

# *Problems Of Developing The Most Important Didactic Tool For Activating The Learning Process Of Students In The Educational Process*

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**Abstract – Even today, the development of cognitive activity is one of the pedagogical problems, the optimal solution of which is to increase the effectiveness of education of students. An analysis of the current situation shows that in the practice of drawing education, students do not pay enough attention to the content of this important activity.**

**Keywords – Cognitive Activity, Pedagogical Problem, Student, Education, Drawing, Practice.**

It has been known since ancient times that students' cognitive activity helps them to get deeper into the essence of things, processes and events, and strengthens memory. In the works of medieval thinkers who lived and worked in the Near and Middle East, serious attention was paid to the fact that the type, principles, structure, criteria of scientific knowledge are related to human mental development and perfection.

Beruni talks about measuring space and identifies six aspects - the directions of measurement. Then the plane, straight line, angles, their types, circles and lines in them, sine and cosine, triangle, its types and lines in it, types of rectangles, parallel straight lines, Describes the angles, inclinations, internal and external shapes formed when cutting a straight line, as well as the rules for determining the surfaces of straight lines, the length of the circle and the calculation of the surface of the circle.

The stereometry section of the work contains rules for determining the cube, prism, cylinder, cone, sphere, ball pieces, spherical shapes, their surfaces and volumes. This chapter also contains information on the formation of second-order curves consisting of conical sections, ie the formation of a circle, ellipse, hyperbola, parabola and straight line in the section when the cone is intersected by planes of different positions.

According to Abu Rayhan Beruni, education should be consistent, demonstrative, goal-oriented and systematic. According to him, exhibitionism makes education more convenient, clear and interesting, develops observation and thinking.

Ibn Sina's scientific legacy covered all areas of natural and social knowledge. He developed the didactic principle that "education should go from easy to complex." Principles such as "taking into account the inclinations and abilities of children", "exercises should be at the level of the child's ability" and "education should be combined with exercise" play an important role in the didactic views of Ibn Sina.

For example, in the chapter on geometry in Ibn Sina's Encyclopaedia, the procedure for performing problems with geometric tools, such as a compass and a ruler, is explained. In the chapters on mechanics, the structure of simple machines, such as pulleys, blocks, levers, screws, pins, is described, and they are clearly shown in drawings and graphics. It is noteworthy that the clear image

of the bell, screw, pona, etc., is shown in the projection, which is very close to the axonometric, ie frontal-dimmetric projection. Block columns, etc., are depicted in perspective, combined with axonometric projection. In this play, Ibn Sina, in addition to a vivid description of the mechanisms, also describes their drawing in a diagram. For example, when depicting the connection of wheels and screws, as well as wheels, screws and blocks, at the same time show them in the drawings. These are prefabricated drawings, reminiscent of modern kinematic schemes.

One of the important pedagogical principles of Ibn Sina is that it affects the life and destiny of the human mind, which differs from the animal in that it has a mind, that is, the ability to understand its own actions. Ibn Sina's views on the leading role of the environment in a child's cognition are important in his pedagogical views.

Even today, the development of cognitive activity is one of the pedagogical problems, the optimal solution of which is aimed at increasing the effectiveness of teaching students. The analysis of the current situation shows that in the practice of drawing education, students do not pay enough attention to the content of this important activity.

For the learning process to be productive and efficient, students must have a certain level of cognitive activity. Education should be both a goal and a tool for developing students' learning. Therefore, the school is tasked with educating an active, creatively inquisitive person.

Therefore, the development of cognitive activity is necessary not only for the successful completion of educational tasks, but also for the performance of educational tasks, which should develop students' intellectual abilities, respect for work and foster enthusiasm. The problem of developing cognitive activity is related to the development and application of specific methods and techniques.

In traditional education, the teacher explains the material, poses a problem, finds a solution, and the student repeats the actions of the teacher after the teacher. In this method of teaching, the teacher is active and the students are limited to performing a slow executive role. A number of studies have been conducted to improve traditional approaches. In the practice of teaching drawing, students' independent work is formally considered, and opportunities for the formation and development of their independent work are not taken into account. In pedagogical practice, students' independent work is not adapted to the didactic tasks at different stages of the lesson, but instead focuses on the reproductive movements of students - copying, drawing, geometry, instead of developing thinking skills.

The urgency of the problem of developing students' cognitive activity is due, firstly, to the lack of consensus among pedagogical scholars on the definition of this topic, and secondly, the methods of development are also interpreted differently in the scientific and methodological literature.

The urgency of the problem is exacerbated by the fact that for many years, didactic and textbooks on the subject of drawing have not paid enough attention to methods and techniques that activate students' cognitive activity and develop their thinking. The analysis of the above scientific research shows that there are three main directions of the problem:

The first direction is to accelerate learning to a certain extent by conducting exercises and practices that determine the knowledge of more students.

The second direction in the concept of developing students' cognitive activity is related to the formation and development of cognitive activity, which focuses on such qualities as activity, independence, initiative, creative activity and independent learning.

The third direction is to create the necessary conditions for the development of cognitive activity. In our opinion, these directions in the concept of the development of cognitive activity do not negate each other, but are inextricably linked with each other. However, because all three areas of the problem are so broad and multifaceted, researching them should be a priority, identifying the main areas that will develop students' cognitive performance.

Thus, the development of cognitive activity in the teaching of drawing means, first of all, the active work of students in the process of making different levels of image exchange. Indeed, the development of thinking plays a leading role in the cognitive activity of the learner.

Since the most important factor in the development of students' cognitive activity is figurative and logical thinking, its development can be given priority. This work should be combined with important qualities of the student's personality - intelligence,

activity, independence, initiative, creative approach to work, curiosity, independent learning, which can meet the tasks of shaping the personality of students.

At the same time, the most important didactic tool for activating the learning process should be considered the rotation of students in the educational process. The goals of cognitive activity are objective. It is not invented by humans. On the contrary, the purpose of cognitive activity depends on the development of society, the development of science and technology, art and literature, and therefore it is determined by the requirements of social experience. If the goals of learning activities are formed on the basis of the need to acquire knowledge, skills, abilities, the goals of learning activities are based on broader, more meaningful events. Such phenomena include the student's desire to understand his place in society, the desire to think with classmates and peers, the struggle for good qualities, habits, the desire for one of the subjects in relation to others, the interest in it.

Any activity consists of a set of conscious actions aimed at a specific goal, which in turn consists of individual operations.

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