



DEVELOPMENT OF COGNITIVE ACTIVITY IN EDUCATIONAL THEORY AND PRACTICE

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Abstract

This article highlights the importance of developing students' cognitive activity at the socio-pedagogical level by forming their cognitive needs in the educational system. It is also stated that the social order of the society in the field of education is aimed at the formation of the child as an active, initiative and intellectually developed person, who strives for knowledge.

Key words: Cognitive needs, education, abilities and skills, age dynamics.

In order to psychologically raise a perfect person, i.e., children who fully embody spiritual wealth, moral purity and physical maturity, it is necessary to carry out educational work in the right way. For this, it is important to know the laws of mental development of children, their youth and individual characteristics. In a situation where new views are being established in the social life of the Republic of Uzbekistan, the issue of organizing, managing and educating the young generation, raising a well-rounded person is becoming more urgent. In particular, in 2017 - 2021, practical tasks for the development of the continuous education system defined in the 4th section of the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan were defined in the priority directions of the development of the social sphere.

The urgency of developing students' cognitive activity at the socio-pedagogical level by forming the cognitive needs of students is that the social order of the society in the field of education is aimed at the formation of the child as an active, initiative and intellectually developed person, seeking knowledge.

The study of cognitive needs is one of the urgent problems of fundamental psychology. Concepts developed in this direction are distinguished by diversity in understanding the phenomenon itself, its structural and content elements, and functional mechanisms. The structure of a person's cognitive needs can change depending on the individual characteristics of human development and the influence



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of the social environment. Cognitive needs are closely related to the emotional world of a person, and the widespread position in science that allows us to talk about the inseparable unity of the intellectual and emotional components of cognitive needs is analyzed. Cognitive need - more precisely - the need for external impressions, its specific forms and levels of development have been developed.

Thus, as a need to acquire new knowledge, it develops only in situations that help to realize the need for this knowledge for life and activity. The development of the need for knowledge is closely related to the general development of a person, the content of the studied subjects and his ability and skills to find answers to life questions in external reality.

Levels of cognitive need:

- 1) the initial level of this need is the need for impressions. At this level, the individual first responds to the novelty of the stimulus. The need for impressions is the basis of the cognitive need.
- 2) the need for knowledge (interest). This is expressed in interest in the subject, inclination to study it, love to read books, etc. A cognitive need at the level of interest is spontaneous and emotional in nature and often does not have a product of socially significant activity.
- 3) Cognitive need at the highest level has the character of purposeful activity and leads to socially significant results.

Forms of cognitive need:

- 1) The first form of manifestation of the need for knowledge is the acquisition of ready-made knowledge (the need to acquire knowledge, integrate it, systematize it, and finally, accumulate knowledge).
- 2) Its second form is to study reality in order to gain new knowledge, to analyze impressions, to be interested in problematic situations, and finally, to strive for purposeful creative activity. Cognitive need is also distinguished by the breadth and depth of knowledge, the intensity (width) of cognitive activity. The range of activities in which the student participates is based on different needs. In the educational process, it is important for the teacher to support the development of the child's cognitive needs, in particular: his curiosity in the lower grades, the need for creative activity in the middle and senior grades. A need, <finding> an object that



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can satisfy it, becomes a motive that directs the corresponding activity. Age dynamics of the development of cognitive needs. In psychology, the cognitive need did not immediately have civil rights. For a long time, scientists believed that this need was only to serve others. Interest in knowing the real world is one of the most basic and important things in child development. Psychologist L. I. Bojovich summarized a large amount of empirical data and concluded that in the third or fifth week of life, a child needs external impressions, and its appearance means the transition from a newborn to a baby. This need plays a decisive role in all further development of the child. The new need is significantly different from the simple organic needs that appeared earlier - for food and heat. If the "engine" of the latter is the desire to overcome negative emotions to a greater extent (to get rid of unpleasant feelings, discomfort), then the basis of the new need is positive emotions - the elementary joy of knowledge does. Therefore, this need is classified as "unmet". If the need for food loses its stimulating power due to satiety, then new impressions not only create new positive emotions, but also develop interest.

So, the rapid development of this need in elementary school students provides a complex and at the same time knowledge of such an attractive world around them. By this time, his cognitive need rises to a new level, which is manifested in the emergence of interest in correctly solving cognitive problems, acquiring new knowledge and skills in the educational process.

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