

# **INDEPENDENT WORK AS MEANS OF ACTIVIZATION OF EDUCATIONAL COGNITIVE ACTIVITY OF PUPILS IN THE COURSE OF TRAINING OF TECHNOLOGY**

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## **Abstract**

The article considers a problem of educational-cognitive activity of pupils at lessons of technology means independent work. The article presents the results of the self-education of pupils on the basis of MBOU SOSh 15 of Vladimir city.

**Key words:** *educational-cognitive activity, independent work, the subject «Technology», activization.*

## **1 INTRODUCTION**

The questions of activization of educational and cognitive activity of students are among the most urgent problems of modern pedagogical science and practice. The realization of the principle of activity in learning is of great importance, because training and development are activity-oriented, and the quality of learning as an activity depends on the result of learning, development and education of students.

In the pedagogical literature, various methods and methodologies are known to make it possible for students not to lose interest in the subject and themselves to seek new knowledge and skills. A special role in the activation of educational and cognitive activity of students is assigned to independent work. Lessons with the use of independent work give excellent results.

Only purposeful systematic independent work of each student allows to deeply master knowledge, develop and consolidate skills, apply them in practical activities.

The main principle of the teacher's work is the organization of the activity of the trainees, aimed at the formation not only of subject knowledge and skills, but also the development of independence [4, p. 10-11].

Prominent pedagogues and psychologists contributed significantly to the development of the theory of student independence in the learning process: Zimnyaya IA, Pidkasisty PI, Vygotsky LS, et al. Studies have shown that one of the most effective means of activating educational and cognitive activity students are independent work.

Despite numerous studies, the problem of organizing independent work of students does not cease to be the focus of modern scientists and educators-practitioners.

Analyzing the psychological and pedagogical literature on the research problem, we found out that educational and cognitive activity is a social activity that is necessary for a society that is a joint activity, a form of cooperation between an adult and a trainee, providing both cognitive processes and the socialization of students [4, p. 10-11].

In the opinion of TI Shamova, "cognitive activity is considered as the quality of the personality's activity, which manifests itself in the pupil's attitude to the content and

process of activity, in his striving for effective mastery of knowledge and methods of activity for the optimal time, in mobilizing moral and volitional efforts to achieve academic cognitive goals "[3, p. 208].

Analysis of monographic works devoted to the problem of organizing independent work of students, P.I. Pidkasistogo, IA Zimney, showed that the concept of independent work is treated ambiguously:

Independent work is a work that is performed without the direct participation of the teacher, but at his / her task, at a specially provided time for this, while the students consciously strive to achieve their goals, using their efforts and expressing in one form or another the result of mental or physical (or both those and others together) actions [2].

According to I. Zimney's definition, independent work is presented as a purposeful, internally motivated structured by the object itself in the set of performed actions and corrected (corrected, amended, corrected) by the process and the result of the activity [1].

## **2 Methodology**

In order to confirm the effectiveness of independent work in activating the educational and cognitive activity of students, we conducted experimental and experimental work on the basis of MBUU "SOSH15" in Vladimir. The purpose of the experiment was to identify the levels of the formation of educational and cognitive activity among students. The result of the experiment is manifested in a change that occurred in the experimental class in comparison with the control one. We determined an experimental (5 "A") class in the number of 12 people and a control class (5 "B") in the number of 12 people. The experiment was conducted during the training section "Cooking". In the experimental class, a system of lessons with a specially-organized independent work was applied, and in the control class the training was carried out according to the traditional method. Before the beginning of the experiment and at the end of the experiment, the level of formation of educational and cognitive activity of students in both classes was checked. To achieve the goals during the experiment, methods were used such as: monitoring the progress of the educational process, questioning and testing, analysis, comparison, generalization of the data.

## **3 Discussion of results**

The results of the analysis of the obtained data at the initial stage of the experiment (Table 1) showed a relatively equal level of formation of the students' learning and cognitive activity, and the results of the analysis of the obtained data at the end of the experiment (Table 2) made it possible to conclude that in the experimental class the data obtained is much higher, than in the control class, which indicates the effectiveness of the study.

Table 1 - Results of the level of formation of educational and cognitive activity of students before the experiment

Levels of formation of educational and cognitive activity	Control class		Experimental class	
	Number of people	Percentage	Number of people	Percentage
Low	3	25%	3	25%
Average	7	58%	6	50%
High	2	17%	3	25%
Total	12	100%	12	100%

Table 2 - Results of the level of formation of educational and cognitive activity of students after the experiment

Levels of formation of educational and cognitive activity	Control class		Experimental class	
	Number of people	Percentage	Number of people	Percentage
Low	2	17%	1	8%
Average	7	58%	6	50%
High	3	25%	5	42%
Total	12	100%	12	100%

## 4 Conclusion

Thus, on the basis of this analysis, we can conclude that the effectiveness of using independent work in enhancing the educational and cognitive activity of students. Independent work allows students to plan their activities, perform tasks without direct involvement of the teacher. It forms the needs-motivational sphere and the efforts of students aimed at achieving the goal without outside help.

## References

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