, guiding pedagogical practice reflects the principles of teachers, as well as the beliefs and habits that guide them. Tacit knowledge is always personal, includes human feelings and values, and is closely related to the teacher's personal beliefs and context. Because it is based on the teacher's actions, experiences, opinions, it is difficult to see and explain. The last, sixth characteristic describes the teacher's procedural knowledge related to the specific content taught in the lesson.

Although research on teachers' procedural knowledge has tended to focus on some of these characteristics in the study of this form of knowledge, current research examines all of these aspects of teachers' metacognitive learning skills in students. 'recognizes through analysis of self-reported experience of support. declarative knowledge can be easily expressed in words or symbols.

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