

EARLY LEVELS OF COGNITIVE ACCEPTANCE OF EDUCATIONAL MATERIALS

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Abstrakt. This article is aimed at determining the initial levels of cognitive perception of educational materials of artistic-aesthetic content, reflecting on the emphasis on excellence on the levels and needs of cognitive assimilation of educational materials of students in the cognitive perception of educational materials of artistic-aesthetic content.

Basic words and phrases. Artistic-aesthetic, educational material, cognitive, cognitive approach, activity, competence, skill, music, logical thinking, improvisation, creative activity.

НАЧАЛЬНЫЕ УРОВНИ ПОЗНАВАТЕЛЬНОГО ВОСПРИЯТИЯ УЧЕБНОГО МАТЕРИАЛА

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Аннотация. Данная статья направлена на выявление начальных уровней познавательного усвоения учебного материала художественно-эстетического содержания, в ней рассматривается вопрос об акцентировании особого внимания на уровнях и потребностях учащихся в познавательном усвоении учебного материала художественно-эстетического содержания.

Ключевые слова: художественно-эстетический, учебный материал, познавательный, познавательный подход, деятельность, способности, умения, музыка, логическое мышление, импровизация, творческая деятельность.

Access.

Educational materials of artistic and aesthetic content are selected taking into account the levels and needs of cognitive assimilation of students. In the process of didactically describing music lessons, the volume of educational materials of artistic and aesthetic content, which are mastered, is gradually expanded. For this, musical taste and professional skills should be formed in teachers. In this process, teachers are required to be able to direct cognitive activity in students towards a specific goal. In providing students with knowledge of artistic and aesthetic content, the work of teachers in cooperation with the educated allows to ensure efficiency in this direction. This serves to ensure that students in the educational process have a creative activity.

The linguistic character occupation of knowledge and information in the artistic-aesthetic content offered to students serves the development of cognitive thinking competence in students. It is important that texts of an artistic-aesthetic nature, educational assignments, questions serve to enrich each other among themselves. Students solve tasks assigned to them in the process of cognitive and logical thinking and look for specific answers to questions. In the process of completing tasks of a cognitive nature, students manage to perform operations of mutual comparison of evidence, comparison, division of educational materials into components, mutual differentiation of various concepts, creative approach to them[2]. As a result, they achieve the mutual coordination of acquired knowledge and the implementation of it in their creative phalites.

Literature analysis and methodology. At the first level of mastering educational materials of artistic-aesthetic content, students manage to think deeply over each concept, reflect and recall the previously acquired knowledge, while at the second level of cognitive assimilation of educational materials, the practical actions of students on educational materials of artistic-aesthetic content are activated. And at the third level of cognitive acquisition, all the achieved results correspond to knowledge and concepts of the acquired artistic-aesthetic content. The student's interest in musical knowledge, independent creative activity are manifested in his creativity. The artistic-aesthetic knowledge acquired by students influences their level of knowledge of musical works. Activities related to the cognitive assimilation of educational materials of artistic and aesthetic content of students are a didactic, psychological phenomenon, which is required to be clearly taken into account when choosing the educational content presented in music lessons. The content of this purpose-oriented education covers the following:

- perception of knowledge of artistic and aesthetic content;

- understanding their content;
- performing mental operations on educational materials of artistic and aesthetic content;
- activation of knowledge of the acquired artistic and aesthetic content in the methods of creative activity;
- activation of knowledge in the content of educational materials of artistic and aesthetic content using certain methods of action;
- such as the absorption of knowledge of artistic and aesthetic content into the content of creative activity. As a result of the systematic presentation of educational materials of artistic and aesthetic content in music lessons, the practical actions of students are carried out in a consistent way. It is important to rely on a cognitive approach in ensuring the connection between the presented knowledge. The cognitive acceptance of educational materials of artistic and aesthetic content by students serves to increase the effectiveness of music lessons. As a result of the implementation of a cognitive approach, the possibilities of enriching the knowledge of students of educational materials are expanded.

Educational materials of artistic and aesthetic content, selected on the basis of this approach, will have a consistent character and ensure the productivity of music lessons. Analysis of the level of productivity of educational materials of artistic and aesthetic content shows that most of them should be organized by creative exercises, notes, musical didactic games. The use of visual drawings aimed at teaching notes in music lessons also makes it possible to ensure efficiency. In educational materials of artistic-aesthetic content, structured-functional connections with logical Traceability, based on a specific topic, are expressed. It is advisable to clarify the composition of educational materials of artistic and aesthetic content on the basis of the principle of evolutionism.

The design of the content of educational materials of artistic and aesthetic content is also of particular importance in terms of a cognitive approach. When choosing educational materials of artistic and aesthetic content, it is assumed to rely on the principles of block-module, concentricism and personality-oriented education. As a result of the application of these principles, educational materials of artistic and aesthetic content acquire a developmental character in relation to the personality of the student. The relationship between educational materials of artistic and aesthetic content should be based on causal connections. It is possible to present topics to students in a systematic way by ensuring the connection between teaching materials related to music. In this, the knowledge and scientific information offered in music

lessons is sorted. Knowledge of artistic-aesthetic content is of a systemic nature, which serves to gradually develop the cognitive thinking activity of students.

