Journal of Advanced Zoology

ISSN: 0253-7214

Volume ***44*** *Special Issue-2* ***Year 2023*** *Page* ***4610:4618***

Factors affecting the development of educational and cognitive activity of future primary school teachers

Yuldasheva Malahat Erkinovna

Kokand SPI, senior teacher, PhD.

Article History

Received: 06 Aug 2023

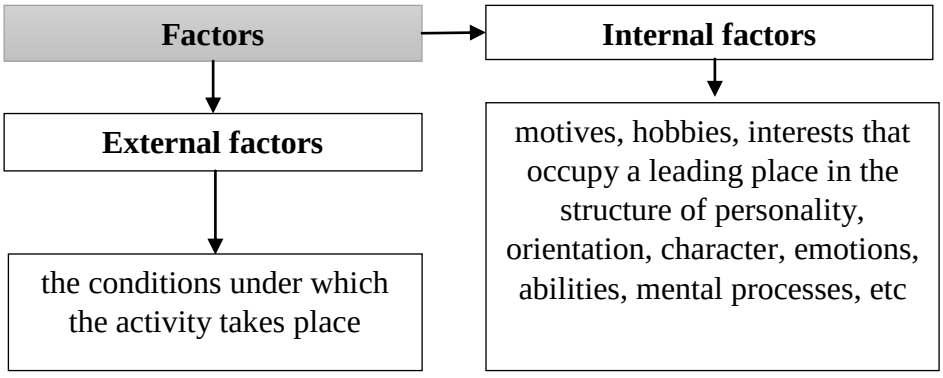
Revised: 05 September 2023

Accepted:11 November 2023

Annotation: reflections on the problem of factors affecting the development of educational and cognitive activities of future primary school teachers are described. The article describes scientific ideas about the external and internal factors of the development of cognitive activity of primary school teachers, as well as factors for the effective implementation of activities. The article uses the thematic scientific theories of a number of psychologist scientists and educators.

Keywords: elementary school teacher, learning process, external factors, internal factors, learning process, learning activity.

Intellectual development of teachers of the future primary class educational-cognitive activity can be shown external and internal factors aimed at improving quality and efficiency. In the group of internal factors, scientists introduce psychological characteristics:motives, hobbies, interests that occupy a leading place in the structure of personality, orientation, character, feelings, abilities, intellectual processes, etc. The group of external factors includes the conditions under which the activity takes place.



1-factors affecting the development of educational and cognitive activities of future primary school teachers.

For Example, G.Rosenfeld identified the following substantive factors of reading motivation:

1.Learning without enjoying activities or being interested in the subject being taught;

2.Education without personal interests and interests;

3.Training for social identification;

4.Learning for success or fear of failure;

5.Coerciyocybosymostidemasti;

6.Education based on concepts and moral obligations or recognized norms;

7.Learning to achieve goals in everyday life;

8.Building on social goals, demands and values.

J.Bruner takes a different approach to the issue of reading cognition motives. It recognizes the empirical and theoretical conditions that influence the consequentiality of its creative communication that occurs in the educational-cognitive process. J.Bruner always reflects not only on the motivating, perceived factors to the reading process, but also on the educational-cognitive causes. This is primarily the importance of reasons of a cognitive nature in the process of reading and the imposition of internal patient emotional issues that arise from knowing something new. It must be said that this inner patience is in harmony with positive motivation, which is directed towards the development of emotional later learning. The importance of arousing the predisposition of the internal factor is great in mastering complex educational material. For example, the more complex the subject is studied, the more logical it is, the more intellectual "encouragement" it should receive, so that it proceeds to explore the next complex subject with sufficient interest.

In the system of psycho-analytical views, the separation of the motives of cognition and perception into internal(innate) or external(then acquired) causes is a decisive factor. For Example, E.Desi factors describe the causes inherent in human birth, that is, innate.

