

AVOIDING AND DEVELOPING INTEREST IN KNOWLEDGE AND THE NEEDS FOR SELF-EDUCATION AT DIFFERENT STAGES OF THE LESSON

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Abstract. This article discusses the thoughts about the awakening of interest in knowledge and its development in the classroom, that it is in the process of learning that interests in knowledge and needs are born and develop, a motivational sphere and a system of cognitive values are formed. The author also pays special attention to one of the most important stages of the lesson, as an independent work of students, which allows you to purposefully and systematically influence the interests of younger students.

Keywords: teacher, lesson, students, creativity, pedagogical practice, cognitive interest, curiosity, curiosity, thinking, mind, creativity, critical mind, independent work.

It is well known that every teacher should be well prepared for the topic to be covered before coming to class. And this is one of the most important issues facing the field of education today. He well understands the need to solve the problem of interest, armed with specific knowledge of the lesson. But, as is often the case in pedagogical practice, a teacher, especially a beginner, finds it difficult to quickly orientate himself, does not always know where it is better to start explaining new material, how to organize independent work that awakens and develops interest in knowledge, the desire for self-education. The learning process at school is the main and decisive source of systematic influence on the student, on his thoughts and feelings, motives for behavior and learning, the sphere of thinking, mental states and personality traits. That is why in the learning process, cognitive interests and needs are born and developed, a motivational sphere and a system of cognitive values are formed. At school, the lesson is one of the main forms of learning.

Therefore, that is why in the lesson it is necessary to educate and develop in the student a deep and versatile interest in knowledge and the need for self-education. At present, there are many informative books devoted to improving the efficiency and quality of the classroom system, increasing its educational and developmental functions. Entertaining creates interest, gives rise to a sense of expectation. And the nature of the student's attention in the lesson often depends on the level of interest, his activity, critical mind, creative upsurge, degree of fatigue and excitement, joyful or, conversely, depressed mood, the emergence of the need to creatively apply knowledge or, on the contrary, unwillingness to do so [1, c. 70-73].

A sudden interest is not a decisive condition for the development of abilities, and a deep interest in science has never yet arisen as a result of a first impression, no matter how deep it may be.

Otherwise, would such reading lessons and Russian language lessons by themselves lead students to libraries and reading rooms, would they be seen sitting at some difficult task, problematic, scientific article? Of course not. But each explanation by the teacher of new material can and should arouse in younger students a desire to learn more, study better, and constantly engage in their own self-education and self-education. A good teacher's explanation introduces students to the world of initial scientific interest. But only in combination with the student's independent work can it give the desired pedagogical effect.

It is hardly possible today to find a teacher who would not dream that his lessons, the whole system of organizing teaching and educational work were interesting, exciting for the student. The desire is quite natural, because without mastering the art of awakening interest in knowledge, there is no and cannot be a real teacher today [3, p. 228-230]. This is well understood by every teacher, already in the first year of work. However, sometimes incorrect conclusions and erroneous judgments are made from understanding this fact. Some teachers strive to interest their subject at all costs. By any means. Instead of a deep study of the psychological and pedagogical foundations of solving the problem, the search for the creation of countless externally interesting situations begins, which is often supplemented by a lack of exactingness towards students. The constant expectation of entertaining situations in the classroom often leads to the opposite result - unwillingness to think independently, to the loss of the habit and need to work. And often the main reason here is an incorrect, unscientific approach to solving the problem of interest in the practice of individual teachers. K. D. Ushinsky was deeply right when he wrote: "No mentor should forget that his main duty is to accustom pupils to mental work and that this duty is more important than the transfer of the subject itself" [6, p. 182-183]. Of course, this does not mean denying the entertaining presentation, the desire of any teacher to interest the student in his subject. However, the use of various techniques for this purpose should be moderate and subject to the main and highest idea - the development of everyone who masters knowledge, science, the ability to think, the education of a strong character, a sense of duty and responsibility for their studies and everyday behavior. Without this, a deep interest in knowledge, any subject; field of science can not be formed. Hence the three rules: 1) awakening curiosity and interest in the topic, one must always remember that this is only a means to an end, but not the final goal; 2) the earlier, developing children's curiosity and inquisitiveness, the teacher leads his students to the creative mastery of knowledge, skills and abilities on the basis of versatile independent work, the greater the guarantee for educating the student's deep interests and needs; 3) arousing interest, it is necessary to remember the triune task of education - to teach, develop, inspire each student for everyday work, a system of personal self-education, creative leisure activities [5, p. 33-35].

One of the most important stages of the lesson, allowing the teacher of any subject to purposefully and systematically influence the interests of children, is the independent work of students. As you know, in the psychological, pedagogical and methodological literature, despite the difference in points of view on the very term "independent work", most researchers do not exclude the participation of teachers in the preparation and conduct of independent work.

