

**PRACTICAL APPLICATION OF ACTIVATION METHODS AND THE
DYNAMICS OF THE EFFECTIVENESS OF THEIR USE IN
ECONOMICS LESSONS IN INSTITUTES**

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Abstract

An analysis of the main provisions of the technology for enhancing cognitive activity through the introduction of project-based learning made it possible to put forward a hypothesis: if, within the framework of the subject of economics, the activation of cognitive activity is carried out by the project method, taking into account interdisciplinary connections, then it is possible to increase the efficiency of the educational process by increasing the awareness of knowledge and skills of students. The purpose of the article is to develop ways to increase the activation of the cognitive activity of institute students in the lessons of economics.

Keywords: Relationship, style, communication, classroom, progress, success, positive emotions, cognitive activity, microclimate, self-development, knowledge.

An analysis of the experience and results of teaching economics as a method of enhancing cognitive activity allows us to conclude that the goals and objectives formulated at the beginning of the experimental activity were confirmed. When using the methods of activation of cognitive activity, the qualitative performance in the group increased by 20% [1].

The use of active forms and methods of teaching in order to enhance cognitive activity in the lessons on the subject of economics, increase motivation for learning, create a favorable microclimate, self-development of the individual, form the socio-economic experience of students, activate cognitive activity, improve the quality of knowledge, guarantee each student mastering standard of education, which is confirmed by the results of the intermediate certification of students.

In accordance with the methodology of using the method of projects, Shalamova T.I. it is necessary to observe the work of students in the classroom on the first

training days, along with the input control of knowledge, to diagnose the cognitive activity of students, using the characteristics of the levels of cognitive activity:

1. the first level is reproducing activity. It is characterized by the student's desire to understand, remember and reproduce knowledge, to master the method of its application according to the model. This level is characterized by the instability of the student's volitional efforts, the students' lack of interest in deepening knowledge, the absence of questions like: "Why?"
2. the second level is interpretive activity. It is characterized by the student's desire to identify the meaning of the content being studied, the desire to know the connections between phenomena and processes, to master the ways of applying knowledge in changed conditions. A characteristic indicator is the greater stability of volitional efforts, which is manifested in the fact that the student seeks to complete the work he has begun, does not refuse to complete the task in case of difficulty and looks for solutions.
3. the third level is creative. It is characterized by interest and desire not only to penetrate deeply into the essence of phenomena and their relationships, but also to find a new way for this purpose. A characteristic feature is the manifestation of high volitional qualities of the student, perseverance and perseverance in achieving the goal, broad and persistent cognitive interests. This level of activity is provided by the excitation of a high degree of mismatch between what the student knew, what was already encountered in his experience and new information, a new phenomenon [2].

The word "creativity" comes from the word "to create", that is, to create something new. When working with students, it is necessary to take into account that creating something new means for a teenager something that he has never been able to do before, for example, even expressive reading or competent compiling of notes, a sheet of reference signals [1]. Psychologists say that cognitive activity is not an innate or acquired quality. It develops dynamically, can progress and regress under the influence of school, friends, family, work or other social factors. The level of activity is strongly influenced by the relationship of the teacher and the style of his communication with students in the classroom, the progress and mood of the student himself (success in learning and positive emotions increase cognitive activity). For this reason, the cognitive activity of the same student in different lessons changes, depending on which teacher teaches, what he teaches and how he teaches, how he knows how to activate the class. "To

be a good teacher, you need to love what you teach and love those you teach” V. Klyuchevsky [3].

Only genuine cooperation between the teacher and the student ensures the active learning activity of the class in the lesson. The surest way to increase the effectiveness of the lesson is to ensure the unity of its content and form. The key problem of increasing the efficiency and quality of the educational process is the activation of students' learning activities. How to activate students in the lesson of economics? It is known that learning, like any other process, is associated with movement. The movement in the learning process goes from solving one educational problem to another, advancing the student along the path of cognition: from ignorance to knowledge, from incomplete knowledge to more complete and accurate. Learning should not be reduced to a mechanical “transfer” of knowledge, since learning is a two-way process in which teacher and student, teaching and learning closely interact. The attitude of students to learning is characterized by activity.

For further work, I single out for myself the following promising improvements in the use of innovative technologies and methods to improve the quality of education through increased cognitive activity;

diagnostics of the developed work programs in the economy, adjustment in accordance with the current needs of modern society, and in accordance with the development of pedagogical science [4];

further involvement of students in active participation in the development and implementation of educational projects, holding various competitions and scientific and practical conferences on the basis of an educational institution and district level.

In our future professional activities, we should plan to pay more attention to working with gifted students: to attract as many teenagers as possible to participate in Internet projects, competitions and conferences, to increase the number of students who have passed the assessment of the quality of mastering the state educational standard in the form of a unified state exam. Continue to improve your level of professional skills by participating in various forms of advanced training, the work of the methodological council of the college.

The main assessment of the teacher's activity is the assessment of his students. The guys themselves say this about the educational project: “I can communicate more with my peers.” “I saw many classmates from a completely different perspective. I never thought my friends had such talents!” "It's great and interesting!" “We have learned a lot about each other, we are learning to respect

the opinions of others.” “You have to think a lot, read, go to the library, sometimes even stay up all night to come up with something that could impress others. I didn’t think the economy was so interesting!” “I like that others listen to what I say and respect my point of view. It doesn't happen often in real life [5].” The development of cognitive and creative abilities is necessary for any person. He becomes more independent in his judgments, has his own point of view and knows how to defend it with arguments. He has a higher performance. But the most important thing is that the student develops his emotional sphere, his feelings, his soul. And if his emotions are developed, then his thinking will develop. A thinking and feeling person - this is the person we are striving to educate.

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