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SCHOOL CHILDREN COGNITIVE PROCESSES DEVELOPMENT

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ABSTRACT: The purpose of the study of the psychological characteristics of the intellectual development of primary school students is to identify the problems that hinder the mastery of students in the educational process. The purpose of identifying this process directly, knowing what psychological phenomena will be in the process of learning, is also to provide some help to the teacher. First of all, it is necessary to consider mental processes and situations, the level of activity, as well as their speed. For example, some students are slow and some are fast. Some students are characterized by calmness, eye gestures, manners, facial expressions, others with weight in their movements, and facial expressions. In this article, I want to highlight the mental development of cognitive process of school children.

KEYWORDS: school education, mental knowledge, development, process, ability, pedagogical skills, psychology, cognitive process.

As the first President of the Republic I.A. Karimov noted, the future of our country depends on the fate of the reforms and their results, the level of education of our people to the requirements and development of the time, what specialists to supply and replace. Therefore, the leadership of our country pays great attention to the radical reform of the education system. Accordingly, the training of highly qualified personnel is rising to the level of public policy. There are specific requirements for the organization and management of the educational process in order to achieve the training of highly qualified personnel. Firstly, the level of professional knowledge of students meets the requirements of state network educational standards.

Second, to achieve full coverage of students' independent creative activity within the scope of knowledge, skills and competencies defined in the state

educational standards. It is also a prerequisite for the training of highly qualified specialists with the acquisition of knowledge in basic and information technologies and the ability to conduct research, in addition to the knowledge, skills and competencies specified in the state educational standards. The problem of studying human mental development has attracted the attention of many scholars since ancient times. Even the philosophers of antiquity took this problem seriously. According to them, the term "intellect" is at least a Latin word meaning "nus" ("mind"). Ancient philosophers such as Plato and Aristotle believed that the "nus", or "mind," was the highest, most intelligent child of the human soul, and the best way to know the universe.

By the middle ages, the term "intellect" had become richer. In scholasticism, for example, the concept of divine intellect

began to be studied, an attempt to explain higher cognitive abilities by this term. According to the famous philosopher Kant, "intellect" (German-*verstand*) is the ability to know the existing structure in us, and the mind (German-*vernunft*) is metaphysical, the ability to know the structure of ideas. "

In explaining the nature and development of the intellect, they have united and debated on the basis of certain ideas, despite the fact that different currents have emerged since ancient times. There are two approaches to explaining the essence of the intellect in the world of science:

- ❖ According to the representatives of the first group, intellectual qualities are naturally (without) inherited by parents. A person is born with a mother who is smart or mentally retarded.
- ❖ Representatives of the second group explained intelligence in terms of the speed of the child's perception and his attitude to external stimuli.

L.S. Vygotsky made a great contribution to education and development. He promotes the socio-historical aspect of the issue and argues that the acquisition of knowledge is a process of participation in a culture created in the historical development of mankind. According to his cultural-historical theory of the development of mental functions, the development of mental activity is understood as the acquisition of a "cultural" form, with a direct reconstruction of its "natural" form, with various symptoms, first external and then internal. According to him, the word that directly describes mental processes, whether external or internal, occupies a prominent place among various symptoms. Acquisition of symptoms means that mental functions need to be qualitatively restructured, a completely

different, qualitatively new stage of development.

The concept of "the closest zone of mental development" that he introduced into psychology is also important. The child's independent activity is carried out in cooperation with the adult, under his guidance. The concept of the "closest zone of mental development" provides an opportunity to understand the clear meaning of the general formula that "education is ahead of development". Contrary to E. Thorndike and J. Piaget's interpretation of education and development as one and the same thing, L.S. Vygotsky states: "Child development can never be considered a shadow outside of school education ..."

The methodology of L.S. Vygotsky and V.R. Sakharov is important in determining the level of intellectual development of students. They used this method to categorize geometric shapes.

Geometric shapes consist of a cylinder, a prism, a rectangle, a triangle, and are represented in different sizes and colors. They call their diagnostic methods "artificial intelligence." The shapes are arranged differently in space and consist of several rows. They are 10 cm and 5 cm high and are marked with "artificial concepts" and numbers. The lower cylinders are marked with 3 numbers and the word "sev" is written on one side of the shape. The high cylinders are marked with 3 numbers and are called "lag".

The high-sided cylinders were marked with the number 7 and consisted of the concept of "type". Low-sided shapes, on the other hand, are conventionally numbered 8 and are referred to as "artificial" "bik".

Their method requires thinking about categorization, which allows them to play the role of a criterion of mental

development. Russian psychologist P.P. Blonsky pays special attention to the role of education in the mental development of the child. He therefore emphasizes that the intellectual development of students is directly related to the content of the school curriculum.

“Knowledge not only makes thinking more general and abstract, but also makes it clearer. This makes thinking more disciplined and more error-free.” He points out that in education, thinking develops in two directions at the same time, from abstract to more abstract, from explicit to explicit.

According to him, in the process of education, children become accustomed to working according to certain rules. As a result of learning, students develop a state of self-control over their mental activity. Student self-control is divided into four stages. The first stage is characterized by a lack of self-control. The student indicates that he is ready to answer in class, but in fact he has not tested himself and has not mastered the lesson at all. In the second stage, the student checks himself on the basis of repetition of the material, so this stage is called the stage of complete self-control.

The third stage is called the "selective control stage", in which the student's ability to comprehend the main part of the material is tested. In the final fourth stage, self-control will no longer exist because, despite his extensive learning experience, he will only be able to consider the results based on a few key features.