In order for future primary school teachers to become a mature frame, a psychological-pedagogical environment is needed that develops educational-cognitive activity aimed at a specific goal. In order for them to correspond to their personal-reflexive and personal-motivational needs, in the organization of the process developing educational-cognitive activity, proportional adaptation of educational goals to educational content on Dynamic models of the pedagogical-psychological environment,it is necessary to have motivation,strength, opportunity,

rich in motivation, stimulating the intensive development of various opportunities and cognitive activities.

In this regard, P.Ya.Galperin's intellectual development of the student educational-cognitive theory of step-by-step composition of improving the quality and efficiency of activities is of interest. This theory is A.N.The idea and thought of the process of developing Leontev's cognitive activity was developed on the basis of its own characteristics. In accordance with this theory, the interiorization of activities takes place in the formation of an individual in ontogenesis, from which the process of gradual transformation of external activities into internal cognitive activities takes place. Therefore, the effectiveness in determining the little possibility and their implementation depends on personal-motivational. The psychic process of intellectual development without personal-reflexive, willpower, emotional strength-enthusiasm for the development of educational-cognitive activity does not take place.

An approach based on the development of educational-cognitive activity implies the implementation of the following educational areas:cognitive, motivational, having the skills to practically use the knowledge gained in solving tasks; the formation of educational-cognitive competencies, the implementation of practical situations in training. It also provides for access to information, processing and transmission methods and tools.

In this sense, the intellectual development of teachers of the future primary class, as well as educational knowledge in improving the quality and efficiency of educational-cognitive activity should be the necessary knowledge and skill, personal-reflexive and personal-motivation to establish the process of activity. The educational process of the future primary class in order to help the internal development of the teacher, it is necessary to correspond to the educational material, the active level of development, and this level exceeds the existing knowledge in the aspect of complexity. Otherwise it will be deprived of development.

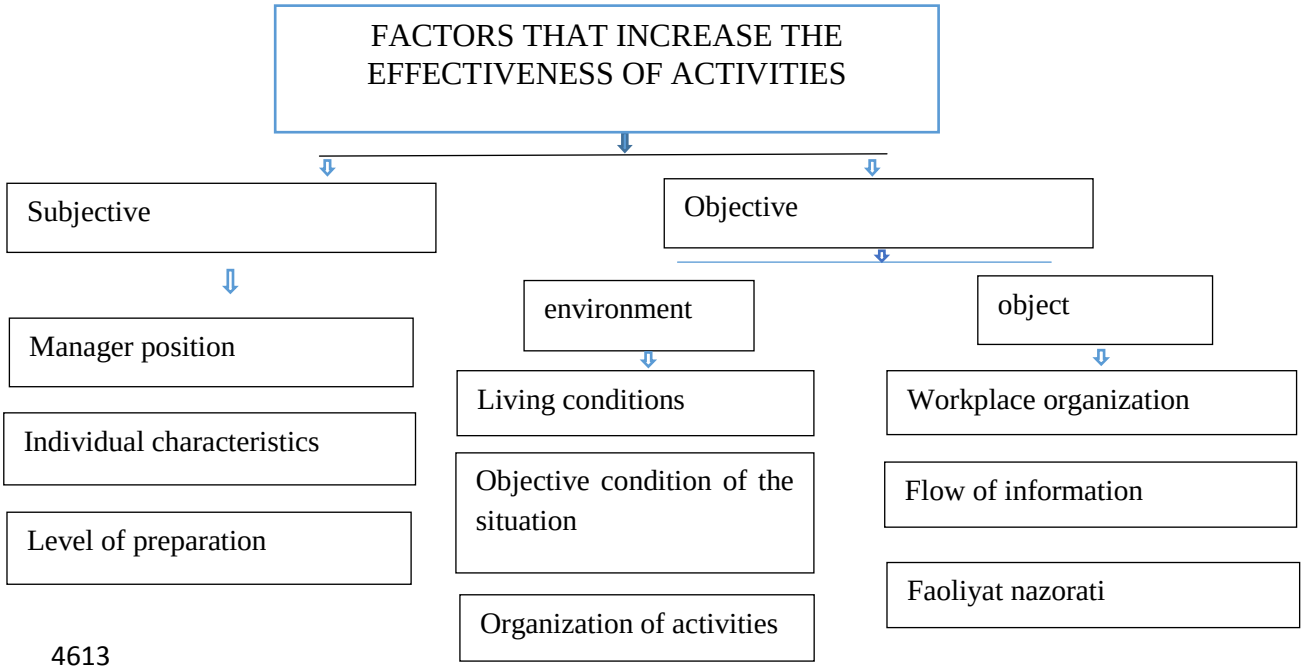
If the tasks recommended to the teacher of the future primary class are equal to the power of cognition, then these forces of his will not be an impetus for the continuation of the development of cognitive activity. For this, questions aimed at mastering educational tasks and materials are used, using the power of cognition and intellectual activity. Here from this, the mediating role of the teacher becomes understandable in the understanding of educational tasks and from questions aimed at mastering educational materials. It is the instructional materials that the teacher must teach that will be understandable, the methods that depend on understanding will help. The system of management of educational and cognitive activity is

