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FACTORS AFFECTING THE EMERGENCE OF INTEREST IN GAINING KNOWLEDGE AND METHODS OF ORGANIZING THE STUDY PROCESS<https://doi.org/10.5281/zenodo.13315316>**Umnova Maxsumaxon***Andijan State Pedagogical Institute PhD student*

Annotatsiya: maqolada innovatsion ta'lim davrida dolzarb bo'lgan boshlang'ich sinf o'quvchilarida bilishga qiziqishini rivojlantirishning muhim omillari va usullari tahlil qilinadi va o'quv jarayonini tashkil etish texnologiyasiga ta'sir qiluvchi omillarni o'rganadi. Tadqiqot qiziqarli o'quv materiallari, interaktiv o'qitish usullari, o'qituvchi o'qitishga individual yondashuv, ijobiy fikr-mulohazalar va boshlang'ich sinf o'quvchilarining bilishga qiziqishlarini rag'batlantirish uchun sinfdan tashqari ishlarining ahamiyatini ko'rib chiqadi. Ushbu omillarni tahlil qilish o'quvchilarning bilishga qiziqishlarini rivojlantirish uchun o'quv jarayonini samarali tashkil etish usullarini aniqlashga imkon beradi.

Kalit so'zlar: ta'lim, bilish, qiziqish, kognitiv faoliyat, boshlang'ich sinf o'quvchilari

Аннотация: в статье анализируются существенные факторы и методы развития познавательного интереса у младших школьников, актуальные в эпоху инновационного образования, исследуются факторы, влияющие на технологию организации учебного процесса. В исследовании рассматриваются интересные учебные материалы, интерактивные методы обучения, индивидуальный подход учителя к обучению, положительные отзывы и важность внеклассной работы для стимулирования познавательного интереса учащихся начальной школы. Анализ этих факторов позволяет выявить способы эффективной организации учебного процесса с целью развития познавательного интереса учащихся.

Ключевые слова: образование, познание, интерес, когнитивная деятельность, учащиеся начальных классов.

Abstract: the article analyzes the essential factors and methods of developing cognitive interest in primary schoolchildren, relevant in the era of innovative education, and examines the factors influencing the technology of organizing the educational process. The study examines interesting educational materials, interactive teaching methods, an individual teacher's approach to learning, positive feedback and the importance of extracurricular activities to stimulate the cognitive interest of elementary school students. The analysis of these factors makes it possible to identify ways to effectively organize the educational process in order to develop the cognitive interest of students.

Keywords: education, cognition, interest, cognitive activity, primary school students.

Among the many ideas and measures aimed at improving the field of education and the educational process, one of the most important is the idea of forming and developing students' interest in learning and cognitive abilities. In our republic, scientific-research works on the development of students' interest in learning are carried out in philosophical, psychological-pedagogical and methodical directions. The problems of formation and development of primary education of elementary school students, formation of educational motivation are pedagogically discussed in our country by G.B.Babasheva[4], N.A. Makhmudova[9], G.K.Khasanova[6], N.F.Xaitova[7], researched by A.E.Ochilov[5] and M.F.Qurbonova[8].

These research studies show that the problem of developing the curiosity of elementary school students has not been fully explored, and it follows that there are ways to stimulate the curiosity of students, to engage them in joint activities with the teacher. serves as a basis for finding factors, methods and tools.

No matter how much the teacher has a high knowledge of the subject, the traditional lesson does not make a significant contribution to increasing the students' interest in learning in order to better understand the educational material, activate their mental activity, develop and realize their potential mental abilities, we believe that it will not motivate him to seek additional extracurricular activities.

Curiosity is inquisitive in nature. Under its influence, a person always has questions and is constantly and actively looking for answers. At the same time, the research activities of schoolchildren are carried out with enthusiasm, they experience emotional uplift, joy from success. Three factors play a key role in stimulating and nurturing interests in learning:

- content of educational material;
- organization and methods of educational process;
- emotional level.

Monotonous, always the same lessons reduce the cognitive potential of students. Among the elements of the organization and methodology of the educational process that affect the emergence of interest in knowledge, it is necessary to emphasize the diversity and optimal exchange of the teaching methods being developed (problematic, research method), the organization of the educational process use of active forms (business games, debates, competitions, trainings, etc.), students' mastery of new and generalized methods of activity (independent, creative, collective), use of demonstration and technical teaching tools. .

In today's innovative education period, more and more attention is being paid to the personality of a person - his mind, spirituality, culture, morality, and highly developed intellect and intellectual potential. In order to bring the quality of school education to a new level, it is necessary to use teaching methods that help students master tasks successfully, develop knowledge activity, and maintain interest.

One of the most important tasks aimed at improving the educational process is the formation and development of students' interest in learning. It is very important to make sure that the learning process does not become a boring and monotonous activity for students [1, p. 144]. The success of any cognitive activity largely depends on its motivation.

The most important thing for successful cognitive activity is the orientation of the student to the result of the activity and the student's interest in the activity process. Interest in learning helps students to be active in class and to increase the quality of knowledge. All this reflects the relevance of the problem of developing primary school students' interest in knowledge for the modern organization of the educational process.

