

COGNITIVE EDUCATIONAL ACTIVITY IN PROBLEM-BASED LEARNING ENVIRONMENT

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Abstract: this article analyzes in detail modern relevant teaching methods. A particular attention is paid to problem-based learning and its role in the context of modern pedagogy, which in turn provides a number of solutions to problems in the field of education.

Keywords: cognitive competence, synthesis of information, problem-based learning, didactics and methodology, activation of potential, cognitive educational activity, educational discourse.

INTRODUCTION

In the course of society development, the goals, content and forms of education have changed, and along with the changes in education, views on pedagogy and the range of issues that it studies have also changed. Today, the mental, creative and spiritual development of students is considered the main priority task of modern education. The process of learning knowledge, abilities and skills takes place in organic unity.

However, the leading role in learning belongs to knowledge. Only on the basis of knowledge do students acquire a certain range of skills and abilities. If knowledge is the basis for teaching skills and abilities, then skills and abilities, in turn, have a huge impact on the process of students acquiring knowledge.

ANALYSIS AND RESULTS

Priorities in modern teaching pose certain tasks for the teacher, which consist in finding the necessary educational technologies and methods aimed at optimizing the

cognitive learning activities of students and activating their potential. The goal of properly selected teaching methods and modern didactics is aimed at improving the entire learning process. The teacher is required to clearly pose questions and tasks for students, which, in turn, will greatly facilitate not only the synthesis of new information, but also the acquisition of practical skills by students. The ultimate goal of the educational process is not only the acquisition of new knowledge and practical skills, but also the harmonious moral growth of students and the development of their creative potential.

The ability of students to independently analyze, systematize and compare the material being studied is a key task for effective thinking and solving practical problems. Socially oriented teaching methods and forms of teaching play an important role in the educational process. Constant updating of the educational base and timely intervention in the scientific and technical base of modern educational standards are an integral part of the comparative educational process and the main characteristics of the modern education system.

Cognitive competence, which is the most important aspect of personal competence, is the most important skill that every expert should have in this day and age. It can be seen as a fundamental element of other competencies, as a means for an individual to create a personal basis for furthering their education. The cognitive competence framework can help us differentiate tasks that influence cognitive competence, including developing students' motivational and value-oriented attitudes toward vocational education and the vocational world; technology of independent learning activities; formation of emotional and volitional regulation of educational and cognitive activities; methods of reflection and objective self-assessment.

Modern educational technology must guarantee the implementation of the content of education provided for by educational standards and curricula, as well as ensure the organization of active cognitive activity of students, their development as subjects of future professional activity and life.

The main difficulty in problem-based learning is a deep synthesis of information, a clear algorithm of actions, knowledge of probability theory and consistent conclusion. All this ultimately serves to develop the mental abilities of students. Unfortunately, teachers do not use the problem-based learning method often enough. The problem is that this technique is not widespread enough; there is no systematization and structuring. Consequently, teachers are faced with the task of introducing this methodology, since it is by using the technology of problem-based learning that a student will be able not only to synthesize new information, but also to analyze the situation, compare facts and judgments, draw conclusions and find solutions. All this, in turn, contributes to the development of critical thinking, which is much more relevant in the implementation of any profession than banal theoretical knowledge.

Problem-based learning involves creating special situations that motivate students and stimulate their active participation. In such training, a special methodology is used, which requires adequate design of the didactic content of the material. Didactic content is presented in the form of a sequence of problem situations. It is important that the material contains historically plausible collisions from the history of science, since the logic of scientific knowledge is based on problematic situations. However, a complete basis only on problem situations would be ineffective, so the optimal structure of the material would be a combination of traditional presentation with the inclusion of problem situations. This option is called problem-based learning.

Problem situations may differ in the nature of the unknown, the interestingness of the content, the level of problemativeness, the type of information mismatch and other methodological features. Based on the content of the problems being solved, there are three types of problem-based learning:

I. Solving scientific problems, which includes theoretical research, search and discovery of new rules, laws, and evidence for students. This type of problem-based learning is based on the formulation and solution of theoretical educational problems.

II. Solving practical problems, which is aimed at finding a practical solution, that is, a way to apply already known knowledge in a new situation, design and invention. This type of problem-based learning is also based on the formulation and solution of practical educational problems.

III. Creation of artistic solutions, which involves the artistic representation of reality using creative imagination. This may include drawing, playing, playing music and other artistic forms of expression.

The use of the problem-based learning method leads to the merging of these substructures, which leads to the interaction of key classifications and the formation of integrated professional qualities. All this has a beneficial effect on competitiveness, professional mobility, advanced training and career growth.

The very essence of cognitive competence lies in readiness to constantly improve one's educational level, actualize and realize personal potential, synthesize new knowledge and skills, self-development, and constantly enrich professional competence.

CONCLUSION

In conclusion, I would like to note that since problem-based learning is associated with research, it involves labor-intensive and time-consuming problem solving. The student notes to himself that solving the problems themselves is not a purely mechanical, systematic work. This work is creative, requiring comparison and consistent analysis. The disadvantages of problem-based learning include difficulties that students encounter during the learning process. But it is worth noting that problem-based learning meets all the requirements of modern pedagogy: teach, explore, explore, teach. This is the only way to form a creative personality, and thereby realize the main task of pedagogical work.

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