

## METHODOLOGY OF DEVELOPING COGNITIVE THINKING SKILLS IN PRIMARY CLASS STUDENTS BASED ON AXIOLOGICAL APPROACH

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**Abstract.** The article describes the methodology of developing cognitive thinking skills in elementary school students based on the axiological approach, the personality characteristics of forming valuable relationships in students, and the importance of the personal value approach in increasing the contribution of this process to education.

**Key words:** education, student, axiological approach, value, cognitive thinking skills, literacy, behavior, lesson, attitude, diagnosis, valuable youth, society.

### INTRODUCTION

Improvement of the system of using historical scientific-pedagogical values in the conditions of informatization of education in world educational and scientific research institutions, improvement of pedagogical training of future teachers, development in the fields of science, culture, production, scientific research on pedagogical interpretation of historical-scientific works research is being conducted. Particular importance is attached to the scientific work on determining the criteria of preparation for professional activity of future teachers in accordance with the development trends, improving their pedagogical training based on the axiological approach. And this, in turn, is undoubtedly reflected in the outlook of the people they educate and educate.

In recent years, in our republic, the legal-normative foundations for the development of didactic support for improving the quality of education, improving the mental and mental preparation of students based on the axiological approach, the genesis of historical scientific-pedagogical values, and the principles of development have been created. "Bringing the knowledge and skills of pedagogues to the international level" was defined as a priority task. In this case, pedagogy plays an important role in improving the pedagogical training of students of higher education institutions.

The opinion of the President of the Republic of Uzbekistan, Sh.M. Mirziyoev, "If we do not create conditions for our youth, others will create conditions, if we do not provide education, others will provide education" is necessary and one of the priorities for primary education. It is justified that the updating of the content of the lesson creates the need to pass the lesson on the basis of modernized, improved and scientific-innovative technologies, relying on innovative experiences and ideas.

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The problem of spiritual and moral education of young people in modern conditions is, first of all, the liberal standard proposal that has been de-ideologized (the policy of the new order government in applying the unified principle) as a universal model of the organization of the state and the individual to the whole world community, including Uzbekistan, in recent decades. is done; queue, media information and communications, unorganized environmental events) always have a great impact on the mature intellect and emotions of young people. The result of this is that the set of value relations, characteristic of mass consciousness (including children and youth), is destructive and destructive in many ways from the point of view of the development of the individual, the family and the state.

Of course, in the scientific study of this issue, including in the process of developing cognitive thinking in elementary school students, the axiological approach is of great importance, along with other methods of scientific knowledge in the study of reality. In scientific knowledge, it is extremely important to determine the values of the world, its objects, events, phenomena, etc., in the human mind. In addition to the theory of general knowledge (epistemology), it is based on the data of social and natural sciences, especially the physiology of the higher nervous system, the evidence of sensory organs and mental activity, the achievements of such sciences as logic, linguistics.

Axiology is a philosophical doctrine and historical development process of material, cultural, spiritual, moral and psychological qualities of an individual, community, society, their connection with the world of reality, changes in qualities and normative system.

### **LITERATURE ANALYSIS**

The ratio of external control in the cognitive thinking and behavior of elementary school students is characterized by their gradual change in favor of internal regulation. From the point of view of the development of human subjectivity (E.I. Isayev, V. I. Slobodchikov, etc.), elementary school students enter the stage of personification, in which, in the process of changing the most characteristic features of an individual student, in his actions related to the content of self-awareness - himself Imaginaries ("I figure", personal value) are formed.

It is known from pedagogical experiences that the work of a pedagogue is a complex process of its own, which requires a teacher not only to have higher education, but also to have sufficient professional training, knowledge, skills and qualifications in the field of pedagogical and professional training, as well as It also requires some experience. In modern conditions, the main goal of preparing primary school students for cognitive thinking in general secondary educational institutions is to train personnel with independent creative thinking. Only having special knowledge is not enough to educate a mature personality, it is necessary to take into account the level of intellectual competence and creative potential of the person.

