THE IMPORTANCE OF INCENTIVENESS IN THE DEVELOPMENT OF STUDENT ACTIVITIES IN THE HIGHER EDUCATION SYSTEM

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Annotation: ***This article discusses the importance of motivation in the development of cognitive activity of students of pedagogical universities and its positive features and the role of the educator in the educational process. The article addresses issues such as cognitive interest and the emergence of cognitive processes.***
Keywords: ***cognitive activity, cognitive theory, motivation, psychological analysis of teaching, interest, cognitive interest, cognitive processes.***

Today, universities are ready to find their place in life, to carry out promising, creative activities, that is, not only to solve sufficiently complex tasks, but also to put forward problems, to find fundamentally new creative solutions. the task is to develop young teachers.

The theory of knowing the methodological basis of any educational process is affirmative. The basis of the traditional educational process is the theory of materialist cognition, which expresses the materiality of the objective being, its assimilation. reveals the essence of the process of learning. According to materialist philosophy, the process of knowing is the reflection of an objective material being in our minds. But this is not just a reflection of the objective reality in our minds, it is a process of abstraction of processes, the formation of scientific concepts, laws and regulations. It reveals the essence of events and processes, the internal legal connections of the scholar.

The study of the theory of knowledge shows that the pursuit of any knowledge begins with the motive and the incentive given to it. In this regard, it is important to encourage students to learn in higher education.

Psychological analysis of teaching in higher education institutions is not only a problem of practical importance in terms of improving the effectiveness of professional training of students. It is primarily a matter of understanding the nature of human learning. And its broad scientific theoretical meaning solves the problem of how to counteract the growing alienation of man from the ever-increasing avalanche of knowledge, to prevent the lag in the pace of individual socialization and learning, and to accelerate the growth of scientific and technical knowledge. is becoming increasingly important to do. Experts in the field of cybernetics link the development of artificial intelligence research, the possibilities of expanding the production of computers and the improvement of expert systems to solve this problem. Finally, for pedagogy itself, this problem is included in the solution of one of the central theoretical problems - the relationship between education and human development.

Human life is, first and foremost, the constant adaptation to ever-changing environments, the development of new forms of behavior aimed at achieving certain goals, and this is a variety of studies. Learning can take place at different levels: the development of reactive behavior, cognitive learning, conceptual learning. At the student age, various forms of cognitive learning are first and foremost manifested in the learning process.

The nature and amount of knowledge is determined by the requirements of modern production, the level of training and development of the personality of a specialist in a particular profile of work.

Preparing students based on their professional knowledge, skills, and abilities is a key part of developing their personality at this age. Successful teaching cannot be imagined without encouraging students to be active in the learning process. The incentive component is not just about the

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organization of education. Incentives are a repetitive process that can be done before. Its completion forms a cognitive activity in students as a much-needed part. In pedagogy, special incentive methods have been developed that combine many techniques and methods to stimulate active learning. Motivation plays a specific role in drawing students 'attention to a topic, arousing their curiosity, and cognitive interest. At the same time, it is a complex process that requires students to develop a sense of duty and responsibility that activates teaching. It is important to study the topic at the beginning of the lesson, not only to satisfy the need to explain its importance and simplicity, but also to think about the methods of motivation used during the lesson and especially in the second part of it. When natural fatigue occurs and students need effects that relieve stress, overload, and stimulate the desire to actively master the learning material.

In psychology, an individual's activity refers to an individual's ability to create socially significant environmental changes that are reflected in communication, collaboration, and creativity. It is this curiosity that is the constant motivator of the cognitive mechanism.

Curiosity is a motive that helps to focus in any field, to learn new facts, to reflect reality more fully and deeply. The role of interests in the process of activity is great. They force a person to actively seek ways and means to satisfy his thirst for knowledge and understanding. Satisfaction of interest does not lead to its loss, but its internal reconstruction, enrichment and deepening leads to the emergence of new interests that correspond to a higher level of activity.

Cognitive interest is formed and developed in activity. Surprise is a powerful motivator to learn. The astonished man seems to be looking forward. He is in a state of waiting for something new. But the cognitive interest in the learning material can always be provided not by bright facts but by its appeal. Lol is unimaginable and surprising. It can quickly bore the student, change the forms and methods of work in the group, involve him in creative intellectual activity, try to attract him.

After explaining the material, it is a good idea to use test items in the process of checking and consolidating knowledge. The tests complement the teacher's frontal question because they answer the questions and assess their knowledge independently. According to T.V. Gabay's classification, educational activity consists of two; subsystems or actions. The first is the main functional component, which is the subsystem or activity - learning. The functional components of the preparatory activity are integrated into another subsystem of the educational activity. Educational activity is a "pure" cognitive activity performed by students through the acquisition of existing experience. The development of students' cognitive activity is possible only if the educational activity is aimed at creating and providing conditions for the successful implementation of educational activities.

Learning as an activity takes place in a place where a person's actions are guided by a conscious goal aimed at acquiring certain knowledge, skills and competencies. Teaching is a specific activity of a person, which can be carried out at a certain stage of development of the human psyche, when he is able to regulate his actions with a conscious purpose. Education places demands on cognitive processes (memory, intelligence, imagination, mental flexibility) and volitional qualities (attention control, emotional control, etc.). Learning activities combine not only cognitive functions with activity (perception, attention, memory, thinking, imagination), but also needs, motives, emotions, and will.

Human activity is always subordinated to the goal as a consciously planned outcome, which serves to achieve it. The goal manages the activity and directs its direction. An activity is not a set of reactions, but a system of actions integrated into a whole with a motive that drives it. Motive is the driving force behind an activity that determines the meaning of what a person is doing.

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In conclusion, motivational activity in education, which is one of the main principles of pedagogy in the teaching process, creates in students the need to know. According to the theory of psychological cognition, students are taught voluntary attention, ie targeted learning.

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