Forms and methods of developing students' interest in learning [3, p. 98-103]:

- independent performance of the task is the most reliable indicator of the quality of the student's knowledge, skills and abilities. Organizing independent work is the most complex process of the lesson. How to teach a student to work independently? It is necessary to predict the sequence of tasks in advance, to prepare visual aids, and to conduct preparatory exercises, to use cards with differential tasks;

- problem-based education can be connected with self-education, creating conditions for independent education. Not just providing ready-made facts and conclusions suitable for memorization, but problem-based learning always arouses unlimited interest in students. Such education forces the search for truth, and the whole community to find it. It causes heated debates and discussions among students. It enlivens the feelings of students, creates an atmosphere of enthusiasm, thinking, research. It effectively affects the student's attitude towards knowledge.

Interesting material. One of the means of forming interest in learning is a game. "Children's games are not idle fun. It has a high and deep meaning, in which the whole man develops and manifests in his most subtle inclinations. (F. Frebel).

Fun, game elements, any unusual, unexpected things create a sense of wonder in children, great interest in the cognitive process, help to learn any educational material. The game subjects the reader to search terms.

During the game, the child relies on knowledge about the world around him, studies it more deeply, learns to set goals, develop a plan of action.

When implementing game techniques and situations, the following conditions should be taken into account:

- the didactic goal is presented to the students in the form of a game task;
- educational activity is subject to the rules of the game;
- educational material is used as its tool;
- an element of competition that turns the didactic task into a game is included in the educational activity;
- the successful completion of the didactic task is related to the result of the game.

During the game, students develop important qualities: participation in discussing and making a collective decision, expressing their point of view and arguing [2, p. 48].

Listen carefully to supporters and opponents. As a result, intellectual skills and abilities are developed: to analyze different options and points of view, to consider the events under discussion from different angles, to compare and summarize information and facts. Knowledge-oriented games expand a person's worldview, develop the inquisitiveness of the mind, ingenuity, and help master the methods of self-education. They also help students to look at the subject in a new way, to repeat, summarize and consolidate the material learned in lessons, to understand and understand it more deeply.

Based on the above points, it can be said that motivation, stimulus, perception, thinking, memory, needs, feeling, worldview, imagination, behavior, activity and social environment are of special importance in the development of interest in knowledge of elementary school students. In the innovative educational environment, it is considered necessary to take into account factors affecting the effectiveness of the process of developing the interest of primary school students in learning (Fig. 1)

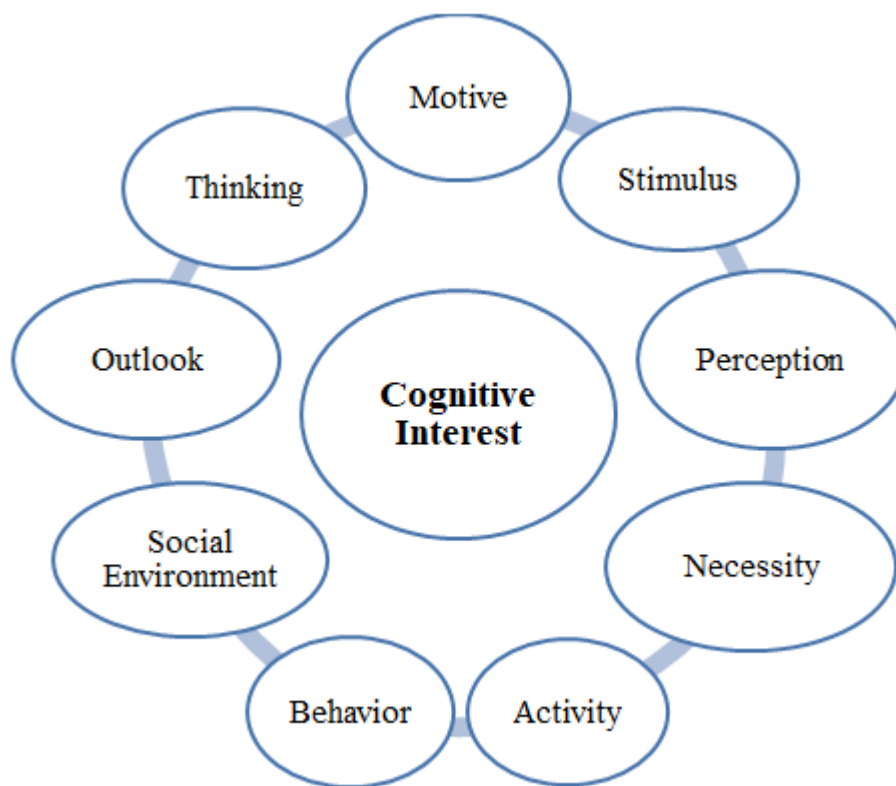


Figure 1-Factors affecting the effectiveness of developing interest in learning.

Therefore, at the end of our opinion, it is worth noting the opinion of the Russian pedagogue and scientist K.D. Ushinsky that "A student is not a vessel to be filled, but a torch to be lit [3, p. 56]" the quality of education can be raised to a higher level when the torch of curiosity is ignited.

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