

Educational Activity and The Essence of Its Activation

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Abstract: the article is devoted to the systematic organization of the process of activating educational and cognitive activities in higher pedagogical education, which allows to change the methods and technologies of increasing the activity of educational and cognitive activities of students, the systematic organization of the process of activating educational and cognitive activities, the use of interactive forms and methods, and the teacher's activity. It is a targeted activity aimed at improving the system of knowledge and educational tools in order to change, improve professional skills, strengthen the student's practical orientation, arouse interest in the acquisition and practical application of knowledge in students, increase their activity, creativity, and independence, and is the direction of student activity to improve existing knowledge and search for new knowledge, the actions of the teacher in the process of higher education aimed at optimizing education, developing voluntary efforts in the process of acquiring knowledge, abilities and skills, coordinating the actions of all mental processes and situations, reflecting the nature of the needs, motives, interests, abilities, assessments and emotional state of higher education subjects is an integral system of conscious, individual communication with various aspects of education and knowledge, which reveals the content of ensuring the success of the process and results of acquiring knowledge in science.

Key words: Student, education, method, action, aspiration, search, creativity, activity, system, approach, practicality, direction, result, quality, formation.

Introduction. In the course of the reforms of the educational system, wide opportunities are being created for the comprehensive development of the individual and for the effective education of young people. Today, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is growing day by day. Every future specialist needs to understand the need to reform the educational system and realize its importance in practice in joining the innovative processes of educational institutions, and to see himself in the innovative space where there is an opportunity to create and, most importantly, to absorb the innovations. Science is developing rapidly, modern information and communication systems and tools are rapidly being updated, and students are faced with the task of regularly and independently searching for knowledge in addition to their rapid acquisition. In order to solve these tasks, it is necessary to fundamentally reform the educational process, to consistently apply modern informational and pedagogical technologies that are widely used in the developed countries of the world. It is known that the content of teaching and the educational system have developed in accordance with social development in all periods. All the social changes that have taken place are reflected in the content of education to a certain extent. This can also be seen in the example of the application of changes in the fields of science, technology and technology to the teaching process. Today, educational institutions carry out systematic, consistent, continuous and, of course, purposeful pedagogical activities in order to inform the young generation about the scientific knowledge based on mankind for centuries. In the 20th century, the rapid development of technical and technological fields led to social, economic and cultural changes, as well as the leadership in incorporating the achievements of science, technology and technology into the content of education. Due to the settlement of market economy relations in the society, there was a need to develop the ability to directly and effectively apply theoretical knowledge to practice in personnel working in the production process, as well as being trained in higher education institutions. One of the important factors in meeting the above-mentioned needs is the fact that future specialists have learning activity in higher education institutions.

Main part. To date, ample conditions have been created for the formation of the legal basis of the national education system. In turn, the reforms made it possible to improve the structure and content of education. Also, it is necessary to constantly enrich the knowledge of the specialty, to learn new information, to understand important social requirements, to search for new information, to process it and to be able to use it in one's work.

A student's positive attitude to education is an integral system of conscious, selective, individual communication with various aspects of education and knowledge, reflecting the nature of the needs, motives, interests, abilities, evaluations and emotional state of higher education subjects, ensuring the success of the process and results of acquiring knowledge in the subject, the system of acquiring skills and abilities necessary for future professional activity is considered [2].

Defining goals, mastering educational strategies, forming knowledge and skills in the promotion of educational activities. Yu.T. Khamidulina identified three main criteria that can be used to describe their types (reproductive-cognitive, instrumental-algorithmic, productive-transformative, creative-research [16]) and their levels of development:

- a) independence. the connection between thinking and actions, that is, problem-viewing and solving, communication methods, knowledge system and skills system;
- b) the completeness of skills and actions: the volume of skills and actions, the relationship between theoretical and actual elements of skills;
- c) general nature and direction of skill development, motivation and reflexive attitude to cognitive activity [16].

