

Formirovanie I Razvitie Kognitivnyx Sposobnostey Studentov V Obuchenii Injenernoy Grafiki

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Enter. Cognitive ability is the ability of a person to perceive, understand, process and use information for decision-making, decision-making and adaptation to new situations. Ona vklyuchaet v sebya takie aspekty, kak vnimanie, pamyat, myshlenie, vospriyatie, rech, reshenie problem, logicaleskoe myshlenie i t. d. Cognitive abilities play an important role in our ability to learn, adapt and function in everyday life [1].

For the formation of cognitive abilities of students and the training of graphic engineering teachers, the following actions can be taken:

1. Create structured and conceptual learning materials that help students to understand and understand information. For example, use clear illustrations, diagrams and graphics.
2. Predostavlyat vozmozhnosti dlya prakticheskogo primeneniya poluchennyx znaniy. Eto mojet vklyuchat vypolnenie vydaniy, proektirovanie i zadanie realnyx obektov ili ispolzovanie computer program dlya modeling i visualization.
3. Puoshchryat students to independent thinking and problem solving. Prepodavatel mojet zadavat voprosy, vyzyvayushchie analytical and critical thinking, a takje preladgat zadachi, trebnyushchie poiska i applyeniya novykh znaniy.
4. Predostavlyat obratnuyu svyaz i podderzhku studentam. Prepodavatel mojet analizirovat i otsenivat raboty studentsov, ukazyvat na oshibki i predlagat sposoby ix ispravleniya. Takje vajno puoshchryat ix usiliya i dostizheniya.
5. Use different training methods. Prepodavatel mojet primenyat razlichnyye formy raboty, takie kak lektsii, prakticheskie zanyatiya, gruppovye proekty i t. d., to stimulate various cognitive abilities of students.
6. Sodeystvovat razvitiyu metacognitivnykh navykov. Metacognitive habits include planning, controlling and otsenivat svoi process training. Prepodavatel mojet pomoch studentam osoznat svoi silnye i weakie storony, nauchit ix strategiam samoregulyatsii i pomoch im razvit uverenost v svoix kognostyax.

And hello, the teacher should create a suitable educational environment, which will enable the development of cognitive abilities of students in the field of graphic engineering.

Metacognitive skills are the ability to identify, control, and regulate your thinking and learning process. Oni vklyuchayut v sebya ponimanie sobstvennyx kognostey i ogranicheniy, planirovanie i organizatsiyu svoey raboty, monitoring i otsenku progressa, a takje ispolzovanie strategic self-regulation dlya dostizheniya postavlennyx tseley. Having metacognitive skills helps students learn more effectively and apply the knowledge gained in different situations [7].

Self-regulation is the ability to control and regulate your behavior, emotions and thoughts. Eto vklyuchaet v sebya umenie upravlyat svoimi russami, takimi kak vremya, energy i vnimanie, a takje umenie preodolevat prepjatstva i stressovye situatsii.

Self-regulation includes many skills and strategies, planning, monitoring progress, controlling emotions and stress, adapting to changing conditions and self-regulation. Mother helps my students become more organized, responsible and independent in their training.

Prepodavatel mojet pomoch studentam razvit navyki samoregulyatsii putem obucheniya concretenym strategiyam i metodam, takim kak planning i organization raboty, upravlenie vremenem, kontrol emotsiy i t.d. It is also important to provide feedback and support to my students so that they can monitor their progress and receive recommendations for advancement.

Research materials and method. The word "cognitive" refers to the processes of cognition, perception, thinking, perception, memory, and problem solving. Cognitive processes related to processing information and understanding of mira vokrug nas.

Kognitivnye interesy studentsov otnosyatsya k ix jelaniyu i stremleniyu k poznaniyu, ucheniyu i ponimaniyu novoy informatsii i kontseptsii. The development of cognitive interests of students means the creation of conditions that stimulate the active part of the learning process, enable the development of thinking, perception, perception, memory and problem solving skills. Eto mojet vklyuchat use of interactive methods of training, conducting discussions, tasks and projects, which require analysis, synthesis and critical thinking. The development of cognitive interests of students also requires creating a stimulating and supportive environment where they can ask questions, develop their thoughts and ideas, explore new subjects and concepts, and also develop their intellectual independence and self-reliance.

However, such research can include self-study of the influence of different methods of training on the cognitive abilities of students, analysis of the effectiveness of using new technology and software for training in engineering graphics, and also the study of the relationship between the development of cognitive abilities and the success of students in the data area.

The degree to which a student experiences situational interest and the time it takes to complete an academic task depends on at least two factors: [3] external stimuli and the learning environment that cause interest, and [2] internal predispositions, such as individual interest. Tselyu nastoyashchego issledovaniya bylo vyasnit, kak oba factors influence na situational interest and vrya fulneniya zadania. Putevoy analiz ispolzovalsya dlya izucheniya vliyaniya individualgo interesa na sem situativnyx pokazateley interesa i priobretenie znaniy. The results show that individual interest has a serious influence and situational interest only in the beginning, and then the ego weakens the influence.

Summary. From the point of view "human-object-theory of interest" (POI) razvitie interesa i interest-orientirovannyx motivational orientation mojno obyasnit na rovne functionalnyx principles, i. rational and partially podsoznatelnye mechanisms of emotsionalnogo control. Predpolagaetsya, chto v etoy sisteme regulayatsii reshayushchuyu rol igrayut emotsionalnye perezhivaniya, svyazannye s udovletvorenim treh osnovnyx pakorostey (competence, autonomy and connection) [4].

List of used literature:

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