

10-5-2021

## METHODS OF FORMATION OF COGNITIVE ACTIVITY OF FUTURE ENGLISH LANGUAGE TEACHERS

S. B. Mirzaakbarov

*Jizzakh State Pedagogical Institute, sultonbekmirzaakbarov92@gmail.com*

Mashhura Akhmedova

*Jizzakh State Pedagogical Institute, ahmedova\_mashhura@bk.ru*

Follow this and additional works at: <https://uzjournals.edu.uz/tziuj>



Part of the [Education Commons](#), [English Language and Literature Commons](#), and the [Language Interpretation and Translation Commons](#)

---

### Recommended Citation

Mirzaakbarov, S. B. and Akhmedova, Mashhura (2021) "METHODS OF FORMATION OF COGNITIVE ACTIVITY OF FUTURE ENGLISH LANGUAGE TEACHERS," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2021 : Iss. 5 , Article 17.

Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/17>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Mental Enlightenment Scientific-Methodological Journal by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact [sh.erkinov@edu.uz](mailto:sh.erkinov@edu.uz).

## METHODS OF FORMATION OF COGNITIVE ACTIVITY OF FUTURE ENGLISH LANGUAGE TEACHERS

Sultonbek Mirzaakbarov <sup>1</sup>, Mashhura Akhmedova Xudoyberdi qizi<sup>2</sup>

Teacher of Department Foreign Languages<sup>1</sup> Student of Department

Foreign Languages<sup>2</sup>

Jizzakh State Pedagogical Institute<sup>1</sup> Jizzakh State Pedagogical Institute<sup>2</sup>

E-mail address: [sultonbekmirzaakbarov92@gmail.com](mailto:sultonbekmirzaakbarov92@gmail.com)<sup>1</sup>

E-mail address: [ahmedova\\_mashhura@bk.ru](mailto:ahmedova_mashhura@bk.ru)<sup>2</sup>

**Abstract:** In this article, the methods and principles of formation of the cognitive activity of future English Language teachers and the basics of teaching on their basis, as well as the necessity of the cognitive activity in the preparation of future English Language teachers are highlighted.

**Keywords:** cognitive activity, training methods, interactive learning, game methods, rating methods, the principle of access control, from simple to complex, continuous updating, advanced learning, diagnosis.

### INTRODUCTION

The problem of the formation of the cognitive activity of future English teachers is timely, which determines the effective activity of graduates of higher education, professional competence as a specialist. The study of the structure of the cognitive activity of the future English language teacher opens up additional opportunities for increasing his or her level of knowledge and experience, provides linguistic and communicative mobility, forms stability in the educational market and allows future professional activities to cover all aspects of the educational process and the individual student. The structure is an important component of existing objects and systems, it is regarded as a set of interrelated elements and parts: on the one hand, in relation to each other, on the other– in relation to the whole, in which each element occupies its place and has certain properties.

## **MATERIALS AND METHODS**

Active training methods, which are one of the most promising ways to improve the training of specialists based on the principles of problem-solving and modeling of professional activity, have characteristic features that distinguish them from traditional passive-imposing training.

First, active teaching methods activate the students' thinking. Secondly, the activity of the student using active learning methods is long and stable. Third, the active teaching methods serve the independent acceptance of students creative in their content, emotionally colored and motivationally justified actions and decisions. Fourth, whichever of the active teaching methods is used, the learning process in these cases has a collective basis (interaction with the teacher and with other students) and is built according to a certain algorithm. Fifth, active learning methods are intensive methods that increase the effectiveness of learning not by increasing the volume of processed information, but due to the depth and speed of its processing.

Active teaching methods are divided into two large groups: group and individual, S. N. Kaznacheeva notes. Group methods are applied simultaneously to a certain number of participants (a group), individual methods are applied to a specific person who carries out their general, special, professional or other training outside of direct contact with other students.

Different authors classify active learning methods on different grounds, highlighting a different number of groups. According to V.Ya. Lyaudis, the methods of active learning can be divided into three groups of methods:

- methods of programmed learning;
- problem-based learning methods;
- methods of interactive (communicative) learning.