This issue and the general approach to it are based on the philosophical theory of quadratics, which was formed as an independent scientific discipline in the second half of the 19th century and in the 20th century. In the theory of education, V.A. Karakovskii, I.B. Kotova, V.V. Kraevskii and a number of other scientists conducted research on the theory of cadres.

According to M. Imomnazarov, the science of axiology is translated as value science. What a person appreciates, it becomes a value for him. In order to appreciate something, it is necessary to understand its essence. First of all, a person tries to understand himself. As a child realizes its identity, it becomes a Person. Therefore, the Personality is at the center of the concepts of human spirituality. A person is a person who has realized his identity and knows his worth.

Despite the fact that the part of axiological approaches related to general secondary education has not been widely studied in scientific research, many works have been carried out in the general background. For example, V.A. Slastyonin studied the pedagogical process and its interaction with subjects, the positive aspects of using axiological approaches. When assessing a certain era or historical stage based on the axiological approach, attention is paid to its uniqueness and distinction from other eras in terms of its social significance and value for humanity. It takes into account the achievements of the period, their contribution to the history of culture, the legacy they left behind, and how important they were for future generations.

The cognitive component of the value approach is determined by the level of completeness, accuracy and generalization of knowledge about values. For this purpose, questionnaires, questionnaires and interviews will be conducted in primary education. The formation of this component in elementary school students has high indicators, which can be explained by the constant replenishment of knowledge for the content of educational activities of elementary school students.

### **RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS**

It is known that through the means of education, the consciousness, thinking, worldview and qualities of humanity are formed. From this point of view, education is a national value for us, raising and educating the young generation through values is the most urgent issue facing our pedagogues today. The goal of analyzing the views of thinkers on knowledge is that, based on the axiological approach, determining the possibilities of improving the pedagogical training of future teachers, the views of thinkers on knowledge are of great importance. Using the invaluable spiritual and pedagogical heritage created by our ancestors in the process of education and instilling them into the minds of young people requires great skill from today's pedagogue. The spiritual heritage created by our thinkers serves as the most important tool in the comprehensive education of the young generation.

The events and phenomena that have occurred in the social existence cause the concepts to become the object of research. Changes in social existence and the processes of understanding them as interrelated phenomena make new concepts the object of research. In particular, the fact that the concepts of "esteem", "appreciation", "value", "valuation", "value" have become the object of research can be explained by such needs. At the basis, essence and importance of every value lies knowledge of the phenomena of nature, society and the spiritual world, scientific generalization, and opportunities to influence social and spiritual development.

The emergence of new values is an expression of the fact that human knowledge about the objective world and spirituality continues on the basis of inheritance. Values are also an important factor affecting human spiritual maturity. Historical events in the development of each nation, and

the experiences of individuals who contributed positively to it are included in the national values. Thinkers of the ancient times understood the concepts of "value", "value", "appreciation" as a social entity, evaluation of human activity, evaluation, appreciation by others based on certain norms. According to the researchers, the value attached to social virtues is mainly based on good intentions aimed at the interests of humanity and society.

The understanding of values, the harmony of emotional and mental knowledge in learning, the generalization of concepts, terms and symbols of judgments and conclusions, the analysis of axiological processes in natural and social reality, and practical activities based on them mean an integral process related to each other.

