

FORMING PROFESSIONAL COMPETENCE IN DEVELOPING COGNITIVE ABILITIES OF FUTURE EDUCATORS

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Abstract: *In the article In recent years, fundamental reforms have been carried out in the education system of our country. The prospects and future of our country are determined by personnel. The issues of training personnel who think in a new way and are capable of bringing innovation are one of the directions of the Action Strategy for the development of our country. In the international research conducted by the world's leading higher educational institutions and scientific centers on the implementation of modern education of future specialists, special attention is paid to the criteria for the formation of professional competence in the development of cognitive abilities of future educators, the introduction of the requirements of international educational standards is spoken.*

Keywords: *Information and communication technology, cognitive ability, pedagogical competence, motivational, cognitive, operational, reflexive*

INTRODUCTION

In recent years, fundamental reforms have been carried out in the education system of our country. The President of the Republic of Uzbekistan stressed the need to further improve the education system of our country, to critically analyze the state of work in the field of introducing new, modern methods of education, including pedagogical and information and communication technologies: "It is extremely important to solve another problem: this is the professional level of teachers and professors, their specialized knowledge. In the international research conducted by the world's leading higher educational institutions and scientific centers on the implementation of modern education of future specialists, special attention is paid to the criteria for the formation of professional competence in the development of cognitive abilities of future educators, the introduction of the requirements of international educational standards. As a result, the country's education system will be further improved based on world standards, and the quality of personnel will quickly adapt to a competitive environment. Currently, there are certain contradictions between the actual level of training for performing such a professionally required function of the state social order as pedagogical activity.[9]

Problem Statement. In this regard, scientific research aimed at expanding the structure of pedagogical competence of young teachers on the basis of such indicators as motivational, cognitive, operational, reflexive and self-assessment of the successful use of modern information and pedagogical technologies in the educational process plays an important role. Of course, the efforts of our President Sh.M. Mirziyoyev play an important role in this. We believe that it is worth highlighting his special attention to preschool educational organizations. At a meeting held on October 19 of this year dedicated to the issues of radically improving the preschool education system, our President When talking about the education system, which is of decisive importance in our lives, it is necessary to repeat and repeat the wise thoughts of our grandfather Abdulla Avloni: education is a matter of life and death for us. No matter what field we choose, we cannot achieve any changes or a prosperous life without educating modern, mature personnel. The preparation of such personnel, a healthy gene pool of the nation, begins, first of all, with the preschool education system."He noted. Of course, the development of any field depends on preschool education and its continuity, because graduates of preschool educational organizations are the future of the Republic of Uzbekistan. After all, a child acquires 70% of the knowledge he will receive throughout his life during preschool age. In this regard, the development and training of the educational, psychological, and professional competence of educators and future specialists who provide education and upbringing to preschool children plays an important role.[1]

The concept of competence has entered the field of education as a result of scientific research by pedagogical psychologists. From a psychological point of view, competence means "how a specialist behaves in unconventional and unexpected situations, in new ways in relationships with colleagues, in performing ambiguous tasks, in using conflicting information, in having a plan of action in consistently developing and complex processes." Professional competence is the acquisition by a specialist of the knowledge, skills and competencies necessary for the implementation of professional activities and their high-level application in practice.[5] Professional competence implies the acquisition by a specialist not of separate knowledge and skills, but of integrative knowledge and actions in each independent area. Also, competence requires the constant enrichment of specialist knowledge, the study of new information, and most importantly, the ability to search for scientific information, process it and apply it in one's activities. It is precisely in the factors of professional competence that we are told to study and find new information, and we naturally turn to information technologies and resources. We know that the current era is an information era. In such a rapidly developing era, we are surrounded by information. Since we cannot reduce or abandon information, we must learn to use it correctly and include it in our pedagogical activities.[9]

Current State of Digitization in Programming Training. The practice of higher education shows that the process of forming professional competencies in students is inextricably linked with the level of development of their socio-cultural competence.[2]

This aspect requires special study of the problem of forming professional competence in the development of cognitive abilities of future educators. One of the important components of the general structure of professional competence in pedagogical activity is socio-cultural competence. After all, a modern educator not only gives knowledge to the student, conveys information, but also acts as an intermediary between the developing individual and society. The appropriateness of the “child-person-society” relationship also depends on how competent and active the educator is in social life. [6,7] In the process of forming professional competence in developing the cognitive abilities of future educators, we use various educational methods. For example, practical, interactive, traditional methods, but not all of them are sufficient for the formation of professional competencies.[10]

In the process of developing the cognitive abilities of future educators, in addition to the above methods, it is advisable to use methods such as training, interactive conversation, integrative lectures, and business games, which have socio-psychological and methodological characteristics, in educational processes organized to develop their initial understanding of professional activity, competence, its content, importance, and necessity, and to form and develop reflexive approach skills and competencies. In the process of forming professional competence in the development of cognitive abilities of future educators, the use of methods that support the analytical activity of educators, illuminate the methods and forms of innovative activity through business games, and encourage educators to interact based on observing the activities of educators is of particular importance.[3] In the organization of educational processes, along with the use of integrative lectures, practical exercises, and seminar-trainings, the use of questions and tasks distributed in advance to educators is very effective. Organizing practical exercises in the direction of forming professional competence in the development of cognitive abilities of future educators based on the initial concepts of teachers, that is, on the basis of the literature studied independently by them through the study and analysis of their initial concepts, and the information provided during lectures, creates an opportunity to express the main concepts being studied in the form of tests and models [4].

Conclusions. In the process of developing the cognitive abilities of future educators, the use of methods such as interactive conversations, business games, and training in the formation of professional competence is of particular importance in teaching teachers to think independently and freely, and in increasing their creativity. These methods, which are considered active methods of the educator, ensure the activity of educators in the educational process, that is, they serve to form creative thinking skills in educators. In the process of the business game, educators participating in the business game, along with mastering the main concepts, analyze the essence, importance, and necessity of the main concepts, and based on the results of the analysis, conclusions are formed and recommendations are developed. During the business game, the initial concepts, worldview, skills, and qualifications of educators are determined, and tasks are

coordinated according to the situations that arise. The business game develops the level of reflexive abilities and capabilities of educators, as well as creative and imaginative thinking. Training is one of the methods that is important in ensuring the effectiveness of the educational process. In the educational process organized on the basis of this method, communication skills are formed in educators. As a result of the interaction of teachers during the training process, they develop skills in using various communication styles.[8] In the process of developing the cognitive abilities of future educators, it is advisable to use methods such as brainstorming and idea conferences in order to ensure their activity based on teaching them to think independently and freely, to encourage them to engage in direct communication, and to create opportunities for them to freely express their opinions.

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