

**THE ROLE OF CONNOISSEURS IN LANGUAGE TEACHING FOR CHILDREN
OF PRIMARY AND PRESCHOOL AGE**

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Abstract: *Cognitive learning is presented in this article as the main point of the educational process that develops a range of mental abilities and various learning methods and techniques.*

Keywords: *cognitive psychology, cognitive development, cognitive tools, the method of cognition.*

Studies of how a person learns and how learning can be efficient have a long history. Various theories and approaches have been developed in this area that has had an important impact on learning efforts. Educators make a classification based on three basic approaches to dealing with learning theories. These are the behaviorist approach, the cognitive approach, and constructivism. It is a mistake to see these three approaches as alternatives to each one or to evaluate them independently when classifying them. Behaviorist, cognitive, and constructivist ideas and principles overlap in many areas. It is difficult to put these theories in this context. Some theories may be involved in more than one class in different ways. Cognitive psychology is the scientific study of mental processes. Research has shown that active learning in learning leads to better understanding and retention of material, and cognitive psychology has developed methods for efficient learning.

According to Suharno (2010:60), the cognitive perspective sees the learner as an active processor of information. This means that cognitive theory tries to get people to think actively. The implication of cognitive theories in education is to make the students find the solution to the problem. According to modern ideas, the development of creative abilities in children is one of the basic goals of upbringing. The method of empathy (habituation) means feeling a person into the state of another object. The student's mission here is to move into his home, into the universe. The method of empathy is quite applicable to immerse students in the objects of study in the surrounding world. Through sensory-imaginative and mental representations, children try to move into the object to be examined, to feel it, and to recognize it from the inside. The method of symbolic seeing. A symbol, as a deep picture of reality that contains its meaning, can serve as a means of observing and recognizing that reality. The symbolic vision method involves the student finding or making connections between an object and its symbol. Having clarified the



nature of the relationship between the symbol and its object (for example, light is a symbol of good, a spiral is a symbol of infinity, a dove is a symbol of peace, and a pancake is a symbol of Maslenitsa), The teacher invites students to observe an object to see and represent its symbol in graphic, symbolic, verbal or another form. An important place is occupied by the explanation and interpretation of the created symbols by children. The method of imaginative seeing is an emotional-imaginative confrontation with an object. For example, it is suggested to look at a number, figure, word, sign, or real object, draw the images seen in it and describe what they look like. The educational product as a result of student observation is expressed in verbal or graphic-pictorial form, that is, students speak, write or record the results of their research.

The method of random associations. The method is used to generate new ideas related to modifying an object, improving its properties, and solving problems. The essence of the method is to rely on random associations that arise concerning the name of the object and its functions. For example, the following associations can be made with the word nail; Hammer, Schlag, and others share Estroff Marano's believe: Contrary to popular belief that only intellectual activity builds a sharp brain, cognitive abilities are the most developed. By games, I don't mean sports coached and supervised by adults, but real play-free, unstructured play where the children invent the activities, the activities reflect their curiosity and interests, and they can find their way of connecting with everyone connected to be others.

Cognitive tools mean learning with technology. Jonassen (1994) found that technologies as tools can enable learners to think meaningfully, which correlates closely with the cognitive perspective. Lajoie (1993, p. 261) and Shim and Lee (2006) concluded that technology can benefit learners by supporting cognitive processes, sharing the cognitive load, enabling learners to engage in cognitive activities that are external within its reach, and allowing learners to generate and test hypotheses as part of problem-solving. According to Hebb's (2003:3) Piaget theory, the theory states that children actively construct their understanding of the world and go through stages of cognitive development.

In summary, because the project activities are personality-oriented, they stimulate real teaching by the students themselves; different didactic approaches are used; Are self-motivated, meaning that interest and involvement in the work being done increases; support educational goals in the cognitive, affective and psychomotor areas at all levels; allows you to learn from your own experience and the experience of others in a particular case; brings satisfaction to the students when they see the result of their work.

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