In the socio-sociological approach to life events, the importance of continuity, which is an expression of the interdependence of events and processes, historical connection, and connection of cause and effect, increases. Such an approach gives a good scientific and practical result when applied to values and processes related to them. In this case, the values appear not as social phenomena that appear irregularly and are not connected with each other, but as axiological systems and their elements connected with one or another era, social subjects, etc. In this approach to values, it is useful to rely on the achievements of social sciences, the results of history, ethnography, demography and sociological research. But it is not good to be limited only to these in the study of values. Perhaps it is extremely important to understand reality, its forms of manifestation, the value and social significance of events, events and processes. It is important to understand their social functions and specific external effects. Only on the basis of the axiological approach, it is possible to get correct information about the essence of the scientific category, its difference from other concepts, its objective foundations and subjective understanding, forms of manifestation. In this, things, events, events, people and their reality are looked at from the point of view of the level of value and framing. In this view, the importance of value, not utility, value and the economic value that represents them, is the main place. There are many cases where value and price do not correspond to each other, and the value of a thing or object may be several times higher than its economic value. The study of this aspect of the issue relies on the evidence of ethics, aesthetics, jurisprudence, cultural studies, political science and social aspects of meaning. In this, especially the importance of economic, political, spiritual activities and processes for society and social subjects, the value of views, ideas, doctrines, demands and needs for real processes that represent problems that reflect different aspects of life and their solutions. identification is of great importance.

Therefore, a combination of epistemological, sociological and axiological approaches is necessary for studying the world and describing the laws of reality, and when necessary, a complex approach is needed in their use. In order to properly understand the impact of events in space on the life of our planet, the processes taking place on Earth on people's lives and lifestyles, the need to save humanity as a result of environmental destruction and the threat of war, and the importance of the human race and life as the most valuable resources. it is better to rely on an axiological approach. In science, research on changing the human mind and physiology is important from the point of view of scientific knowledge. The improvement of weapons and discoveries in the field of nuclear

power expand the limits of scientific knowledge. Research in the field of discovery of new aspects of biological and chemical processes, genetic engineering, and psychotherapy is also adding to knowledge. But what is their importance for human life? Do they serve real values? Does innovation or profit in these areas bring good to humanity? The number of some economic benefits is extremely small, aren't they actually harming humanity? Axiological approach to these problems allows to understand them correctly. There are many examples of not being based on an axiological approach regarding the development of new lands, diversion of rivers, use of certain drugs (doping) that are useful for a short period of time in medical treatment. But, unfortunately, in some parts of the world, there is still a non-axiological view of these areas, it should be emphasized that the priority is to get more economic benefits and to chase after everyday acceptability. All over the world, it is recognized that such a path is dangerous, and effective ways of development are proposed.

In the system of pedagogical axiology, spiritual and moral education is built as a process of mastering values and polishing them. It includes several stages:

- providing value in the real conditions of education;
- its primary assessment, ensuring an emotionally positive reaction to this value;
- revealing the value and its meaning; acceptance of perceived value; introduction of the accepted value attitude into the real social conditions of the movement and communication of students;
- to strengthen the attitude of values in the activities and behavior of young people. In our opinion, this field of spiritual and moral formation of cognitive thinking in students develops taking into account the following value directions:

- 1) the most general questions of worldview, human existence: what is the world, what is good and bad, how to recognize them, what and who to believe, what is ideal, human and human life;
- 2) life problems: (for relatively older students) how to build your own life, choose a profession, what values you prefer, which way of life you prefer, what to aspire to in professional activity, who you want for yourself to determine what to know;
- 3) moral problems: how to treat people, relatives, friends and enemies, how to establish relationships in the family, how to resolve conflicts, how to raise children, how to treat representatives of other nations, other cultures, other faith

The most important manifestations of spiritual and moral culture can be singled out (I.M. Ilyicheva): interest in the basics of human existence and the essence of life, positive attitude to the world around us, observance of universal rules. values, interest in other people, empathy, willingness to help, existence, self-value position, self-confidence, openness to experience, tolerance of different points of view, ability to use conditions and opportunities for self-improvement, responsibility, the desire to get out of the limited scope of everyday problems and interests, the search for the meaning of life, the desire to learn and realize one's potential, the creation of new spiritual values and their distribution in society, self- self-awareness and active purposeful behavior directed at self-development and benefit of society.

