



## **DEVELOPING THE COGNITIVE COMPETENCE OF STUDENTS**

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### **Abstract**

Dedicated to modern strategies for developing students' cognitive competencies. It describes interactive methods that increase the level of students' critical thinking and ensure the deep assimilation of educational material. The research results are of practical importance for secondary school teachers and researchers in the field of pedagogy.

**Keywords:** Cognitive competence, cognitive activity, logical thinking, creativity, metacognition, innovative education, independent learning.

### **Introduction**

In the "Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030," the issue of ..."creating conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children" is defined as one of the priority tasks [2].

The aforementioned Decrees and Resolutions adopted by the President of our country have become a guide for action in further improving the preschool education system, which is an important link in the continuous education system, expanding the network of state and non-state preschool educational organizations, and providing them with qualified teaching staff. Today, more than ever, attention is being paid to the stage of preschool education, which is an important link in continuous education. Large-scale reforms and a number of measures are being implemented to ensure the high-quality and modern organization of preschool education, which is the foundation of the education and upbringing system of our republic. In particular, the further improvement of the preschool education system, strengthening the material and technical base, expanding the network of preschool educational organizations, providing qualified teaching staff, radically improving the level of high-quality preparation of children for school education, introducing modern educational



programs and technologies into the educational process, ensuring comprehensive intellectual, in order to create conditions for moral, aesthetic, and physical development, the Republic of Uzbekistan adopted another resolution that has not yet been observed in world practice, namely Resolution No. PP3305 "On organizing the activities of the Ministry of Preschool Education of the Republic of Uzbekistan." As noted in the commentary on this resolution: "Today, the issue of radically improving the activities of preschool educational institutions, increasing the coverage of preschool children, and creating a comprehensively modern system based on the study of advanced foreign experience remains relevant" [1]. The problem of developing cognitive activity has been addressed in various works by educators and psychologists. Ya.A. Komensky, K.D. Ushinsky, D. Locke, and Jean-Jacques Rousseau defined cognitive activity as the natural desire of preschool children to learn.

A.K. Markova, V.P. Lozova, J.N. Telnova, G.I. Shukina, and others studied the characteristics of cognitive activity and how to activate it in older preschool children. The opinions expressed by K.D. Ushinsky are interesting. He writes: "In conversations with students, two goals must always be kept in mind, and one should not be so absorbed in either of them that the other is forgotten." The first goal is to develop the student's mental abilities—observational abilities, memory, imagination, imagination, and perception—in accordance with the "Trends in the Development of Pedagogy, Preschool, and Primary Education in the Period of Development of New Uzbekistan: Problems and Solutions." The development of the "State Requirements for the Development of Early and Preschool Children" and the "Ilk Qadam" State Program created broad opportunities for the effective implementation of preschool education within the continuous education system. Undoubtedly, such reforms aimed at updating preschool education both in form and content require parents and all educators to approach the upbringing of children and their readiness for education based on modern requirements. The problem of studying the ways and methods of developing the cognitive activity of preschool children is one of the important problems of pedagogy. Interest in the surrounding world, in understanding the world, and the desire to know the unknown is a priority trait that largely determines the effectiveness of teaching and activity. The organization of cognitive actions must be based on needs that have already formed in the child, including the need to communicate with adults (actions, actions, decisions, confirmation of opinions).



Researchers note that there are currently two ways to solve the problem of developing cognitive activity: broad and intensive. Both of them have the same ultimate goal: to raise an educated, moral, socially active, and capable individual. However, approaches to achieving the goal vary. The broad path is realized, first and foremost, by increasing the volume of knowledge conveyed to children. The intensive path is based on the formation of a subjective, self-interested position, which involves changes in the content of educational programs and the intensification of teaching methods (developmental, student-centered education). Another relevance of the problem of developing cognitive activity lies in the fact that an individual's interaction with the external world occurs solely through their activity, which in turn contributes to the formation of independence and initiative. Literature review on the topic. Cognitive competence includes skills such as goal setting, planning, analysis, reflection, and self-assessment necessary for cognitive activity. In addition, it includes methods of working in non-standard situations, the use of heuristic methods for problem-solving, as well as the application of data management skills and various learning methods. In the modern world, where information is constantly changing and updated, cognitive competence forms the basis of success. This primary school allows students not only to master knowledge but also to independently search for, analyze, and use it in solving various problems. S.E. Shishov and I.G. Agapov define competence as an individual's general ability and readiness for activity based on knowledge and experience acquired through education. This ability is aimed at independent participation in the educational and cognitive process and the successful implementation of labor activities. At the same time, B.I. Hasan distinguished between competence and competence and determined that this competence is the goals set for the individual, while competencies are the results of achieving these goals. Cognitive competence is a system of knowledge, skills, and abilities that ensure the successful mastery of the fundamentals of science and the formation of general educational skills. Cognitive competence of primary school students is a new quality of the subject of educational activity formed at the first stage of education. This competence successfully solves problems that are of great importance in teaching primary school students. Cognitive competence, or the ability to effectively learn and process information, plays a crucial role in the modern world, where an abundance of information and constant changes require constant updating of knowledge and skills. Cognitive activity ensures the child's activity, their desire for knowledge, and their