Taking into account the anamotic physiological characteristics of primary school children and the level of physical maturity in the organization of educational work in school is a guarantee of success. An

elementary school student grows relatively biologically. His height and weight are proportional to the size of his lungs. However, the baby's bones, such as the chest, pelvis, and arm bones, are still found in the spinal cord. This shows that his bones are not perfect. The heart muscle grows faster and the blood vessels become slightly larger in diameter. The brain weighs 1,250 to 1,400 grams in elementary school. As the anamotic-synthetic activity of the cerebral cortex improves, the relationship between excitation and inhibition changes, but excitation has a relative advantage. Therefore, it is important to take care of the proper growth of the child, to prevent fatigue, to strictly adhere to the regime of reading and rest. School education changes a student's lifestyle, social status, classroom and family environment, and its main task is to acquire the skills and competencies to acquire knowledge from reading, to master the laws of nature and society. Education requires a certain amount of urgency, managerial effort, activism, and purposeful action. Involuntary behavior is replaced by defined, planned, mental labor. The student is always in a certain class with his peers. This means that he always has the task of defending the interests of the class community, of subordinating his desires to the common aspirations, of mutual aid, of mutual demand, of social responsibility, and of duty. In the process of learning, the requirements for the student become more and more complex.

Experience has shown that involuntary attention to children is well developed. It is because there are important conditions for the development of involuntary attention in the educational process. The clarity and attractiveness of the primary school curriculum can evoke involuntary feelings in

the student. It allows you to easily master the basics of science without willpower. The diversity of learning materials has a positive effect on the concentration and stability of involuntary concentration. Demonstrations are widely used in the teaching of primary school children. This activity, firstly, increases the activity of children, and secondly, prevents the logical mastery of the material, its analysis, abstraction and generalization. They may also have a dynamic stereotype based on demonstration. The use of a mixture of explicit and abstract materials to get rid of the artificial barrier-giving symptoms gives good results. The fact that the child is given instructions leads him away from the main goal. The child becomes accustomed to paying attention to external signs and avoids important internal signs.

It is well known that when involuntary attention is directly linked to students' interest in the learning process, it is only natural that they will only seek to be introduced to interesting and enjoyable information and texts. As a result, the focus on the subtleties of external stimuli is strengthened in their psyche. Getting used to difficult learning materials can be difficult. That is why K. D. Ushinsky remembers the child more strongly not only with what interests him, but also with what does not interest him, and will be remembered for a long time. It is well known that every student is different in terms of mental development, and not all students master the basics of science with equal ease. Human mental activity is based on cognition, experience and creative thinking. The creation of innovation does not lead to the realization of ideas about objects and events that were previously perceived in man. The characteristics of

mental activity are inextricably linked with interests, needs, abilities, knowledge, skills, and habits.

Human mental activity is studied using a variety of methods and specially developed tests. One such method is the Intelligence Study. One of the most common methods of studying human mental activity is tests developed by the American scientist D. Wellisliz. These tests were mainly designed to test the intelligence of adults, and were later modified to test children between the ages of 5 and 15 years. The method consisted of 11 separate structured subtests, 6 of which consisted of verbal and nonverbal tasks. It is important to use methods that enhance mental development in the learning process to provide students with a practical understanding of their levels of intellectual development. The general knowledge subtest i.e. the test takers are asked a question and each question is evaluated. General intelligence subtest is an assessment of the content of phrases, speech comprehension, thinking ability and understanding of social norms. The arithmetic subtest, which collects the attention of the subjects, checks the quick solution of the expressions. Word subtests are designed to organize oral experiences.

The number subtest is designed to study short-term memory and attention.

The subtest of finding the missing part is designed to organize the ability to distinguish important parts of observation of the features of visual perception. To make the figures, the subjects are given parts of several figures in a known sequence. Examiners are told what to make from these parts. The subtest of numbers is designed to determine the level of mastery of motor skills.

It is advisable to use the methods of separation of similarities and differences in "ruble cubes". Psychodiagnostics can be used to diagnose a child's ability to perform arithmetic operations and various fractions, that is, whole fractions of ordinary decimals, quickly.

If the child is taught counting until the age of puberty, the given method can be used from preschool age. Basically, this method is used to assess the abilities of school-age children. In this regard, we fully recommend the use of several methodologies used in the development of mental development of primary school students. These methods encourage students to be active and develop their interests.

CONCLUSION

The reason for the great attention paid to the development of the individual in the "National Training Program" is that only the maturity of the individual and his intellectual intelligence can be a factor in the development of society. The intellectual intelligence of a person can be awakened, developed and matured only in a well-organized educational process. Every educator must find a way to maximize the intellectual potential of their students. In order to find the most talented and gifted among our young people, we think it is wrong to evaluate them based on their overall learning and mastering process. It is because a child's interest in a particular profession or specialty, his or her involvement in a particular creative activity may not cover the entire learning process.

Active daily activities are necessary for the development of the child's personality. Only through activity does the child form a relationship with the environment, through which his cognitive abilities develop, character qualities are improved and

matured. Organizing the process of human development solely on the basis of heredity, social environment and education, the interpretation of the winter is also less true. Few people are involved in social development.

Changes in students' behavior often occur in response to the demands of situations and habits in a professionally nurtured environment in the emotional state of students. In this study, we can identify ways to achieve high levels of student achievement by identifying students' mental levels. It should be noted that only when a person is actively involved in education in a social environment, he or she can awaken his or her key abilities, talents and skills. If a person loves his job, his talent in this field will be realized faster and stronger.

In addition to a person's interest in a particular activity, his or her ability to work on himself or herself is important in the realization of abilities and talents.

Attention and development of cognitive processes in the development of intellectual development of students, teaching independent thinking to primary school students is also one of the effective tools in the educational process. I find it important to pay attention to the importance of the mental process in the formation of moral concepts in primary school students, to teach students to follow the rules of etiquette, to take into account and develop individual characteristics in the learning process.

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