determined using methodological developments of educational materials that future primary class teachers should master. If guided questions about the topic are asked, taking into account the ideas, aspirations, motivations that develop their inner strength, then they are carried out with reference to the previously existing knowledge.Thus, relying on the opinion of scientists, we are in favor of understanding the educational-cognitive trajectory as an integrative coordination factor to the vector functions of educational goals, which motivates the process of developing personal-reflexive and personal-motivational orientation educational-cognitive activity.A number of scientists, when classifying the reasons for the development of educational and cognitive activity, distinguish it by its essence, as well as by methods of understanding. In the development of educational and cognitive activity, motives according to various needs are classified into biological and social types. Social motives are classified into such types as self-esteem, self-expression, success, striving for cognitive activity, avoiding inconsistency. In the classification of motives, another direction can be divided into creative communication, study, sports and other social reasons according to the type of activity provided by the student. Where the naming of the cause is determined by the type of activity.

N.I.Khalilova and F.I.In his scientific research, Khaydarov expressed the following factors that increase the quality and efficiency of educational-cognitive activity of intellectual development (See Figure 2).

2-image. Training-factors that improve the quality and efficiency of cognitive activity

So, the information presented indicates that the role of factors in activating training and cognition is important. This in turn manifests itself as one of the



important factors in the development of socio-psychological and Pedagogical Sciences.

In the course of our study, t with the testers in order to determine the relationship between the development of socio-perceptual and the leading motives of the educational activities of future primary class teachers.I.In the study methodology "motivation to receive education in a higher educational institution" proposed by Ilin, the data below showed that the motives for developing educational-cognitive activity, obtaining knowledge and obtaining a diploma in teachers of the 4th year of the future primary class are also higher than the indicator of teachers of the 1st Year of the future primary class. In future primary school teachers,the motives for obtaining knowledge are equal to the middle arithmetic value3 2.3, the factors for the development of educational and cognitive activity are 37.6, and the desire for a diploma is 30.1.

Mathematics is a compulsory subject for teaching prospective primary teachers in a competency-based approach. Features of the content of this topic are large volumes, high labor intensity, difficulty mastering. However, knowing the importance of mathematics and having sufficient personal-motivational orientation can help solve this problem.

Personal-motivational orientation is understood as "a set of internal and external driving forces that motivate a person to activity, determine the boundaries and forms of activity, and strengthen the focus on achieving certain goals in this activity".

The personal-motivational component of the future elementary school teachers determines the emergence, direction, methods of implementation and outcome of a particular activity. Personal-motivational training is understood as a system of motives and extents of an individual, which manifests itself in a positive attitude towards educational-cognitive activity, especially its sides associated with an unfaithful education.

Practice shows that the step-by-Step Preparation of future primary school teachers for information exchange activities in the process of empirical and theoretical training does not show a high level of internal and external driving forces, in order to do this, they need psychological pedagogical tools to have motivating opportunities for personal activity, improve the quality and efficiency of training.

