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Mechanisms for the Development of Cognitive Processes in Primary School Students

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ABSTRACT
This article reveals the pedagogical-psychological features of the development of mechanisms for the development of cognitive processes in primary school students.
KEYWORDS: cognitive competencies, pedagogical process, psychological characteristics, intellectual development, pedagogical-psychological analysis.

Introduction

Teaching is a pedagogical-psychological process in which, under the guidance of a teacher, students acquire knowledge organized on the foundations of the sciences. This is a two-way process that combines educational and educational activities. The results of teaching are universal education, the formation of a scientific worldview of students, their preparation for life. The teacher should not only have deep knowledge in the correct Organization of the educational process, but also understand the educational process and general psychological principles of knowledge acquisition, develop skills and abilities, develop critical thinking. The successful solution of educational tasks in education forms a personality, requires an understanding of the psychological principles of the development process, age-related characteristics of children, individual, cognitive and emotional dimensions of psychological development, features of cognitive and intellectual activity. Importantly, the organizer of the educational process – the teacher-should have a modern understanding of their psychological development. Psychology considers the psychological characteristics of individuals as a product of the environment, education and upbringing. They develop in ontogenesis under the influence of not only external, but also internal factors, influenced by the environment, education and upbringing. The specificity of abilities, temperament and memory, character traits and nervous system, as well as inheritance and environment play a decisive role. If the psychological characteristics of an individual play a controlling role in the formation of its development in many ways, the function responsible for solving it plays a role in the social upbringing of the individual, in his living conditions, education

and upbringing. In psychological maturation, education and upbringing occupy a special place in the “process of influencing the demand of society, the process of purposefully influencing the right direction for the younger generation.” Psychologists correctly recognize that a person can actively change his personality under certain circumstances, that is, he is engaged in his upbringing. However, self-education cannot be done isolated from the environment. This process occurs with active interaction with the outside world.

Natural features of a person are important factors of psychological development. The presence of certain anatomical and physiological characteristics is a natural condition for the development of abilities. Abilities are formed and developed in the living conditions and activities of the individual and through their education and upbringing. However, the intellectual abilities of each person cannot develop in the same way under the same conditions. It has been argued that the biological maturity of intellectual development is particularly associated with its brain development. This condition should be taken into account in educational work. Taking into account the specific psychic characteristics of the child in matters of education and rebranding gives the teacher the opportunity to use pedagogical methods and tools that correspondence to the requirements and capabilities of the child's age. Here it is necessary to take into account the individual differences between children, the degree of their cognitive development and the characteristics of psychological activity. Cognitive development is defined by the reflection of something in the child's mind and how this reflection occurs. The introduction of innovations into the system of Continuing Education indicators-the need for methodological and pedagogical-psychological analysis in students in solving the tasks of forming cognitive competencies, along with knowledge, skills and qualifications. This requirement emphasizes the need to identify didactic factors for integrating modern approaches to the educational process, improve the methodological system with the integration of multimedia tools of teaching, pedagogical technology, electronic learning environment. The development of electronic means of education on the basis of modern approaches requests an understanding of the pedagogical-psychological foundations of production, the requirements and structural composition of information resources, the content of multimedia e-learning resources, the methodology of their use, the importance of students in the formation of cognitive competencies. In addition to the didactic requirements for the creation of e-learning resources for integration into educational content, educational materials and teaching aids correspondence to modern approaches were also established. The methodological support for the formation of cognitive competencies at various stages of modern technology helps to create virtual laboratories and educational videoconferences, increase the information culture of teachers and develop the skills of students to work with educational tools. The direct formation of subject-specific (special) competencies in students involve understanding and interpreting objects, phenomena and processes belonging to the subject, recognizing and exploiting them, observing and conducting experiments, organizing teaching methods (lessons, extracurricular activities, extracurricular activities). Effective outcomes can be achieved by comparing competence-based learning with traditional teaching methods and implementing competence-based learning. On the basis of modern approaches to teaching, it provides practical implementation of scientific research work carried out in the field of pedagogy, theoretical introduction on the basis of the content of methodological resources and recommendations, effective development and implementation of experimental test activities within the framework of the developed program. to achieve the goal, the presence of pedagogical conditions in the experimental fields and the development of qualitative indicators with a mathematical-statistical analysis of the results obtained. In shaping students ' ability to understand different learning materials, teachers must recognize the

development of cognitive functions (such as analysis, comparison, generation, abstraction, and synthesis) in students. It is very important for students to independently organize and synthesize knowledge about science, analyze various literary sources and obtain concepts from different sources on a particular topic.

Education not only provides knowledge, but also ensures the intellectual development of students. Directing students to purposefully improve their scientific and creative abilities requires extensive teaching experience and qualifications. Improving the intellectual activity of students not only serves close goals, but also contributes to the development of society, providing the future with qualified specialists. Ensuring that teaching methods comply with certain pedagogical conditions increases the quality of Education. Strengthening important skills requires cooperation between teachers and students, mutual cooperation during a study trip and the development of common goals. When planning a lesson, it is important to develop the student's ability to think creatively. In the lesson, it is important to use new pedagogical technologies and creatively engage in educational materials. This helps to expand the boundaries of thinking and is the only way to increase the student's ability to think. The implementation of general Secondary Education, which meets the requirements of modern society and scientific and technological progress, arming students with deep and independent knowledge from the fundamental sciences, increasing their thirst for knowledge is the primary task facing schools. In the implementation of this task, it is necessary to constantly improve knowledge and skills, teach students the value of Labor and social activity, arouse a positive attitude and interest in the sciences. Psychology defines incentives as the driving forces of Student Action. The formation of motivation is influenced by various factors such as demands and instincts, feelings and emotions, decisions, thoughts and interests. Educational motives can vary: the desire to meet parents ' expectations in acquiring knowledge, to "communicate with others", to obtain a certificate after graduating from high school, to strive to enter college after leaving school, and to benefit society. The motivation to acquire knowledge in the interests of society and, ultimately, to “know a lot” is the highest motivation. The formation of high socio-spiritual motives in students, that is, the education of the belief in the need to obtain knowledge for the benefit of society, is the task of the teacher. The learning process will be more successful if we can arouse and develop students ' interest in knowledge. In this regard, interest in knowledge - the desire to know a lot - becomes one of the main factors that motivate students. In the process of developing cognitive competencies of students in teaching, e-learning resources were integrated into the educational process based on the stages of modern technology (motivation, goal setting, empirical and theoretical modeling, creative, monitoring and evaluation). Through the implementation of scientific and methodological videoconferencing with the help of a computer, the information culture of teachers has risen, and the skills of students to work with educational tools have been combined and improved by correction with the help of tests. In order to form competencies in students regarding Knowledge, Skills, Qualifications, science, modern e-learning resources serve as primary forms of teaching in both lesson and extracurricular activities and extracurricular activities. Methodological recommendations are presented in the methodological manual prepared in the research process.

Teaching with e-learning resources based on modern approaches corresponds to the goals and objectives of research-based pedagogical experiments, confirming its suitability for the formation of cognitive competencies of students and improving educational efficiency.

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