When structuring educational materials of artistic and aesthetic content, special attention is required to the development of cognitive receptivity abilities of students. In particular, information about the composition of scientific knowledge, the provision of methods for its systematization are included.

Creative ability. In our opinion, the most optimal structure of educational materials of artistic and aesthetic content is an integrated didactic model, in which all knowledge is presented in isolation into certain blocks. In this case, the quality, quantity, availability and practical orientation of educational material of artistic and aesthetic content should correspond to the development of cognitive receptivity of students. As a result, the opportunity arises to divide knowledge of artistic and aesthetic content into parts, dividing them into separate blocks. In this, the necessary parts are composed: separate arguments, concepts, laws are included. Alternatively, these blocks do not have the character of a partial statement of educational materials. This ensures cognitive acceptance of learning material by students. Also, certain requirements are imposed on educational materials of artistic and aesthetic content. These requirements will be especially relevant to its size. Texts of artistic and aesthetic content, exercises, questions and answers, as well as assignments are conveniently described on an evolutionary basis for the cognitive perception and perception of students. When choosing educational materials of artistic and aesthetic content, attention is paid to their complementarity, enrichment, acquisition of knowledge of an integrative nature. This, in turn, provides the basis for the strengthening and activation of skills that are formed in students through the means of artistic-aesthetic knowledge. In the system of educational materials of artistic and aesthetic content, a different level of expression of certain information, knowledge and concepts is manifested. In this, the knowledge and concepts expressed in the content of educational materials of artistic and aesthetic content form a holistic system and serve to enrich the artistic and aesthetic taste, worldview, imagination of students.

Methods and techniques of our research. In music lessons, creative tasks for students are required to rely on this content. The cognitive appropriation of educational materials of artistic and aesthetic content presented to students in music lessons should be regularly monitored and transported by the teacher, relying on the results of their creative activity.



Accordingly, when choosing educational materials of artistic and aesthetic content, it is required to take into account the creative competence, interests and motives of students.

An American specialist Dj about didactic cases, which are focused on the educational process. Bruner [1] promoted the following. In his interpretation, " it is important to stimulate, generate motivation, encourage the substantiation of learned information using evidence, achieve thorough mastery of knowledge, make it convenient for the volumetric assimilation of the information presented, guarantee the achievement of the intended result in assessing the acquired knowledge of students. It is clear that the cognitive appropriation of educational materials of artistic and aesthetic content by students is evident in their creative persuasion. These indicators are expressed in music lessons in the stages of cognitive assimilation of educational materials of artistic and aesthetic content of students.

Research results and their discussion. The study of the results of educational activities of students of artistic and aesthetic content, the analysis of the results are important in improving this process. This requires taking into account a number of psychodidactic conditions. Cognitive assimilation of educational materials of artistic and aesthetic content by students is a phenomenon of a creative-pedagogical nature, which is embedded in the social experience of students and promotes the formation of aesthetic taste, worldview and moral qualities in them. Therefore, when choosing educational materials of artistic and aesthetic content, it is necessary to take into account the level of development of students in moral and aesthetic terms.

When mastering educational materials of artistic and aesthetic content, it is envisaged that students carry out such works as understanding it, perception, understanding its content, performing certain mental operations on them, generalizing acquired knowledge, applying them creatively in their activities, assessing the creative and aesthetic actions of themselves and their classmates.

In the processes of music lessons, knowledge of artistic and aesthetic content is instilled in the social experiences of students in a certain consistency. As a result, cognitive thinking activity occurs in them. This activity is manifested through specific creative actions in the process of music education. students ' levels of cognitive mastery are manifested through specific knowledge, skills, and competencies. in the process of organizing music lessons, the teacher selects and processes additional educational materials and assignments of artistic and aesthetic content. Educational materials are presented to students in the form of notes, texts of songs and songs, questions and tasks of artistic-aesthetic content, sound exercises, methods of



execution, materials provided for listening, test assignments. The teacher brings educational materials of artistic and aesthetic content, which are presented in music lessons, into a convenient form for students to cognitively master.

Conclusion. Educational materials of artistic and aesthetic content should be selected taking into account the age and development levels of students, the needs and opportunities associated with the perception and expression of thought. The cognitive perception of educational materials of artistic and aesthetic content by students, in which independent thinking, is directed to ensuring a somewhat accelerated development of vocabulary. Because, with the help of educational materials of artistic and aesthetic content, special attention is also paid to the fact that students can speak artistically, think creatively, improvise. Therefore, if, together with the emphasis on excellence in the structure of educational materials in the cognitive perception of educational materials of artistic and aesthetic content of students, students manage to cognitively assimilate educational materials of artistic and aesthetic content.

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