

COGNITIVE EDUCATION IS A POWERFUL WEAPON OF LEARNING

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Annotation:

The article considers cognitive education, its types and technologies. Cognitive technologies allow not only influencing human behavior, but also to predict and analyze information.

Keywords: cognitive education; learning; cognitive learning technology; implicit learning; explicit learning.

On the threshold of the Third Renaissance, a number of tasks were set before education. It is based on the development of the individual in an environment where spiritual, communication and cognitive qualities are constantly changing.

At the beginning of the 19th century, ideas about cognitive-verbal education were expressed. However, the types and methods of cognitive education have not yet been fully applied in education. That is why **who is taught in educational institutions, who is taught, what, for what purpose and how is taught** - our future, let's say, is a matter of national security.

So what is cognitive learning? Usually in school we read by memorization, recollection, repetition. But we cannot fully express the potential in our body by memorizing the information, we cannot achieve the goal and succeed. We are also taught through experience, emotions, News, relationships with people and other situations. Our education determines who we are. So cognitive preparation is our life.

Cognitive education is the acquisition of certain knowledge by experience and learning. In other words, the term "cognitive" is associated with the concept of "cognitive" (cognition) is the ability of a person to perceive and acquire knowledge through the brain. Under the concept of cognitive education, in the process of receiving new information, the events that occur in the human body and sensory organs pass through the cognitive system and end as a response, an impression formed from information.

Our brain is a member that analyzes and stores knowledge. As a person develops, he will have a lot of information. Depending on the nature of each person's brain, knowledge can be easily memorized and analyzed. It follows that in the educational system, the use of cognitive knowledge in solving problems related to the acquisition of knowledge by educators is conditioned by the use of methods aimed at interpreting the interaction of thinking activities.

Cognitive educational technology - as a way of expressing the subjective experience of the Educator, his thinking, behavior and communicative processes, helps to correctly perceive the surrounding world by himself and others, to organize effective communication. It allows him to apply it successfully on the basis of an analysis of the behavior strategy of the educator. The essence of technology is expressed in M.Kuronov's book "The Truth We Understand" as follows: "Persuasion is a way of impressing an idea on another person (or medium) by creating exciting moments or linking it to sources that everyone recognizes. Persuasion is the highest form of persuasion. The same process takes place in self-belief. However, it is not an external factor that contributes to the introduction of an idea, but an individual's own feelings".



Reading and memorizing what is said from the book is not a way to acquire knowledge, - says Francesco Mora. According to scientists, sports, emotions, coincidences, experience vs. Reading is factors that contribute to the process. Based on these factors, it is possible to bring a number of types of cognitive education:

1. **Implicit (simulated) education** - in which the learner does not realize that he is learning, the learning process is carried out randomly. Many events are remembered by the way we go, see, imitate. This situation is also taken into account in the main feature of this type of cognitive education, that is, education is not deliberately organized, the process of training is carried out by the mechanical performance of some actions.
2. **Explicit learning** - in which the learner knows exactly what to read and focuses on the process. For example, the process of reading a newspaper.
3. **Cooperative education** is determined by the process of group learning. In doing so, the learner completes assignments with his or her peers.
4. **Cooperation education** is a pedagogy that, through the manifestation of the individual qualities of the educator, allows the formation, development and upbringing of a noble person in it, develops and shapes the forces that are in the education recipient to know, creates conditions for obtaining a wide and deep knowledge and skills, creates an opportunity for self-education.
5. **Content education** - this type of education is based on the accumulated life experiences of the learner, along with cognitive, emotional, motivational factors. That is, he reads at the expense of "the prism of mastering his knowledge".
6. **Associative learning** - this type of cognitive learning is imparted knowledge through the connection between defined stimuli and behaviors. For example, "Pavlov's method".
7. **Non-associative education** - this is taken into account of changes that occur as a result of constant stimulus and the force of excitation. It will look two different: *a) learning* is the simplest type of training, getting used to the surrounding events (the response to the incentive is reduced). *b) sensibilization* is the reverse process to the above state (the response to the stimulus increases).
8. **Openness education** is carried out by motivating interest in the search for information. In this round he learns, is interested, remembers, compares different concepts, simplifies in his cognitive drawing.
9. **Imitation (legislative) education** is a powerful weapon of Education. It is indirect training is carried out by any imitation.
10. **Emotional education** - in this round, the emotional development of the individual is taken into account. Training on the basis of emotional intelligence teaches the educator to manage his own emotions.
11. **Memory learning** is based on the use of memory to reinforce certain information.
12. **Metacognitive education** is that self-knowledge, understanding of one's own skills and abilities, reading depending on the circumstances are taken into account.

The effectiveness of cognitive training can be seen in the following four factors:

Concentration (accumulation of knowledge) is the information that people form about the phenomena of nature and society; a set of reflection of reality in human thinking. Such confidence is a set of knowledge if we believe in what is in our daily imagination, and this confidence does not contradict the events and phenomena (rules) that we are accustomed to. In order for our knowledge of reality to rise to the level of knowledge, it is necessary to satisfy the following conditions: first, the proportionality of this information to reality; second, to be sufficiently convincing; third, this information must be based on evidence.



Memory is one of the most important functions of the human nervous system. Human future life skills are closely related to memory. According to some scholars, any training is a broad combination of simple habits. But in the process of learning and memorization, habits are not formed by themselves, simply repeating or learning some parts. To do this, it is necessary to be able to use other factors that affect the situation, reading diligently, helping to better remember. One of them is the passion for learning or the cause and inclination. The second is to understand what you are learning. For example, if you understand the meaning of the poem you are reading, you can quickly memorize it and not forget it for a long time. The set of knowledge is stored in memory.

Coordination - coordination of knowledge in memory is enlightened by the following factors: knowledge of a concrete factorial; knowledge of the rule; acquisition of written material into a mathematical expression; drawing (graph, diagram, etc.) understands; to draw conclusions from the information received; to use concepts in new conditions; to be able to apply the rule (law); to indicate a certain rule in new conditions; to distinguish erroneous assumptions; to be able to identify errors and omissions in thinking.

Meditate is that thoughtfully discuss. In the process of thinking on the basis of the knowledge acquired by the educators, they learn their internal, necessary connections, relations, along with simple, external features of the subject and phenomena. They study the properties of the subject and phenomena in a row and reflect on them. Considerations of expressing them are also different because knowledge is different. In some considerations, when the exact, verified knowledge is expressed, in others it is assumed that the sign is inherent in the subject, that is, the indefinite knowledge is expressed.

Well, cognitive education is to encourage active, independent activities of students, to draw the attention of children to the content of the subject, to tell them how to teach it, to interest in knowing carving enthusiasm for reading-learning, the need to fulfill problems developing carving skills.

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