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DEVELOPMENT OF COGNITIVE ACTIVITY IN FUTURE TEACHERS

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ABSTRACT

This article provides a pedagogical basis for the professional training of future teachers and their learning activities, and describes the methods and techniques for the development of learning activities. The main criteria for professional training are the practical training of the future specialist and the acquisition of knowledge, skills and abilities in the field of specialization, the level of adaptation to the requirements of professional activity. The works of medieval thinkers who lived and worked in the Near and Middle East emphasize the importance of the type, principle, structure, and criteria of scientific knowledge in relation to human mental development and perfection.

KEYWORDS: *Pedagogical, Specialization, Perfection*

INTRODUCTION

Social, didactic, active, professional, axiological, acmeological, creative, reflexive, cognitive activity, traditional education, skills, abilities, etc. From the first years of independence of Uzbekistan, the first President Islam Karimov objectively analyzed the achievements and shortcomings in the education system and proved the need for radical reforms in training. Also, I.A. In his speech, Karimov stressed the social necessity of this issue, saying, "It is necessary to implement a series of comprehensive measures to ensure the entry of talented young people into science. In this regard, it is necessary to radically reform the activities of universities, and even general education schools," he said. Indeed, the solution of these issues is aimed at radically reforming the existing education system in the country, the formation of a highly spiritual person through the formation of a system of continuing education. Therefore, the role of higher education institutions in educating a harmoniously developed person, forming him as a specialist, gaining a worthy professional and social status in society is great. Quality-monitoring of the

system of modernization of higher education institutions and their educational process, training of pedagogical specialists increase, modern professional knowledge, skills and abilities of future teachers arming them with acmeological motivation for professional activity formation of professional training of pedagogical specialists is one of the important tasks in the process.

he experience of developed countries, in particular, the United Kingdom, Australia, Switzerland, Germany, Malaysia, Canada in the training of specialists shows that the main task of vocational education is to develop students' intellect and logical thinking based on the specifics of the chosen specialty. On the basis of this task, the professional training of students will be provided. The main criteria for professional training are the practical training of the future specialist and the acquisition of knowledge, skills and abilities in the field of specialization, the level of adaptation to the requirements of professional activity. These factors, which determine the effectiveness of the process, are reflected in the system of training of junior specialists in the context of the "National Training Program". creates the need for fundamental research to improve the content of vocational training by ensuring its practical implementation. It is known that for thousands of years in Eastern pedagogy, the issues of career choice, career guidance, vocational education have been combined with mysticism. The Qur'an, which has been an important source in the formation of the spirituality of our people In the hadiths, as well as the great thinkers Muhammad Ismail al-Bukhari, Muhammad Isa al-Termizi, Mahmud Qashqari, Abu Nasr al-Farabi, Yusuf Khos Hajib, Hussein VoizKashifi, Amir Temur, AlisherNavoi expressed in the form of rare ideas in the scientific heritage. Thus, finding solutions to didactic problems in pedagogical technology is an important step in the implementation of the national program. If the educator has in his hands the students who are thirsty for knowledge, the program, textbooks and manuals in accordance with the purpose of science, he can successfully carry out the didactic process. can effectively and consistently introduce new pedagogical technologies into practice, effectively using organizational forms of cognitive activity. Thus, as a result of these ideas, theoretical analysis and generalization of the results of observations and empirical analysis obtained in the process of scientific and pedagogical research, it was found that the effectiveness of the process of professional adaptation of future teachers is based on the following factors:

- Motivational factor - aspects characterized by the level of awareness of future teachers about the chosen profession and its essence, professional orientation and motives for choosing a profession;
- Social factor - the existing social environment in society and the social prestige of the profession, as well as the development of professional and social norms by students, the application of social experience in the system of personal and professional institutions;
- informational-meaningful - a set of socio-theoretical, pedagogical-psychological and special-methodological knowledge, skills and abilities necessary for the successful acquisition of a factor-selected field of professional activity;
- Activity factor - the motivation to apply the acquired special professional knowledge, skills and abilities in specific situations and situations, self-analysis and development;
- Organizational and methodological factor - innovative types of education: person-centered, differentiated education, interactive education, collaborative education, software education,

problem-based learning, game technology, modular learning, independent study and effective use of others in the educational process; teacher and student interaction; students' ability to learn independently, students' creative approaches to learning, the formation of independent thinking skills; the establishment of an informed creative environment; healthy competition; objective assessment of students' learning activities;

- Didactic factor (tools) - the availability of specially equipped (computerized) classrooms; educational resources (improved curricula, lecture notes, electronic textbooks, teaching and methodical manuals, electronic developments, graphic organizers, audit tools), teaching equipment and tools, information technology. Based on these factors and the current requirements of the labor market for the training of teachers, it is clear that the content of the formation of professional flexibility in future teachers is directly determined by their physiological, psychological, social and organizational adaptation. Socio-theoretical training of students of pedagogical higher education institutions is influenced by motivational and social factors, the content of which includes information, knowledge, the basics of science, which are acquired in the field of general education.

