



THE ROLE OF COGNITIVE ACTIVITY IN TEACHING BIOLOGICAL SCIENCES TO STUDENTS

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Abstract

Cognitive interest, defined as a person's selective orientation to the field of knowledge and the process of acquiring knowledge, plays an important role in improving the quality of knowledge acquisition, the formation of skills and abilities, since the educational process is attractive to students due to the presence of interest, encourages them not to memorize, but to acquire new knowledge in the process of creative research activities.

Keywords: Knowledge, cognitive activity, cognitive interest, modernization, biological education.

Introduction

Cognitive activity is a thought process that carries out a person's perception of something or reality. Cognitive activity is directly related to language, experience and knowledge are exchanged through the zero language tool, information is transmitted, the process of cognition, its results are rounded.[1, 409 b] the focus on the formation of cognitive interests among students has increased today, as adaptation of both the content of biological education and the methodology of teaching biology to contemporary demand is an important problem. Teaching methods, classes, extracurricular and extracurricular activities, modernization of the educational system and the introduction of educational standards have made the problem of developing cognitive interests in students as one of the possible ways to improve the quality of biological education and eliminate student overload.

Methodology

Cognitive English (copnize-to know, to understand, to understand), and until now, various perspectives and interpretations of the concept of cognitive interest have been illuminated in most psychological, pedagogical and biological literature. According to some scholars, cognitive interest functions as a learning tool, an entertainment problem (Yu.B.Babansky, D.I.Traytak, I.D.Sinelnikova). Other authors suggest that cognitive interest is selective. they direct the sphere of





knowledge of the individual, its subject side and the process of mastering knowledge itself (D.I.Traitak, A.P.Tkachev, L.V.Zankov) [2,5 b].

L.I.Bojović described cognitive interest as "... the need for knowledge that directs the individual to reality" [3,13 b].

N.G.Sharing Morozova's point of view, we define interest as the student's selective rigor and emotionally charged attitude towards knowledge acquisition, which encourages appropriation with the aim of further expanding and deepening knowledge [4,128 b].

G.I.Shchukina pays great attention to the problem of cognitive interests, he describes cognitive interest as "... selective orientation of the individual aimed at the field of knowledge, its subject side and the process of mastering knowledge". Cognitive interest is a motive of educational activity, surpassing other motives among schoolchildren [5,160 b].

G.I.Shchukina notes that cognitive interest is focused on cognition, the acquisition of knowledge given in school subjects. However, a characteristic feature of cognitive interest is not in simple acquaintance with the subject, but cognitive interest is the objective process of cognition itself, which is characterized by the desire to penetrate into the essence of phenomena [6,196 B].

Results

The scientific-pedagogical opposition is that the actualization of culturally appropriate and personality-oriented approaches implies the formation of cognitive interests in the reader, which determine the system of stable motives of behavior, including the formation of an individual. Cognitive interest plays an important role in students ' acquisition of knowledge, skills and competencies. Improving the content of biological education and the methodological system of teaching, directing it to the organization of systematically independent research activities of students in the classroom and extracurricular hours, helps to form cognitive Interests by harmonizing classes with classroom and extracurricular activities . However, the theoretical foundations and practical methods of developing students ' cognitive interests, taking into account the content and procedural aspects of Education, have not been developed in some cases.

Conclusion

In the psychological and pedagogical literature, the problem of cognitive interest is studied in different aspects. When teaching biology to students, effective results can be obtained in mastering due to cognitive overheating.





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