In the works of scientists, it is noted that cognitive activity provides not only the subject's comprehension of the system of knowledge and ideas about the surrounding world, but also implements the tasks of self-knowledge, self-

understanding and self-development. At the same time, professional and cognitive activity acts as a condition for the formation of students' needs for professional knowledge, mastering the skills of intellectual activity, independence, ensuring the depth and strength of knowledge.

Professional and cognitive activity, being a special property of the subject of knowledge, has a basic meaning in the formation of a professional personality. Professional and cognitive activity acts as a quality of the future specialist's personality and is an important condition for his self-realization.

The formed professional and cognitive activity will allow the future teacher and psychologist to actualize their potential, model professional skills and creative self-development, build prospects for further professional activity and carry out self-education throughout life.

According to the number of participants, there are: individual, group, and collective methods.

In the pedagogical encyclopedia, the activity of the individual is considered as an active attitude to the world, the ability of a person to make socially significant transformations of the material and spiritual environment based on the development of socio - historical experience.

Methods of activity are creative activity, volitional actions, communication. In relation to cognition, activity is expressed in the presence of cognitive interests, the development of skills for obtaining information and operating it, the formation of self-regulation of behavior. G. I. Shchukina says that cognitive activity is characterized as the integration of search orientation in teaching, cognitive interest and its satisfaction, with the help of various sources of knowledge, favorable conditions for the implementation of activities.

The study of psychological and pedagogical literature (E. V. Prokopenko, I. F. Kharlamov) shows that most often cognitive activity is understood as the intellectual abilities of a person, his willingness and desire to advance on his own in mastering knowledge. Teachers note that the cognitive activity of the student is

characterized by a search orientation in learning, interest in knowledge and emotional uplift.

A. A. Voronova identifies three main types of active learning methods:

A method for analyzing specific situations. Situations can be different in didactic orientation and are used in accordance with the task that the moderator sets for the group: a situation - an illustration, a specific case proposed by the moderator to demonstrate theoretical material; a situation-an exercise where participants must identify and remember some elements; a situation - an assessment in which the proposed problem has already been solved, and participants are invited to evaluate it; a situation-a problem, a number of questions that need to be analyzed and solved.

Socio-psychological training, where the coach does not perform a leading function, but plays the role of a benevolent observer, ensures the subject-subject nature of the participants ' communication.

Game simulation or imitation games. Games (imitation) are divided into business games, where a simulation model is set in advance, and organizational games, where participants themselves choose a decision system.

There is also a classification of active teaching methods, which involves dividing them into four groups, combining group and individual forms of classes, with the former being the main one.

— Discussion methods (free and directed discussions, meetings of specialists, discussion of life and professional incidents, etc.), built on live and direct communication of participants, with a passively detached position of the host, who performs the function of organizing interaction, exchanging views, if necessary, managing the processes of developing and making a group decision.

— Game methods (organizational and activity, simulation, role-playing games, psychodrama, sociadrama, etc.), using all or several of the most important elements of the game (game situation, role, active playback, reconstruction of real

events, etc.) and aimed at gaining new experiences that are inaccessible to a person for one reason or another.

— Rating methods (performance ratings, popularity ratings) that activate students' activities due to the competition effect.

— Training methods (behavioral and personality-oriented trainings) aimed at providing stimulating, correcting, and developing effects on the personality and behavior of participants.

With the use of active teaching methods, the educational process is based on a set of general didactic principles of teaching and the specific principles proposed by A.A.Balaev includes:

1. The principle of balance between content and method of teaching, taking into account the readiness of students and the subject of the study.

2. The principle of modeling. The model of the training process is the training program. It reflects the goals and objectives of teaching, the means and methods, the mode and procedure of training, the formation of questions and tasks that students solve during the training. But it is also necessary for the teacher to model the final result, that is, describe the "student model", which ended the training. That is: what kind of knowledge it is (their depth, width and direction) and skills they should have, what activities they should be prepared for, what specific forms of education and training they should show. It will be useful to present a "model of the environment" in which the student is studying and living. This will help prevent separation from reality and its problems.