Based on the above rules, we can conclude that axiological approaches to the formation of cognitive thinking skills: moral and spiritual education is an organized and purposeful pedagogical

activity aimed at forming high value directions in the young generation. In a broad sense, spiritual and moral education is an indispensable, strategic, intellectual resource of society and the entire state. The axiological approach initially defines the whole system of spiritual and moral development and education, the whole way of education based on national education. Ideal as the highest pedagogical value, defines the meaning of all modern education and the main national value system.

### RESULTS AND DISCUSSIONS

The most important of universal democratic values is comprehensive protection of human rights and freedoms. In the history of mankind, the "Declaration of the Rights of Man and Citizens" adopted by the Great French Revolution (1789), the "Most General Declaration of Human Rights" approved by the UN General Assembly on December 10, 1948, were historical documents aimed at protecting human rights and freedoms. With the achievement of state independence, Uzbekistan began to restore and protect human rights and freedoms that were violated under the authoritarian regime. The basic rights and freedoms of a person have been legally strengthened in the general provisions of the basic law of the Republic of Uzbekistan - the Constitution. Also, the opportunity was created for the development of universal values such as democracy, stability, transparency, peace, and cooperation.

The harmony of national and universal values can be clearly seen in the aspirations of the citizens of Uzbekistan to live in peace, harmony and stability. Now, peace, interethnic harmony, and stability are becoming a great social and political value of all peoples, nations, and peoples living in Uzbekistan. The formation and development of such values, which meet the requirements of world civilization, and their firm establishment in the lifestyle of people, are motivated by a number of good activities implemented in our country during the years of independence.

The degree of manifestation of each of the above components and their interdependence allows to evaluate the formation of a value approach or the degree of its manifestation. The approach to the assessment of educational results and cognitive thinking of primary school students in this order, proposed in the new standard of education, confirms the need to rely on the three-component structure of the value approach.

The educational results of any activity of primary school students are distributed according to the following levels:

- first-level living, acquisition of social knowledge, primary understanding of social reality and everyday life;
- second-level results - difficulties in diagnosing the emotional-evaluative component of socially significant (positive) development: the student's attitude to these objects and events, to the surrounding world, his homeland, work, nature, culture, himself, valuable attitude to other people, health, etc., to social reality in general;
- the third level - the student accumulates experience in the implementation of socially significant actions aimed at the benefit of the society in which he lives, the student accumulates experience of independent social actions;

- the fourth level - the student's mastering of socially significant activities, which "occurs when this or that socially significant action is performed by the student as an integral part of simpler activities that he has already mastered becomes a motive and independent activity. (Stepanov 2013). Diagnosis of the manifestation of the motivational-behavioral and cognitive components of the value approach. Timely and regular diagnosis of the manifestation of the components of the value attitude. The teacher can assess the quality of the work performed, plan further work, and evaluate the participants of the educational process. allows to coordinate the educational effect. (Vyunova, Podimova, Sergeeva 2016; Kojurova 2015). This creates a wide worldview and a complex of cognitive thinking formed in the harmony of mind, thought, and memory.

Based on the axiological approach to the development and improvement of students' cognitive thinking skills, it is possible to obtain correct information about the nature of values as a scientific category, their difference from other concepts, their objective foundations and subjective understanding, and forms of manifestation. In this, things, events, events, people and their activities are viewed from the point of view of the level of value and appreciation. There is a combination of epistemological, sociological and axiological approaches depending on the teacher in the pedagogical process of developing students' cognitive thinking skills.

Epistemology studies the generality of human cognitive activity, regardless of everyday or special, scientific or artistic activity. The main category in epistemology is the concept of "truth". There are three interrelated aspects of truth: existential, axiological, and praxeological. The axiological aspect of truth reflects its moral-ethical, aesthetic and praxeological meaning, axiological meaning, and its inextricable connection with the meaning of life and value for human practical activity.

In this context, these approaches make current and future teachers understand the need for continuous self-improvement. Professional skills and qualities such as quick decision-making and responsibility should be developed in teachers based on the axiological approach. It is very important to achieve a high level of professionalism. Practice shows that the axiological approach is important in determining the objective and subjective factors of a person's professionalism in order to demonstrate a high level in the professional activity of a specialist, to improve and develop oneself, and to help organize the education provided to students based on this model. will give.

