

THE THEORY OF RAISING COGNITIVE INTEREST OF STUDENTS

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Abstract: *the following article brings thoughts about increasing the cognition of learners in the educational process. Author's claim is on the engagement of the instructor with the students from their early school life. This is the moment when schoolchildren get new knowledge about the world.*

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Cognitive interest, like any personality trait and motive of a schoolchild's activity, develops and forms in activities, and above all in teaching. Formation of students' cognitive interests in learning can occur through two main channels, with one the content of the subjects themselves contain this possibility, and on the other - by a certain organization of cognitive activity of students. The first thing that is the subject of cognitive interest for schoolchildren - this is new knowledge about the world. That is why a deeply thoughtful selection of the content of educational material, showing wealth, enclosed in scientific knowledge, are the most important part of the formation of interest in learning [1].

What are the ways to accomplish this task?

First of all, interest excites and supports such educational material that is new to students, unknown, amazes their imagination, and makes one wonder. Surprise - a strong stimulus of knowledge, its primary element. Surprised, person seeks to look ahead. He is waiting for something new [2].

But the cognitive interest in educational material cannot be maintained all the time only by vivid facts and its attractiveness cannot be reduced to astonishing and astounding imagination. C. D. Ushinsky wrote that that the subject, in order to become interesting, must be only new, and partly familiar. New and unexpected always in the educational material acts against the background of the already known and familiar phenomenon. That is why to maintain the cognitive interest is important to teach students the ability to see the new in the familiar.

Such teaching leads to the realization that the everyday, repetitive phenomena of the surrounding world have many amazing sides, which student can learn in the classroom. And why the plants are drawn to the light, and about the properties of the melted snow, and that a simple wheel, without which not a single complex mechanism can do now, is the greatest invention.

All significant phenomena of life that have become usual for a child by virtue of their repeatability can and should acquire for him, learning is unexpectedly new, full of meaning, a completely different sound. And this is sure to be a stimulus of interest of student to cognize.

Not everything in the educational material can be interesting for students. And then there is another, no less important source of cognitive interest is the process itself. To arouse the desire to learn, you need to develop the need of the student to engage in cognitive activity, which means that in the process itself the student must find attractive sides so that the process of teaching itself contains positive charges of interest.

One of the most revolutionary achievements over the past decade, which greatly influenced the worldwide educational process, has become the creation of a worldwide computer network called the Internet, which literally means “international network” (from English international net). Use of cyberspace for educational purposes is an absolutely new direction of general didactics and private methodology, since the changes occurring affect all aspects of the educational process.

Education, learning a foreign language in primary school aims to achieve the following goals:

Development of the child's personality, his speech abilities, attention, thinking, memory and imagination; motivation to further mastery of a foreign language.

At the heart of all these skills and abilities is cognitive activity, the development of which is one of the key shaping the personality of the child. [1]

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