Training of teachers of the future primary class in educational programs, it is possible to proportionally adapt the Cognitive, Affective and psychomotor educational goals to the content of Education, which form the basis of the knowledge necessary for the comprehensively harmonious development of the

personality of the educator. At the same time, educational-cognitive activity is developed on the basis of integrative coordination of the personal-reflexive and personal-motivational orientation trajectory to the vector functions of educational goals, in addition to basic knowledge and skills, in order to form the qualities necessary for future primary school teachers to become a psychologist capable of overcoming all their difficulties.

Currently, there is a sufficient amount of research devoted to the application of methods of teaching mathematics and the use of pedagogical technologies in the educational process, which helps to increase the effectiveness of the educational process . But the issues of the psychological characteristics of the effectiveness of creative communication of teaching mathematics have not been sufficiently studied. From this, in the process of studying mathematics, it was determined that it was necessary to prepare step by step within the framework of an approach based on educational-cognitive activities, as well as to learn how the subjects of interaction develop conceptual aspects of relations.

Mathematics is a natural science whose purpose is to integrate methods of collecting mathematical data, finding and presenting new opportunities. Future elementary school teachers need to know the basics of matanalysis in mathematics, algebra and geometry, possibly rnazaria, Mathematical Statistics, be able to use mathematical language and symbols in professional activities,solve mathematical problems.

A psychological and pedagogical analysis conducted on the specifics of the educational process and the study of the educational and cognitive activities of future primary school teachers showed that the study of mathematics is based on active intellectual activity. In the process of education, intellectual activity develops, which forms the basis for the thought processes of theoretical thinking, knowledge of related sciences.

In the process of teaching mathematics, it is necessary to educate future primary school teachers through personal-reflexive and personal-motivational orientation, to form their cognitive, affective and psychomotor areas.The result of education depends on the fact that the intellectual development during the study of mathematics is aimed at improving the quality and efficiency of educational and cognitive activities and their development.

Research has shown that the factor influencing the development of educational-cognitive activity depends on the level of personal-reflexive and personal-motivational. Solving this issue is a developmental education in the gradual preparation of information exchange activities. For its implementation, it is necessary to formulate issues on complexity and dynamic models of tasks that

develop logical educational and cognitive activity in mathematics. In the presentation of theoretical material in the lecture, and in practical training, the effect on the development of educational and cognitive activity is determined in solving the issues of proportional adaptation of Cognitive, Affective and psychomotor educational goals to educational content based on integrative coordination of vector functions of educational goals. The development of educational and cognitive activity in the process of solving mathematical problems based on integrative coordination to vector functions of educational goals, mathematical abilities depend on cognitive, intellectual abilities.

Some prospective elementary school teachers cannot demonstrate mathematical abilities, so important learning factors are formed such as communication, learning, cognitive, professional, social motives, as well as motivations for the development of educational-cognitive activity and avoidance of self-awareness. An integral part of the educational and cognitive activity in the process of teaching mathematics is the future primary class of teachers,which are themotivationsocomposition.

By developing the educational process, the personality and intellectual abilities of future primary school teachers, it is possible to improve educational and cognitive activity by teachers of Higher Education. Studying the relationship between mathematical, intellectual abilities and motivation based on the results obtained makes it possible to draw a number of conclusions. Important (less than 0.01 in importance) correlations between the following motives based on the Pearson correlation coefficient, which showed that there are correlation matrices of relations between motives and mathematical abilities:communication, reputation, professional, creativity, education, knowledge and social.

Correlation correlations between different indicators of the test, which were also used to determine correlation analysis, were identified (less than 0.05 in importance):the ability to solve theoretical and practical mathematical issues, spatial generalization, attention and memory; as well as thinking, verbal analogies and generalization; spatial thinking, practical and theoretical problem solving skills; speech thinking and verbal analogies; attention, memory and all mathematical ability.

