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INCREASING THE COGNITIVE ACTIVITY OF PRIMARY CLASS PUPILS

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Annotation. This article examines strategies for raising elementary school pupils' cognitive activity, or mental potential. 75-80% of mathematics, mother tongue, and reading literacy are 73-78% in the standard teaching technique; 68-75% in the natural sciences; 75-80% of mathematics in non-traditional teaching methods; 73-78% in mother tongue and reading literacy; and 68-75% in natural science mastery rates. The mastery rate following non-traditional training was between 10% and 15% at the same period.
Key words: cognitive activity, educational methods, traditional education, non-traditional education.

Introduction. In a time when problem resolution requires cognitive capabilities, educators and experts agree that it is vital to give pupils these life skills. The use of computational thinking in education is becoming more and more important [1–3]. In order to comprehend and formulate issues, cognitive learning encompasses a collection of problem-solving approaches and skills, including fundamental abilities like abstraction, algorithmic thinking, and pattern recognition.

The delivery of cognitive education is just as important to its efficacy as inspiring enthusiasm in learning in all pupils. It is essential to teach pupils new cognitive education techniques and abilities. [4-5]. For instance, studies have demonstrated that teacher-centered learning environments, particularly in STEM classes, can boost students' higher-order thinking and enhance learning outcomes [6-7]. It was discovered that teaching ideas, logic, and computational skills to children with a student-centered approach greatly enhanced their learning.

Methods and results. To increase the cognitive ability (mental potential) of primary and secondary school children, a great deal of work is being done in the school sector in collaboration with professors and students. In the current era of fast technological advancement, our young children are drawn to these innovations rather than being exposed to needless alien objects. The statement that it has become an issue is not hyperbole. With our capacity for thought and awareness, humans are a step beyond the animal kingdom. As a result, if intelligence has been bestowed to us, we ought to make good use of it. We ought to diligently improve ourselves and impart this knowledge to the next generation. Upon doing an analysis of teaching methods in schools, we discovered that over seventy percent of pupils follow the same pattern of study. Students in elementary school become bored easily with the same things since they are constantly curious about new things. The child's desire to learn, discover new facts, or hear from his instructor increases with his level of interest in the session. This is also how we choose to carry out our research on instructional strategies. The slogan of the lessons given to kids was to move away from uniformity and strive for novelties. A significant result was achieved from the first lesson. To stimulate the brain more, mathematical reasoning techniques were applied more frequently. Every class included a single strategy for raising cognitive activity. Because the students found these strategies to be so engaging, we were able to raise the

standard of instruction by ten to fifteen percent. Every teacher in the classroom should be terrified of mediocrity because, in the perspective of the students, a teacher who consistently teaches the same lesson is an ignorant, low-level instructor. Research has shown us that aspiring elementary school teachers should make it a continual goal to improve themselves. Table 1 displays the findings from the study carried out at Karshi City's 34th general secondary school.

Studies on traditional and non-traditional teaching methods

Table 1

The number of pupils	**The list of subjects in which lessons were conducted, %**	**Absorption rate, % The traditional teaching method**	**Absorption rate, % Unusual teaching methods**
25	Mathematics	75-80	80-90
25	Mother tongue and reading literacy	75-80	75-85
25	Natural science	68-75	85-95

Table 1 shows that 25 students attended the first session, which was taught to second-grade students from the 34th general secondary school in Karshi City. The usual mastery markers were used. While mathematics in the non-traditional teaching technique is 75-80%, mother tongue and reading literacy is 73-78%, and natural science is 68-75%, the teaching method for these subjects is 73-78%, 68-75%, and 75-80% in mathematics. Throughout the investigation, instructional strategies that would be engaging for second-graders were employed. The BBB approach is the one that we have observed in all three disciplines, and they are the instructional strategies utilized to run non-traditional classrooms. I am curious to know! Yes, I am aware! I discovered! It is true that a lot of educators employ this strategy. Every day, before the session begins, we have developed the practice of using this strategy. Children are encouraged to pay closer attention and absorb more knowledge with a slight modification in the method's use. The learner is aware that this approach begins at the beginning of the class and finishes at the conclusion. Furthermore, we employed a variety of pedagogic techniques to engage the student in the lesson; Among these are the techniques "Place the pictures correctly, 5x5, Who is the first, Rounded Snow" A teacher who satisfies the demands of the modern classroom must be able to work with all 25 pupils in a 45-minute class. For example, it is vital to educate all children a new topic and make sure they learn it in a way that they will never forget by employing innovative techniques, giving them colorful question cards, receiving answers fast, and explaining them in relevance to life. The techniques employed in non-traditional classroom settings are critically important for young pupils' education.

Conclusion. This article describes research we did on the design of non-traditional classrooms to improve the cognitive (mental ability) of primary school pupils and spark their interest in the subject matter. The research was done as part of our study at the 34th general secondary school in Karshi. Thinking-intensive teaching strategies were applied, which led to a 10%–15% improvement in the markers of lesson learning.

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