Pedagogical and psychological training of students is based on the principles of the educational process, the documents that illuminate the content and essence of education, forms, methods and means of teaching, as well as knowledge of the age and individual characteristics of the student and their psychological state. It is determined by the level of professional knowledge, skills and abilities in the acquisition. The skills of practical adaptation of future teachers to the professional activity will be formed on the basis of direct special-methodical training. In this case, the correct design and implementation of the educational process of the student, the organization and management of the activities of teachers and students, the correct orientation of students' learning activities, teaching, the level of mastery of skills in the effective use of forms, methods and tools of control and evaluation in the field of science, training and subject are described as key components. To be included in the process of professional adaptation of future teachers one of the modern requirements is the ability to actively master and implement these innovations. Innovative training is one of the criteria of professional training determined by the formation of an axiological, acmeological, creative, reflexive approach to pedagogical activity, the creation of an environment of creative cooperation in education, the introduction of innovative technologies in the teaching process, active motivation for innovative activities. is considered. Another important consideration is the process of professional development of future teachers aspect is the professional knowledge, skills and in the areas mentioned above is the definition of a set of necessary conditions for the acquisition of skills and their full implementation in practice. Because a comfortable and goal-oriented pedagogical environment allows the process to achieve the desired result relieves the earliest sources on student learning and its nature date back to antiquity. It has been known since ancient times that students' cognitive activity helps them to delve deeper into the essence of things, processes and events, and strengthens memory. The works of medieval thinkers who lived and worked in the Near and Middle East emphasize the importance of the type, principle, structure, and criteria of scientific knowledge in relation to human mental development and perfection. Al-Khwarizmi clearly distinguished between cognition through emotion and cognition through "logical reasoning": emotion is a "small" property, and "logic" is the study of essence, and they are interrelated. In order for the learning process to be productive and efficient, students must have a certain level of cognitive activity.

Education should be both a goal and a tool for students to develop their learning. Therefore, the school is tasked with educating an active, creatively inquisitive person. Therefore, the development of cognitive activity is necessary not only for the successful completion of educational tasks, but also for the fulfillment of educational tasks, which should develop students' mental abilities, respect and enthusiasm for work. The problem of developing cognitive activity is related to the development and application of specific methods and techniques. According to P.D. Zubenko, who observed the work of future teachers in a special experiment, the development of students' mental activity depends in many ways on teaching aids. However, the organization of cognitive activities alone does not provide a complete solution to the problem. In recent years, it has been proven wrong to divide teaching into active and passive methods.

In traditional education, the teacher explains the material, poses a problem, finds a solution, and the student repeats the teacher's actions. In this method of teaching, the teacher is active, and students are limited to performing the role of a weak performer. A number of studies have been conducted to improve traditional approaches. A.J. Attokurova, S.Yu. Kutlimuradova, M.I. Enekeev, S. Kariev in their research agreed that the cognitive activity of students can be developed through independent work. The urgency of the problem of developing students' cognitive activity is due, firstly, to the lack of consensus among pedagogical scholars on the definition of this topic, and secondly, to the fact that methods of development are also interpreted differently in the scientific and methodological literature. The analysis of the above scientific research shows that there are three main directions of the problem: The first direction is to accelerate learning to a certain extent by performing exercises and practices that determine the knowledge of more students. The second direction in the concept of developing students' cognitive activity is related to the formation and development of cognitive activity, which focuses on such qualities as activity, independence, initiative, creative activity and independent learning. The third direction is to create the necessary conditions for the development of cognitive activity. In our opinion, these directions in the concept of the development of cognitive activity do not negate each other, but are inextricably linked. However, because all three areas of the problem are so broad and multifaceted, researching them should be a priority, identifying the main areas in which students will develop their learning. Modern didactics uses the achievements of educational psychology in the study of students' cognitive activity. Depending on the age and content of the educational material, the specificity of this activity establishes the psychological laws of the educational process, considers the individual and typical characteristics of students in cognitive activities.

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