Pedagogical conditions for the activation of cognitive activity: A clear description of the cognitive task is necessary, which allows the teacher to foresee the essence of the student's cognitive activity and to manage this process accordingly.

Promotion of educational activities is: purposeful activity aimed at improving the system of knowledge and educational tools in order to increase students' interest in acquiring and applying knowledge, increasing their activity, creativity, and independence; is the direction of student activity to improve existing knowledge and search for new knowledge, and is the teacher's actions in the process of higher education aimed at optimizing education, mental stress, developing voluntary efforts in the process of acquiring knowledge, abilities and skills, and coordinating the actions of all mental processes and situations [10].

Stimulation for the activation of learning activities can be divided into large subgroups:

- 1) methods of emotional stimulation;
- 2) methods of interest development;
- 3) methods of formation of responsibility and obligations;
- 4) methods of developing students' creative abilities and personal qualities [11].

Students will have the opportunity to purposefully model and develop situations for independent learning activities that are constantly faced with the need to independently expand and apply existing knowledge, skills and abilities in the information environment [9]. The use of technologies appropriate to the position of the student in teaching conditions can be as follows: passive perception and assimilation of information; active independent search, finding, changing and reproduction of processed information; it is necessary to find the necessary information, change it and use it in the best way to improve one's professional skills. The first position of the student requires the teacher to use technologies such as "process-oriented technologies" or "technologies of control through constant inspection and instructions". The second is technologies that stimulate the student's learning. The third one is technology focused on defining problems and tasks, discussions, discussions, joint planning, etc. [13].

The information interactive environment to support the independent educational activities of students is a specially created system consisting of components that ensure the introduction of information technologies into the educational process in order to increase the effectiveness of the student's educational activities. provides a set of conditions for carrying out professional activities based on the use of telecommunication means. In addition, it is not only immersion in an interactive information environment, but also an opportunity for a participant of this environment to

understand the correctness of solving a particular problem, to accept and evaluate the attitude of colleagues to the process of achieving results [14].

Results and Discussions. Educational activity is a purposeful, externally controlled or independently organized interaction of the student with the surrounding reality, aimed at solving educational problems, forming a cognitive and emotional-value relationship to this reality, the subject of study and the future specialist. In a sense, it is considered as one of the types of knowledge that occurs on the basis of the subject's reflective-transformative activity, and it is in this process that the systematic and consistent formation of personal qualities that bring students to the position of a formed active person is improved [8].

According to V.V. Afanasev, learning activity is an activity that allows students to become aware of perceived objects and events, clarify ideas about them, connect them with previous ideas, highlight important things in the studied objects and establish connections between them [1].

According to E.V. Danilova, the signs of educational activity are: motivation, awareness, purposefulness, gradation determined by intermediate goals, having an idea of the final result, comparing the obtained result with the desired result and making appropriate adjustments to the activity to achieve it [6].

According to N.V. Dorodneva, learning activity is the process of mastering a certain range of knowledge acquired by others and developing one's own scientific understanding of the surrounding reality [7].

In our opinion, educational activity is a purposeful process during which a student acquires new knowledge and skills, expands his understanding of life and improves his abilities.

Educational activity is a multifaceted concept that includes mental, perceptive, objective, symbolic, mnemonic activity, as well as teaching and educational motives, and the purposeful activity of the student in heuristic solving of tasks is considered.

The main psychological-pedagogical feature of educational activity is the individual style of cognitive activity, which significantly affects the progress of this activity [8].

Summarizing different points of view, V.V. Afanasev showed the main features of learning activity:

1. It involves students planning their own work, completing tasks without detailed instructions and without direct help from the teacher. Moreover, the role of the latter is seen only through the prism of organizational and functionally related control effects.

2. Internally, in the manifestation of independence and creative activity in solving the knowledge tasks assigned to students, learning is manifested in the passage of all levels of actions: from repeating the task based on an example to partial research and even research actions. In addition, the educational activity itself undergoes qualitative changes and develops consistently [1].