desire to identify the known from the unknown. In scientific literature, the concept of "cognitive activity" is expressed in various interpretations. Cognitiveness refers to a child's desire for independent activity and includes the assimilation of social experience and methods of activity accumulated by humanity. In sources, along with cognitive activity, the term cognitive ability is also widely used. Cognitive abilities are the primary activity of children and are of great importance for the child's intellectual development and the clarification of their knowledge of the surrounding world. Abilities are an individual psychological characteristic of a person that ensures their manifestation in scientific, practical, and creative activities, as well as the success of their implementation. At the current stage of development in pedagogy and psychology, cognitive abilities are understood as a combination of a child's intellectual and emotional abilities. Cognitive competence is a system of knowledge, skills, and abilities that ensure the successful mastery of the fundamentals of science and the formation of general educational skills. It must always be remembered that it is necessary to provide the reader not only with information, but also with a means of extracting useful knowledge not only from books, but also from the objects surrounding him, from life events, and from the history of his own soul. A person with such mental strength, who finds useful food everywhere, will study all his life, and this, of course, is one of the most important tasks of any school education" [3:27].

Analysis and results. The second goal of school education is the material goal, i.e., the content of education. It's like a meaningless "mind-soap bubble." The formal and material aspects of education must form a single whole, in order to achieve the second goal together with the first "First of all, the subjects for observation, imagination and understanding should be chosen wisely" [3:28]. The goal of forming cognitive activity in preschool children is to raise them to school education as intellectually developed individuals who possess meaningful knowledge. Cognitive activity reflects the interest of older preschool children in acquiring new knowledge, skills, internal determination, and the need to use various methods of action to accumulate and expand existing knowledge. G.I. Shchukina defines "cognitive activity" as a quality of the individual, that is, an intellectual attitude toward the cognitive process, which includes the individual's desire for knowledge. The quality of personality, "cognitive activity," according to him, arises from the constant manifestation of the desire to acquire knowledge. The problem of forming cognitive activity at the individual level is primarily linked to the consideration of cognitive activity motivation and methods



for forming the cognitive interests of preschool children [4]. In general, cognitive ability ensures the success of any cognitive activity. That is, cognitive abilities are an individual characteristic of a person who develops under the influence of conditions and factors aimed at knowing the surrounding world. The problem of preparing a child for school does not lose its relevance. Preparation for school is a complex and multifaceted process that includes various components. Initially, the main focus is on what knowledge and skills should be imparted to preschool children, and what conditions should be created to ensure the child's comprehensive development. The effective interaction and combination of preschool education and the school environment facilitates the child's transition from preschool to school. In this regard, the formation of children's mental abilities, the development of cognitive activity, and the purposeful implementation of primary intellectual and practical activities are of priority importance. The problem of preparing a child for school does not lose its relevance. Preparation for school is a complex and multifaceted process that includes various components. G.I. Shchukina defines "cognitive activity" as a quality of the individual, that is, an intellectual attitude toward the cognitive process, which includes the individual's desire for knowledge. The quality of personality, "cognitive activity," according to him, arises from the constant manifestation of the desire to acquire knowledge. The problem of forming cognitive activity at the individual level is primarily linked to the consideration of cognitive activity motivation and methods for forming the cognitive interests of preschool children [4].

Conclusions and suggestions. Effective interaction between preschool education and the school environment, as noted by the President of our country, ..."from the moment a child is born, it is specifically in preschool age that mental activity increases, and moral, aesthetic, and physical qualities are formed. Therefore, our strategic goal in the development of the preschool education sector is to create the necessary conditions for the full enrollment of every preschool-aged child in this field of education.

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