From the analysis of personal-reflexive and personal-motivational factors of the educator, the following factors were grouped that affect the development of educational–cognitive activity:

"cognitive-motivational", educational-cognitive, creative motive. This factor is determined by the interrelationship of cognitive motives, which characterize it without other methodical and repetitive. In the interpretation of the results, future

primary school teachers with a desire to develop educational-cognitive activity are characterized by a desire for creative, self-awareness;

the factor influencing the development of educational and cognitive activity was made up of mathematical abilities, which included the ability to solve theoretical mathematical problems. This factor includes the ability to solve practical mathematical problems, the ability to generalize and visualize space, memory, attention to attention. If the future elementary school teacher has good memory and attention, he will quickly remember the necessary formulas, will not make mistakes, which, in turn, will lead to a good mastery of mathematics, affecting his ability to solve given non-standard issues;

the factor influencing the development of educational and cognitive activity is the consequentiality of creative communication, that is, verbal–thinking, verbal-analogies, verbal-generalization. This creative dialogue consists of a heuristic conversation, in which it is dominated by its high consequentiality. The results of the study confirmed the relationship between the components of verbal thinking in future elementary school teachers;

the factor that influences the development of educational and cognitive activity is that verbal analogies internalize thinking and social motives. Prospective primary school teachers with higher levels of verbal reasoning tend to perform verbal analogies more easily and at the same time are less inclined to comment on their own opinion.

The identification and analysis of factors affecting the development of educational and cognitive activity made it possible to clarify the psychological characteristics of teaching mathematics, to distinguish it from general and specific ones. Common features are a combination of mathematical and verbal abilities, as well as motivations that help to develop educational and cognitive activities.

Also, in the process of developing educational and cognitive activity, pedagogical heritage in future primary school teachers is one of the important methodological factors. Because the younger generation is embodied by a mature experience, both moral, spiritual and physical. To pay attention to those in this matter: Akhmat Farghani, Abu Nasr Ibn Iraq, Musa Khwarazmi, Mirzo Ulugbek's scientific achievements in mathematics, algebra, astronomy and trigonometry are teaching and teaching and theorizing .

Also, the factors of the process of organizing cognitive activity were interest in cognition, educational goals, emotions, personal discomfort and emotional stability, the need to achieve achievements and creative communication; intellectual competence and accessibility to creative communication; personal experiences and commented on skills.

The effective development of the personal experience of the future primary class teacher is ensured by the implementation of the following pedagogical conditions: regular study of the personal experience of the future primary class teacher in the field of life plans; consistent Organization of situations for the development of his personal experience in educational and cognitive activities; a means of implementing situations.

Also, the process of formation and development of personal experience in the subject of the educational and cognitive activity of the future primary class teacher proceeds only individually. The personal level of human knowledge is a deep intimate sphere of his psyche. Personality development chess, by which it manifests itself as a kind of construction of its inner, mainly intimate world, ungahech who cannot be invulnerable. The only thing that can be done in the context of educational-cognitive activity is the creation of creative communication, the future elementary class was considered as a problem that the teacher introduces into unifaolity in order to develop the personal experience required by the semantic search activity.

Also, the components of the educational-cognitive activity of teachers of the future primary class are closely related to the personal-reflexive i.e., emotional and evaluative activity of the educator. This form of understanding the inner world of an individual is aimed at analyzing important components of an individual: goals and ideals, abilities and opportunities, motives and needs. Logical reasoning is the most rational form that focuses on cognitive processes and deals with thinking, attention, analysis and evaluation of memory properties. One of the components of educational-cognitive activity is personal-motivational. It is an impulse that encourages movement. Motivation is also understood as the ability of an individual to effectively and actively meet their needs. In psychology, personal motivation is a dynamic process that involves psychophysiological mechanisms that control the behavior of an educator and determine its stability, direction, organization and activity.

Used literature:

1. Розенфельд Г., Доклад на тему “Мотивация учебной деятельности.” 2016 г.
2. Ibragimov R. Boshlang’ich sinf o’quvchilari bilish faoliyatini shakllantirishning didaktik asoslari. Ped.fan.dok. diss. T.: 2005y.
3. M.Yuldasheva. Innoatsion ta’lim sharoitida bo’lajak o’qituvchilarning bilish faoliyatini rivojlantirish.PhD. dok.diss.T.:2023y.