3. The principle of access control. This principle implies the preparation of the educational process according to the actual level of readiness of the students, the determination of their interests, the establishment of an opportunity or need for the improvement of knowledge. Access control allows you to reveal the content of the training course with maximum effectiveness, to consider the selected teaching methods, to determine the nature and scope of the individual work of students, to justify the relevance of the training and thus arouse the desire to learn.

4. The principle of adaptation of content and methods to educational goals. In order to achieve the educational objective effectively, the teacher must choose the types of educational activities of the students most suitable for the study of a particular subject or problem. In one case, communication, discussion of the problem is enough. In other cases, you should use additional sources of information: magazines, newspapers, etc. Or, for advice from specialists, you need to turn to the appropriate areas of knowledge.

5. The principle of solving the problem. In this case, it is necessary to organize the class in such a way that students learn something new, acquire knowledge and skills by overcoming the difficulties, obstacles created by setting problems. Thus, one of the founders of the problem-oriented theory of education is A.A. Matyushkin argues that this is a problematic construction of the lesson, which guarantees the achievement of the educational goal.

6. In the course of the lesson, questions arise that require research, which will enable the mental activity of future English Language teachers, and this is an important condition for the effectiveness of the training. M.I. Makhmutov analyzes the real material of the student, emphasizing the achievement of activity in the lessons, if he himself acts for the purpose of obtaining information.

7. The principle of "negative experience". Along with success in practice, mistakes are also made, so it is necessary to teach a person to avoid mistakes. This task is very relevant. In accordance with this principle, two new learning elements are introduced into the learning process on the basis of active learning methods:

- to examine, analyze and evaluate mistakes made in specific situations. Material for such classes can be critical publications in the press and real facts from the life of your group;

- to ensure mistakes made by students in the process of mastering knowledge, skills and skills. Students are offered to analyze the situation or identify a problematic problem, in solving which the student inevitably makes a mistake, the source of which is usually the lack of the necessary experience. Further analysis of

the sequence of actions of students will help to determine the sample of the error and develop the tactics of solving the problem. At the same time, making sure that the student needs to acquire knowledge on this problem, it encourages him to study the course more deeply.

8. The principle of "from simple to complex". The course is designed and organized taking into account the complexity of the teaching material and the methods used in its study: individual work on primary sources, collective development of conclusions and generalizations, etc.

9. The principle of continuous updating. One of the sources of student's cognition activities is the innovation of instructional material, specific topic and method of conducting the lesson. The informativeness of the educational process, that is, the saturation of a new, unknown, attracts and sharpens the attention of students, motivates them to study the subject, to master new ways and techniques of educational activity. But as knowledge is mastered, the sharpness of their perception gradually decreases. Students get used to certain methods, lose interest in them. To avoid this, the teacher must constantly update the structure of the classes and the teaching methodology with new elements. For example, during a lesson, it is better not to conduct two analyzes of specific situations, not to use the same technical means of teaching in two classes in a row, visual means-stands, diagrams, posters to hang in the class when necessary, and so on.

10. The principle of organizing team activities. The student often has to face the need to make decisions together, in any problem solving or group. The task arises to develop the ability of students to act in a team.

The solution of this problem in the course of the lesson should be carried out step by step. At the first stage, the teacher with the help of a group task determines whether there are differences and similarities in the approach of future English teachers to the task itself and its solution. At the second stage, the need for joint activities that facilitate the achievement of results in future English Language teachers arises by organizing group work on a particular situation. In the third

stage, the skills of joint activities in the conditions of the business game, analysis and problem-solving, project development, etc. will be developed. At the same time, in the organization of teamwork in the classroom, the teacher should formulate the tasks so that it becomes clear to each student that it is impossible to carry out without cooperation and interaction.

— The principle of advanced learning. This principle implies the acquisition and application of practical knowledge in the educational environment, the formation of students' confidence in their abilities, the provision of high results in future activities.

— The principle of diagnosis. This principle involves checking the effectiveness of classes. For example, the analysis of the independent work of students on the educational situation is well suited to the content of the subject, whether the method of conducting the lesson is chosen correctly, whether the students are well oriented to the problems studied, whether something can change for the next lesson, etc.