The student's level of knowledge depends on how their initial knowledge and mental preparation was organized in childhood. The axiological approach to improving the cognitive thinking skills of primary school students is important in the development of creativity in the presence of human motivation in the pedagogue's professional activity. The axiological approach can be described as the holistic characteristics of a person, which is a potential force or tool for both human development and further evolution of a person, a force that moves a person forward.

Axiological approach includes the following components:

- knowledge and experience;
- system of emotions and values;
- self-awareness and the ability to draw conclusions;
- communication and motivation.

Education for children to develop their cognitive skills, to set goals based on an axiological approach, to collect information, to make a plan of future small tasks, to plan how to implement the goals and to analyze the above in the process of future reflection this format should be widely used in the process. In order to decide whether a teacher has developed his or her axiological aspect, it is necessary to determine established criteria, which include:

- professional and personal skills,
- priority position,
- successful results of the method of training sessions,
- self-respect of people related to each other in professional activities,
- versatility.

Depending on the situation, both the goal and the result of this educational process, as well as the method determining the essence of the pedagogical phenomenon, may change. Teaching conditions that help the development of an axiological approach include the deepening of the following subjects:

- a) psychology and pedagogy,
- b) methodology
- c) pedagogical practice.

The axiological approach to the development of cognitive thinking skills of elementary school students allows to create a learning environment that allows coordination and coordination of the activities of all people.

In this matter, an innovative approach, active methods of education, new pedagogical methods and innovative methods of teaching should be used in the educational process. A teacher should use new skills and knowledge, develop his own strategies and activities, demonstrate his theoretical and practical skills and knowledge in relation to students in training sessions.

The learning process is effective only if new materials related to existing knowledge and skills are included in the existing knowledge area. As an important condition, the internal motivation of the teacher and the student is related to the interest in the studied subject. Based on the mentioned rules, it is appropriate to express the structure of the teacher's personal cognitive competence in order to develop such a mental pattern in students.

- desire for continuous professional and pedagogical self-improvement;
- formation of professional pedagogical independent education skills;
- creativity, readiness to create new pedagogical values;
- the ability to innovate in pedagogical activity

The creation of a national vision and objective perceptions of values in students lays the groundwork for the restoration of the original mentality. Restoring national values means giving them a new meaning suitable for the present time. For the same reason, with the achievement of independence of Uzbekistan, universal democratic values that meet the requirements of modern civilization began to enter the lifestyle of our people. Respect for human rights, freedom of entrepreneurship, freedom of the press were among them. "Talking about the importance of these



democratic values for our society, we would like to repeatedly emphasize that these values do not contradict the specific characteristics of our people, both historically and ethno-culturally."

### CONCLUSIONS AND RECOMMENDATIONS

In a word, axiological approaches to the development of cognitive thinking skills should first of all be organized on the basis of simple and understandable criteria and should be within the original observation of spiritual thinking. In this, the personal development and general training of pedagogues play an important role in the personal archaeological knowledge, the location of cognitive competencies in the professional contour.

From the analysis of the above opinions and sources, we can make the following conclusions:

1. Value is not a unique feature or property of any event, event or thing, but its essence, in turn, is a necessary condition for the existence and existence of this or that object of existence.
2. Values can be divided into national and universal, class or religious values, as well as values specific to people's age and professional characteristics, depending on their place in the life of the society, the nation, and their social character.
3. National values and corresponding axiological approaches are a philosophical concept that expresses the unique characteristics, properties, signs, and symptoms of each nation, adding to the treasure of national cultural heritage formed in the process of social development of that nation. represents the contribution, share, and the child of the nation assimilates conceptual knowledge based on this approach, analyzes it with the help of cognitive thinking skills, determines the spiritual and educational future of the country.

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