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## THE NEED FOR THE FORMATION OF COGNITIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS

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### ABSTRACT

This article examines the urgent need for the development of cognitive competence in primary school students of modern schools. The main focus is on the formation of children's creative abilities, including stimulating creative thinking, solving atypical tasks and creatively expressing ideas. The importance of developing the ability to learn is emphasized, including information analysis, independent problem solving, and providing students with opportunities for independent work and research projects.

### KEYWORDS

Primary school, cognitive competence, creativity, learning ability, self-education, universal learning activities, personality development, primary school age, sense of competence, independence, adaptation, modernization of education.

### INTRODUCTION

In modern primary schools, the focus is not only on the transfer of certain knowledge but also on the formation of key competencies among students. One of the important aspects of the educational process is the development of the child's creative abilities. This includes stimulating creative thinking, the ability to

solve unusual problems, and the ability to express one's thoughts and ideas in creative ways.

In addition, modern primary schools focus on developing the ability to learn. This means not only the ability to memorize facts, but also the ability to analyze

information, highlight the main thing and independently look for solutions to problems. Students are provided with opportunities for independent work, research projects and experiential learning.

## RESULTS AND DISCUSSION

The ability to self-educate is also becoming an important aspect of education. Students learn to independently search for information, analyze it, and make decisions based on the knowledge gained. This develops their independence, and responsibility for their learning process and develops skills that will be useful in the future.

An important priority is also the formation of universal learning activities. These are skills that are necessary for successful learning in various subjects and areas of life. These include the ability to work with information, critical thinking, communication skills, problem-solving skills, etc.

Thus, the educational process in a modern primary school strives for the diversified development of a child's personality, preparing him not only for the acquisition of specific knowledge, but also for successful adaptation in a rapidly changing world, where the skills of thinking, creativity, independence and learning become important. Junior school age – this is the period of the most intensive formation of educational activity, the nature and effectiveness of

which directly determines the development of the personality of a primary school student. Successful study and awareness of one's abilities and skills to perform various tasks efficiently leads to the formation of a sense of competence - a new aspect of self-awareness, which, along with theoretical reflective thinking, can be considered a central new formation of this age [1].

Educational and cognitive competence as a personally meaningful experience of successful implementation of educational and cognitive activities occupies a priority place among the key educational competencies identified by the federal strategy for the modernization of education. This competence should be considered as a factor of the child's social competitiveness because it allows you to get a high-quality general secondary education, then master a profession, achieve the necessary qualifications, if necessary, change your speciality. The key character of this competence is also manifested in the fact that it is necessarily included in other competencies, and their effective implementation largely depends on the cognitive component.

According to the dictionary of S.I. Ozhegov "competence":

- 1) a range of issues of which someone is well aware;
- 2) the circle of someone's authority, and rights.

Competent – knowledgeable, knowledgeable, and authoritative in any field [2].

The competence of a junior high school student is a set of personal qualities of a student (holistic semantic orientations, universal educational actions, abilities) due to the experience of his educational activities in a socially and personally significant area. A junior student can be considered competent if he:

has a certain amount and level of knowledge provided for in the primary education program;

has the skills, abilities and abilities to perform various tasks of a practical nature efficiently, to achieve the tasks set;

he can study successfully, is an active subject of educational activity, is capable of reflexive behaviour;

has adequate self-esteem: aware (feels) I feel authoritative in my educational activities.

If the competence of a younger student is considered a systemic personal quality (a set of qualities and abilities of a personality), then the following components can be distinguished:

motivational and creative activity and orientation: curiosity, creative interest, a sense of passion, emotional uplift, the desire for creative achievements, leadership, the desire to receive high marks, a sense of duty, responsibility, personal significance of the

creative activity, the desire for self-education and self-education;

intellectual and logical abilities: the ability to analyze, compare, highlight the main thing, describe phenomena, and processes, ability to explain, prove, justify, systematize and classify;

intellectual-heuristic, intuitive abilities: ability to generate ideas, imagination, associativity, critical thinking, transfer of knowledge, skills, ability to make value judgments;

self-management abilities in educational activities: goal-setting, purposefulness, ability to plan, self-organization, self-control and self-esteem, ability to reflect and correct, diligence;

communication skills: the ability to accumulate and creatively use the positive experience of others, the ability to cooperate, the ability to defend one's point of view;

individual personality traits that contribute to successful educational activities: the most typical pace of activity, and efficiency [3].

The competence of primary school children is an integral quality that combines various aspects and elements of a child's personality. This complex concept includes not only cognitive, that is, mental, aspects, but also other areas of personality, such as value, motivational, emotional and behavioural components.

## 1. Cognitive component:

Mental skills: Competence includes the ability to assimilate and understand new information, analyze, compare, synthesize and apply knowledge;

Critical thinking: Developing the ability to think critically, evaluate information, and identify cause-and-effect relationships.

## 2. Value component:

Moral values: Formation of moral beliefs, understanding and respect for cultural, social and ethical norms;

Self-determination: Developing an understanding of one's own values, and setting personal goals and aspirations.

## 3. Motivational component:

Interest in learning: Developing an interest in learning, striving for self-development and achieving personal goals;

Self-regulation: The ability to control one's motivations, manage one's behavior and actions.

## 4. Emotional component:

Emotional stability: The ability to cope with emotional trials, the development of emotional intelligence;

Empathy: Understanding and respecting the feelings of others, developing social competence.

## 5. Behavioral component:

Social skills: Formation of communication skills, cooperation, respect for others;

Independence: The development of the ability to independently perform tasks, taking responsibility for their actions.

It is important to note that these components are interconnected and interact with each other in the learning process. The formation of the competence of younger schoolchildren takes place in the context of their learning, interaction with teachers and peers, as well as through independent practices and experience that they acquire in various educational situations.

At each age stage, a child develops and reaches a certain level of development of some kind of competence. In order for a younger student to successfully develop educational and cognitive competence, by the beginning of school education, he must have formed socio-psychological competence. Socio-psychological competence is the formation of qualities in preschoolers, thanks to which they can communicate with other children and teachers. A child comes to school, to a classroom where children are engaged in a common cause, and he needs to have sufficiently flexible ways of establishing relationships

with other children, be able to enter a children's society, act together with others, be able to give in and defend himself.

Socio-psychological competence, having been formed at preschool age, continues to improve during schooling. It is the foundation for the formation of the educational and cognitive competence of a younger student.

## CONCLUSION

Educational and cognitive competence includes the following skills:

the ability to set a goal and organize its achievement, the ability to explain your goal;

organize planning, analysis, reflection, and self-assessment of their educational and cognitive activities;

the ability to ask questions about observed facts, to find the causes of phenomena, to indicate one's understanding or misunderstanding about the problem being studied;

the ability to set cognitive tasks, choose the necessary means and ways to solve it, describe the results, and formulate conclusions;

the ability to carry out detailed and reduced types of control throughout their educational activities;

the ability to move from working with natural objects to working with symbols; to compose test tasks.

Thus, by the end of primary school, a junior student should become competent in educational activities: master a set of theoretical knowledge and be able to apply this knowledge to solve specific tasks and problematic situations.

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