Pedagogical research illustrates that cognitive activity enables students to form professional and specialized knowledge effectively. This means that the development of knowledge of the requirements by information and communication technologies is one of the important issues of modern education. A. V. Khutorsky cites cognitive activity as the main competence directed at acquiring knowledge, mastering methods of cognitive activity, developing certain skills, creative thinking and independence in the learning process. In our opinion, competence is not only the skills or ability to perform certain technological activities in the educational process, but also a combination of professional knowledge and skills, social ethics, teamwork, initiative. Presently, there is a need to develop new forms and methods of activating students' cognitive activity when studying the subject "Informatics and Information Technology". There are three ways to introduce pedagogical creativity in pedagogical practice: discovery, invention, improvement. At this stage, we are choosing the third path, that is, we will select the most familiar

forms, methods and means of teaching and training, to choose the specific subject, teaching material, audience and conditions, its contents are enriched by creating non-standard and training activities for students' cognitive development its contents are enriched.

When organizing and conducting such training, it is advisable to rely on the following approaches:

- Creating conditions for full development of students' personal functions;
- Incorporating important tasks for students into the learning process;
- Selecting assignments (including selection of creative tasks) based on the ability of students to know;
- Reduce requirements to different social and professional situations ((role-playing activities - debating press conferences, gaming technologies such as Viruses);
- Creating conditions for students to self-identify, activate, and develop.

The results of our research have shown that the use of explanatory and demonstrative (information-receptive), modular-rating, problematic, part-time (heuristic), research methods in teaching computer science and information technology will produce positive results.

Definitions of cognitive activity have varied across studies, and a wide range of specific activities have been found to be protective for cognitive decline and/or AD in epidemiologic research, but most often included are tasks that involve relatively effortful processing of new information (e.g., crossword puzzles, games, etc.).

Cognitive activity is an essential part of cognition. It is formed and developed in the process of education. Cognitive activity is traditionally regarded as a special kind of mental activity. There are different components of cognitive activity and levels of its development. The higher the level of cognitive activity is, the more efficient the whole process of education is as knowledge is acquired more quickly and at a higher level. Cognitive independence combined with cognitive activity can

radically improve the whole process of cognition. Thus, the task of an educational process is to activate cognition and develop cognitive independence by different methods and approaches.

Activity as a phenomenon exists in animate and inanimate nature. As a philosophical category, activity is understood by most philosophers as a universal feature, an attribute of matter, but this feature is inherent only to living systems. Human activity is aimed at the formation of one's own personality, and this process takes place only in activities or, according to A.N. Leontiev, the internal subject acts through the external and thereby changes itself.

There is a large number of definitions of cognitive activity and various characteristics of its features and attributes. Cognitive activity is the degree of the student's energy in cognition ..., which is characterized by the student's participation in the search for the unknown. Cognitive activity is defined as both a personality trait, and an individual's selective activity aimed at transforming the object and achieving the task and goal, and as "the student's active state, which is characterized by the desire for learning, mental strain and the manifestation of willful efforts".

M.S. Cagan believes that the essence of human activity is the transformation of reality, an active impact on it; activity is the basic form of the social nature of man.

T. I. Shamova identifies two meanings of the term "activity": - component of any process of interaction, determined by the intrinsic nature of the object; - a process whose nature is manifested primarily by the internal determination of the object, its self-conditioning, in this internal determination dominates over the external one.

Cognitive activity and independence are characteristics of human cognitive actions and, at the same time, essential qualities of a person capable of cognizing the surrounding world in the process of its transformation. These qualities are defined as emotional, volitional, moral and intellectual readiness of the subject to

cognize. Typically, it is viewed as the tension of mental forces, the manifestation of initiative, cognitive interest, efforts in acquiring knowledge.