The following stages can be considered during the implementation of the work itself in the lesson:

1. Preparatory, in which the teacher tells the children about the purpose of their work, reveals the possibilities for its more successful implementation, invites everyone, if necessary, to contact him for advice, and also to use additional popular science and various reference literature. Of course, this stage assumes that the teacher himself prepares various literature in advance, pays special attention to the relationship of three factors in the formation of interest:

a) help the student in mastering the skills and abilities of independent creative work;

b) a constant urge to this mastery,

c) creating conditions for the manifestation and development of acquired skills and abilities in the process of working on various tasks, both training and complicated.

2. The process of independent work of the student in the lesson. The teacher should not just engage the younger student in mental work and encourage him to fulfill certain requirements. It is necessary to ensure the indispensable development of the student's interest in mental activity, a gradual transition from work of a reproducing nature (according to samples) to a more complex one, requiring the use of skills and abilities to use reference books, dictionaries, and, finally, to independent creativity, requiring the manifestation of imagination, fantasy based on knowledge related subjects, and deep mastery of the system of scientific knowledge.

3. Final-generalizing, providing for the inclusion of independent work in the classroom in a more or less complex version of homework.

4. Final. The student's choice of creative tasks for the system of self-education [4, p. 271-273].

The student's interest in some work, the topic of the lesson, as well as the student's attention to the teacher's questions, his tasks and explanations, only creates favorable conditions for the activation of cognitive activity in the learning process, but does not form or develop it. Such a factor that has a decisive influence on the formation of the student's educational interests is his personal creative, cognitive activity, independence and inquisitiveness of thought, the need for self-education and self-education.

However, having awakened the creative activity of students at the first, preparatory stage, the teacher does not necessarily evoke the process of cognitive activity in the future, which ensures the development of curiosity and the formation of diverse interests. For their occurrence, it is necessary, along with the content of the educational material skillfully selected by the teacher, to take into account the previous educational preparation of the student and the pace of his progress in learning. It is also very important to help each student in mastering the skills and abilities of creative mental work. To provide a systematic impact on the upbringing and development of general and special educational interest, it is necessary to develop a system of classroom and homework assignments designed for short-term and long-term performance [2, p. 88-90].

The systematic fulfillment by students of tasks of increased difficulty, at least in some sections of each academic subject (for example, personal observations of the state of the weather, drawing up a small self-education program, preparing messages, reports using additional popular science literature, reference books, encyclopedias, etc.) , will allow the teacher to more fully and deeply study the manifestation of the individual characteristics of younger students in the learning process, to penetrate into the world of their cognitive processes, mental properties and states. In the process of this work, more and more complex skills are mastered, leading to the growth and development of both the student's cognitive activity and his learning interests.

An important source for studying the teacher's work system in developing and nurturing interest in knowledge, creative cognitive activity can be, first of all, the analysis of tasks that were offered to students for study work in the classroom, during self-study hours, etc. for a quarter, and even more so for a year. analysis can be made with a certain accuracy on the basis of the diary entries of the teacher, notebooks of students, by observing the actions of pupils in the classroom, in various workshops, etc.

From curiosity and inquisitiveness to increased interest and deep interest, enthusiasm for knowledge, a real teacher leads each of his students, in accordance with his individual and age characteristics. Students with interest not only listen to the explanations of their beloved teacher, but also perform complex tasks, keep diaries of observations of nature, read popular science literature, and are fond of creativity. If there is no such system of upbringing and revealing the creative personality of the child, conditions cannot be created for the emergence of a deep interest in certain areas of knowledge. This, probably, can explain why in the primary grades a good teacher has more people who are passionate about knowledge than in grades V-VIII, where children study with different teachers, of which not all of them know the methods and techniques.

Ami development of curiosity and education of deep interest. That is why it is so necessary, when implementing an individual approach to individual students who are passionate about the subject, to constantly study the system of work of teachers teaching in the same class, the individual characteristics of each student, analyze the causes of gaps in knowledge, take into account the state of health, the level of previous educational training of children and methods of their independent learning. work in various academic disciplines. The formation of cognitive interest in the content of educational activities, the acquisition of knowledge is associated with the experience of schoolchildren's sense of pleasure from their achievements. And this feeling is reinforced by the approval, praise of the teacher.

Despite its optionality for the student, extra-curricular activities in any subject deserve the closest attention of every teacher who teaches a particular subject. The introduction of optional courses in the subject into school education does not remove the need for extracurricular activities.

In short, the individual approach of the teacher to students with a deep and stable interest in knowledge is very important and includes: the development of tasks of increased difficulty, the recommendation of more complex additional literature,

assistance in mastering increasingly complex skills and skills of independent creative work. In the process of studying students, each teacher can easily see those students who are only interested in the subject, but are not yet passionate about it. Such students also need to be able to provide timely assistance and support in order to develop their curiosity.

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