



The Content Of Integrative-Cognitive Tasks And Their Distinctive Features From Traditional Tasks

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ABSTRACT

The contemporary education system is increasingly emphasizing approaches that correspond to the requirements of modern education, moving beyond the framework of traditional educational practices. This article examines the essence of tasks as educational tools based on the integration of competency-based, integrative, and cognitive approaches, which reflect the demands of contemporary education. In particular, the study highlights the distinctive features of integrative-cognitive tasks and analyzes the ways in which they differ from traditional tasks.

KEYWORDS: Integrative approach, competency-based approach, task, traditional task, integrative-cognitive task, cognitive activity, practice.

INTRODUCTION

The growing priority of the competency-based approach in the modern education system requires students not only to acquire knowledge but also to develop the ability to apply that knowledge in various real-life situations. In particular, improving the speech competence of primary school students serves as one of the important indicators of increasing educational effectiveness. From this perspective, incorporating a system of integrative-cognitive tasks into the process of developing speech competence contributes both to the implementation of the competency-based approach and to the comprehensive improvement of students' speech activity.

A task is a didactic tool aimed at enabling students to acquire knowledge, skills, abilities, and competencies and to apply them in practical activities. A task enhances students' cognitive activity, develops independent thinking, and creates opportunities to establish connections between theoretical knowledge and practice. In competency-based education, a task should not be limited to assessing acquired knowledge; rather, it should serve as a means of developing students' thinking, analytical abilities, problem-solving skills, and communication skills.

From a didactic perspective, tasks perform educational, formative, developmental, motivational, diagnostic, monitoring, and assessment functions. Tasks can be classified into the following types:

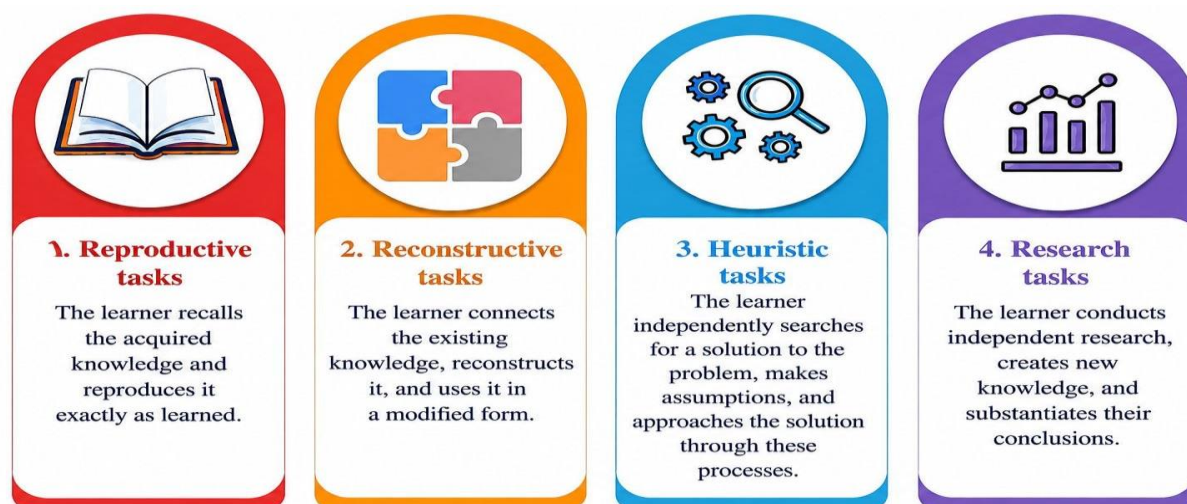


Figure 1. Types of tasks

Traditional tasks have been widely used in education for many years. Their primary purpose is to determine and reinforce the level of students' mastery of educational material.

In pedagogy, the didactic essence of an educational tool refers to its purpose, content, functions, and role within the educational process. The advantage of integrative-cognitive tasks lies in their ability to combine the content of several subjects within a unified problem-based situation, enhance students' cognitive activity, and, at the same time, enable them to transfer acquired knowledge into practical contexts.

An integrative-cognitive task is a competency-based didactic task in which the content of several subjects or topics is interconnected and which is aimed at developing students' cognitive activity, critical and creative thinking, and ability to solve problem-based situations. From a didactic perspective, it is insufficient to interpret a task merely as a question or exercise. A task based on a modern educational approach should incorporate an integrated system consisting of a clearly defined goal, conditions, mode of activity, and expected outcome, thereby engaging the learner in a purposeful activity.

Integrative-cognitive tasks differ from traditional tasks in several important aspects:

Criterion	Traditional Task	Integrative-Cognitive Task
Purpose	Reinforcement and assessment of knowledge	Development of competency-based skills and the ability to apply knowledge in practice
Content	Mainly within the framework of a single subject	Based on the integration of the content of several subjects
Level of thinking	Predominantly reproductive	Analytical, critical, creative, and reflective
Role of the teacher and student	Teacher – provider of knowledge; student – recipient knowledge	Teacher – facilitator; student – active learner and researcher
Assessment	Focused on obtaining the correct answer	Comprehensive assessment of both the process and the outcome

The comparative analysis demonstrates that integrative-cognitive tasks contribute to the development of students' higher-order thinking operations. Such tasks are grounded in the principles of constructivism, the competency-based approach, and cognitive activity. They are

designed to transform students from passive recipients of ready-made knowledge into active participants in the learning process.

The primary purpose of integrative-cognitive tasks is not merely to find the correct answer, but rather to develop students' ability to process knowledge and use it effectively. In other words, through integrative-cognitive tasks, speech competence in primary school students should not be formed merely as memorized information; instead, it should serve to activate their reflective-cognitive activity and intellectual amplification.

Reflective-cognitive activity refers to a conscious cognitive process aimed at students' acquisition, processing, analysis, and generalization of knowledge, as well as their awareness and evaluation of their own cognitive processes and their improvement when necessary. Alongside the acquisition of new knowledge, this activity plays a leading role in the development of metacognitive skills.

Reflective-cognitive activity enables students to critically analyze and develop themselves through the analysis of their own performance, self-assessment, identification and correction of errors, improvement of cognitive strategies, and application of acquired knowledge in new situations.

Through such tasks, students develop the ability to search for information, analyze it, identify logical relationships, draw appropriate conclusions based on evidence, and express their ideas clearly and coherently. Thus, the primary purpose of integrative-cognitive tasks is not merely to find the correct answer, but to develop students' ability to process knowledge and use it effectively in different contexts.

Conclusion

Integrative-cognitive tasks serve as a comprehensive educational tool not only for assessing students' acquired knowledge but also for enabling them to gain meaningful life experiences based on that knowledge. This is because learning activities organized through tasks grounded in integration and cognitive processes engage almost all students and create opportunities for them to demonstrate their abilities according to their individual potential.

Therefore, the systematic application of integrative-cognitive tasks in primary education can be regarded as an important pedagogical condition for implementing competency-based education, strengthening interdisciplinary integration, activating students' cognitive processes, and developing their ability to apply knowledge in practical situations.

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