Educational cognitive activity is shown by the following indicators:

- the selectivity of the approach to the objects of cognition,
- setting for oneself the goal, the task to be solved,
- the transformation of the object in the activity aimed at solving the problem;
- the desire to gain new knowledge;
- target perception;
- creative search of ways and means to solve the problem;
- application of these means to achieve the purpose;
- tension, concentration and sustainability of attention;
- volitional efforts;
- mental activity;
- the desire to move away from the template;
- initiative;
- aspiration on their own motivation to participate in the activities;
- active application of acquired knowledge and skills;
- the desire to share new information with others;
- emotional attitude to the activity;
- willingness to act (concentration of attention, reaction in case of difficulties
- desire to overcome them, desire to finalize training activities;
- free choice of activities - the choice of books, the choice of activities during leisure hours;
- cognitive purposefulness, expressed in verbal and non-verbal activity of students, qualitative knowledge of the subject (high final score).

Depending on how well cognitive activity is formed and developed, three levels of cognitive activity are usually distinguished: high, medium and low. Some scientists give their own definitions of the levels. G.I. Shchukina defines the levels of student's cognitive activity as follows:

1. Reproductive-imitative - the experience of an activity is gained through the experience of another person. At this level, the person's activity is insufficient.

2. Search-performing activity is characterized by greater independence and is a higher level of activity.

3. Creative activity - the highest level of activity. If such activity is formed, the person sets tasks, chooses new, unconventional ways of solving the problem.

E.V. Korotaeva suggests dividing the levels of cognitive activity depending on how they manifest themselves into:

1. Zero (passivity, expectation of habitual pressure from the teacher, refusal to solve the problem independently);

2. Relatively-active (interest in certain learning situations associated with emotional attraction);

3. Executive-active (the ability to subordinate emotional, intellectual and volitional efforts to specific learning goals);

4. Creative (typical for capable and gifted students).

## **CONCLUSION**

In conclusion, we note that with the introduction of active educational methods in the process of professional training, the cognitive activity of future English Language teachers will be more meaningful and effective. We can also say that they are necessary in the process of education, as well as understand the relationship between psychological categories such as "cognitive activity", "motivation", "intellect", "professional activity", "verbal thinking", "creative thinking".

## **REFERENCES:**

[1]. A.M. Matyushkin, *Pedagogy* 5, 45, (1978). – 91 p.

[2]. A.A. Balaev, *Active methods of training* (M., Profizdat, 1986). – 57 p.

[3]. *Active methods of teaching* / A. A. Balaev. - M.: Akademiya, 2010.

[4]. D.B. El'konin, *Pedagogy* 25, 104-109, (1986)

- [5]. E. Malushko, O. Maletina, V. Tsybaneva, *Advances in Social Science Education and Humanities Research* 97, 175-180 (2017)
- [6]. G.I. Shchukina, *Activation of cognitive activity of students in the learning process* (M., 1979)
- [7]. Kaznacheeva, S. N. Student age and organization of cognitive activity/ S. N. Kaznacheeva // *Psychology of Learning*. - 2007. - No. 5. - pp. 96-97.
- [8]. Kocaspirova, G. M. *Pedagogy* / G. M. Kocaspirova. - M.: VLADOS, 2004. - 352 p.
- [9]. Korobova E. et.al. *Cognitive Activity: Philosophical Analysis, Psychological and Pedagogical Characteristics* //SHS Web of Conferences. – EDP Sciences, 2018. – T. 50. – C. 01083.
- [10]. Slastenin, V. A. *Pedagogy: textbook.. manual for students. higher. ped. ucheb. Institutions* / V. A. Slastenin, I. F. Isaev. - M.:Akademia, 2012. - 576 p..
- [11]. Shchukina, G. I. *Activation of cognitive activity in the educational process* / G. I. Shchukina. - M.: Prosveshchenie, 2005.
- [12]. T.I. Shamova, *Activation of the teaching of schoolchildren* (M., Ped-ka, 1982)
- [13]. Umirzakovna, R. M. (2019). The methods of developing the cognitive activity of students based on computer science and information technology. *European Journal of Research and Reflection in Educational Sciences* Vol, 7(12).
- [14]. V.G. Lizunkov, V. I. Marchuk, E. Yu. Malushko, *European Proceedings of Social and Behavioural Sciences* 19, 456-463 (2017)
- [15]. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4029346/>