3. General:

a) the existence of a learning-cognitive (or production-practical) task in the form of an educational, practical or other problem that encourages students to creative work and requires mental and physical effort;

b) student self-correction and improvement of educational results;

c) the presence of material in the educational task that is complete from an epistemological and didactic point of view, the acquisition of which contributes to the development of the student as a person, "self-activates" him [1].

The purpose of educational activity is to acquire educational competences (general cultural and professional). Among the principles of educational activity: the principle of cognitive activity [7], etc. Educational activity Methodological bases of educational activity: at the philosophical level - epistemology; on a strictly scientific level - a competence-based approach (main) and based on it cognitive, personal and activity approaches integrated into a whole [1].

The process of activating educational activity determines the content and structure of the activity in which the student's social intelligence is manifested, which is understood as the ability of a person to predict and objectively evaluate the results of educational activity. Types of activation of educational activities:

1) operationally effective (to absorb educational information);

2) meaning-maker (for the development of subjectivity) [3].

The direction of the educational system is determined by the orientation of knowledge to the external object (the content of the task corresponding to academic subjects), to oneself (one's achievements and opportunities to overcome difficulties) [2].

Problem solving becomes a factor in the development of educational and cognitive activity, if it causes not only cognitive, but also personal and interpersonal difficulties in the student, which makes it possible to include reflective objects in his activity. Solving problems in the structure of students' learning activities leads to changing the subject structure of knowledge, which is personally significant.

A student's learning activity is a unique quality of a student's personal activity, which is manifested in the purposeful action of a whole set of cognitive, moral volitional processes to achieve goals, and a certain level of knowledge acquisition cannot be achieved without the students' own cognitive activity, which includes:

- 1) trait, quality of a whole person;
- 2) active state (activity) [7].

Student activity in education is a voluntary action, an active state, which characterizes the developed educational and cognitive activity of a person. An active student is characterized by the manifestation of comprehensive, deep interest in knowledge, the use of energy, attention, mental and physical strength to achieve the goal. The student's learning-cognitive activity is manifested in his attitude to the content and process of the educational process, cognitive activity itself, the direction and stability of cognitive interests, and the desire to effectively master the methods of knowledge and activity. Based on the research of modern psychology and pedagogy, two main levels of activity can be distinguished: the first level is the activity dominated by the elements of reproduction, the second level is the activity dominated by the elements of creativity [6].

According to AI Shapoval:

- 1) reproductive-imitative (the student's own activity is not enough);
- 2) research-executive (the student tries to find a solution to the educational problem independently);
- 3) creative (the student himself proposes both the educational task and the methods of solving it) [17].

According to Yu.T. Khamidulina:

- 1) reproduction (the desire to acquire and increase knowledge, master the method of acting according to the model);
- 2) interpretive (the desire to determine the meaning of what is being studied, to get into the essence of the phenomenon, to understand the connection between events and processes, to master the methods of applying knowledge in a changed situation);
- 3) creative (interest and desire not only to go deep into the essence of phenomena and their relationships, but also to find a new way for this) [16].

According to V.S. Kukushin:

- 1) motivational-productive, passive (the student remains within the framework of the known or originally found method of action with the most energetic and conscientious work; tasks are analyzed separately in relation to other tasks);
- 2) heuristic (comparing a number of tasks, as a result of which new laws common to the system of tasks are revealed);
- 3) creative (the discovered pattern is not just a solution, but becomes an independent problem, to learn it the student is ready to start an activity motivated from within).

Activity at any level can be situational, episodic, or elevated to a permanent personal quality. That is, depending on the stability of the person's attitude to the activity, it is necessary to distinguish between situational activity, in which learning is manifested in certain types of activity, under certain conditions, and creative activity, which is characterized by good characteristics for the student. In this case, the orientation of the student's personality is represented by strong and stable motivations for learning activities [8].

Conditions for activation of educational activity: Motivation is a set of motivations that stimulate activity, the process of movement of a motive, and it is the motive that is adequate to activate educational activity. Only this motive, other things being equal, can make the activity as efficient as possible. Only the motive forces the student to compare what he read in the lecture with what he read, to analyze and compare different parts of the text, to consult the reference literature, to write notes that he understands, and to write a thesis. High positive motivation may be necessary when high abilities or necessary knowledge, skills and competences are not sufficiently provided [7]).

Information culture in the activation of educational activities is the ability to obtain the necessary information and knowledge from the information space created by society, and there are five elements that form the basis of information culture:

- 1) information sources;
- 2) new information search technologies;
- 3) new data collection technologies;
- 4) new information analysis technologies;
- 5) information presentation technologies [15].

Working with educational literature is one of the components of the student's educational activity. Working with literature and text is defined as a form of actualization and development of human social nature. The purpose of this activity is to understand the meaning of the text introduced by the author. Mastering the content of educational literature is a joint activity with the author, as well as communicating with him about the object of joint activity, and understanding the text is the establishment of mutual understanding between the author and the student. The texts used in the process of learning any subject in higher education are classified according to the level of generalization of the educational material and its structure: they include curricula and teaching-methodical sets, textbooks, study guides, primary sources, dictionaries and reference books.

The process of working with literature has several levels, each of which shows ways (techniques) of increasing its effectiveness with its content [15].

The first level is the cognitive activity of the student in collaboration with the author and has a dialogical nature. It is carried out through the following techniques: asking questions to the text; thesis; abstraction; comment; answers to control questions.

The second level of working with literature represents the organization of individual cognitive activity. It includes specific actions that lead to the most effective assimilation and consolidation of text content (mnemonic devices). These include: planning the content of the text; creating a graphic diagram; making intermediate and summary tables.

The third level of working with literature includes the order of organizational actions that ensure the use of literature and work with them as bibliographic material. It includes operations that create the necessary conditions for effective work (movement) with the necessary literature on a particular subject. Steps:

- 1) refer to the course program and study it thoroughly;
- 2) borrow books from the library or find relevant resources on the Internet.

Portfolio data collection and systematization technology "Portfolio" is a technology for working with the results of students' educational activities, which can be used to display, analyze and evaluate educational results, develop reflexes, increase awareness, and understanding. In the process of working with the portfolio, the components of learning activities, such as information processing and systematization, become more clear, and the skills of content selection, self-assessment and self-presentation are formed. Portfolio technology performs the functions of searching for information, systematizing information, preparing materials, learning new things, mastering innovative approaches, etc. The portfolio allows its author to demonstrate the results of educational activities that he considers most important for the assessment of his competences; it allows you to see not only the results, but also the progress compared to the previous results [16].

Conclusion. The rapidity that is clearly manifested in social spheres, in turn, creates the need to activate the learning and learning activities of students in the educational process. After all, the rapid flow of information and the fact that it has become global demand the need to consistently update

the educational material delivered to students during the educational process. In the process of education, it is necessary to activate the learning activity of students, to quickly equip students with important knowledge in general and specialized areas. Thorough mastering of the fundamentals of general and professional subjects by students allows to prepare them to withstand strong competition in the labor market. The full formation of students as specialists depends not only on the teacher and his activities, but also on the activation of students' learning and learning activities during training sessions. In modern conditions, it is required to be able to take a creative approach to preparing for classes in order to strive to master knowledge that is updated every day, to deliver educational information to students in an interesting way. Consequently, global information creation creates an opportunity for social subjects, especially students, to voluntarily absorb the desired information in a convenient place and environment with the help of various information and communication technologies. Although the possibility of receiving information in such a situation is extremely wide, however, not all the information acquired by a person in this situation is manifested as knowledge. Because the main difference between knowledge and any information is determined by the systematic, consistent, continuous and purposeful assimilation of information in certain areas.

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