



DIDACTIC POSSIBILITIES OF DEVELOPING COGNITIVE COMPETENCE IN THE TRAINING OF FUTURE TEACHERS

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ABSTRACT: - The article describes the didactic possibilities of developing cognitive competence in the training of future teachers. It is methodologically based on the fact that cognitive competence in future teachers allows to ensure the development of cognitive resources of a person, to solve cognitive problems that arise in all types of activity, to extract knowledge directly from reality, to act in non-standard situations, to master heuristic methods of problem solving.

KEYWORDS: Future teacher, cognitive competence, didactic opportunity, cognitive problem. knowledge, non-standard situation, heuristic method.

INTRODUCTION

Modernizing the modern educational content of training future young teachers for the continuous education system in our country based on advanced foreign experiences, creating an educational environment aimed at creating the necessary conditions that allow students to realize their inner potential. research is being carried out.

It is known that modernizing the educational process in educational institutions, developing

the professional competence of teachers in improving the quality of the system of training pedagogues, using modern advanced foreign experiences in the field, professional knowledge, skills and vision Arming with skills, independent creative use of scientific and technical innovations, and development of skills to solve prospective tasks are considered important tasks. In this place, it is necessary to pay special attention to the professional

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competence of future teachers and their cognitive skills.

ANALYSIS OF LITERATURE ON THE SUBJECT

Cognitive competence, personality quality, readiness for activity (V.I. Grinev [1], S.A. Demchenko [2]), skill (D.V. Smirnov [3]), system of knowledge, skills and abilities, ownership of activity (S.V. Korableva [4]), O.N. Krylova [5]) is interpreted in the same sense.

Cognitive competence is an integral feature of a teacher's personality, which contributes to self-education, personal and professional self-improvement, self-development and self-realization. It determines the readiness to increase. V.V. Kraevskii and A.V. Khutorskoi include cognitive competence in the main competencies, because it ensures the development of the cognitive resources of the person, helps to solve cognitive problems that arise in all types of activities, to directly distinguish knowledge from reality, non-standard acting in situations allows mastering heuristic methods of problem solving [6]. Cognitive competence functions as an intellectual version of initiative: through action, a person understands a situation, task, problem, opportunity, or body of knowledge.

Researchers of the phenomenon of cognitive competence formed a group of approximate parameters of cognitive competence, which include: analytical thinking, the level and depth of understanding of the field of science, the formation of a conceptual structure (the user's ability to distinguish concepts), the ability to classify, the ability to notice and express details, logical thinking; the ability to form hierarchical structures, relationships between concepts and objects, the preferred way of perceiving information [7].

ANALYSIS AND RESULTS

Professional pedagogical educational institutions in their activities should not be

guided by today, especially yesterday, but work for tomorrow - produce specialists who can not only educate and educate children, but also prepare them for life in tomorrow's reality. It is not enough for a teacher to be critically literate himself, he must form critical literacy among his students. And in this he is called upon to be helped by modern effective methods, teaching strategies, including technologies for problem-based learning, the development of critical thinking, solving inventive problems, the project method, game and training methods, etc. In our opinion, critical literacy can be identified as a set of updated professional competencies of the future teacher - cognitive, information and communication (digital) and autopsychological (regulatory) [1]. The actualization of these professional competencies is due to the challenges of the time, the order of the state and society to train the teacher of the future. Of the three named competencies, the basis is cognitive.

It is cognitive competence that provides effective decision-making cognitive activity throughout a person's life, continuous progressive personal and professional growth, and leads to a successful existence in the modern information space. Based on this statement, we consider cognitive competence as a set of critical, systemic, strategic, creative thinking skills, as well as skills for designing individual educational trajectories [1].

As noted above, modern learning technologies contain in their arsenal various effective strategies and methods for the formation and development of cognitive competence. One such strategy is the essay method. In our case, the essay method can be applied in two variations. In the first case - as a method of teaching the ways and skills of thinking, in the second - as a method for diagnosing the formation of a person's cognitive competence.

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We have developed a diagnostic method for determining the level of formation of cognitive competence using an essay. Systems thinking skills are diagnosed by the following parameters:

structuring (the presence of three blocks in the text: introduction, main part and conclusion);

correspondence of the content of the essay to the chosen topic;

internal semantic unity, i.e. the consistency of key theses and statements, the internal harmony of arguments and associations, the consistency of judgments in which the personal position of the author is expressed; construction of an essay as an answer to a question or disclosure of a topic based on the classical system of evidence.

The formation of critical thinking skills can be evidenced by such indicators as the presence of theses in the basis of the essay, the argumentation of theses, the presentation of theses and arguments in order to reveal the topic, paradoxicality, i.e. non-standard, creativity in the presentation of material (for example, a vivid statement or a paradoxical definition, literally colliding indisputable, at first glance, but mutually exclusive statements, characteristics, theses).

As noted above, modern learning technologies contain in their arsenal various effective strategies and methods for the formation and development of cognitive competence. One such strategy is the essay method. In our case, the essay method can be applied in two variations. In the first case - as a method of teaching the ways and skills of thinking, in the second - as a method for diagnosing the formation of a person's cognitive competence. An essay as an author's essay-reasoning belongs to the genre of criticism and journalism, as it involves a free interpretation of any literary, philosophical, aesthetic, moral

or social problem. M. Montaigne, the author of the fundamental work "Experiments", written in 1580, is considered the classic - the founder of the essay genre. His entire work is a huge collection of essays on various scientific and everyday problems [5].

An essay is a prose work of small volume and free composition, expressing individual impressions and considerations on a specific occasion or issue and obviously does not claim to be a defining or exhaustive interpretation of the subject. In our context, the following definition of an essay seems to be the most appropriate in meaning: "... this is an essay that interprets some problems not in a systematic scientific form, but in a free form" [6, p. 52]. This genre of written works is widespread, and not only in pedagogy. Today, an essay is one of the main components of a package of documents for admission to study or participation in a competition for filling vacancies in various fields (management, science, media communications, business, culture). If writing an essay is an interesting creative task for students, aimed at improving the understanding of any issue, then for a teacher, an essay is one of the most effective diagnostic tools when accompanying students in the learning process. Essay writing develops both kinds of thinking and writing skills. A person learns to identify causal relationships, structure information, formulate what he would like to express, argue his point of view, illustrating it with various examples, and summarize the material presented.

The most important component of cognitive competence is strategic thinking, which is determined by such parameters as a non-standard approach to solving designated goals, the relevance of the arguments presented, forecasting possible situations, seeing one's own mission and opportunities for its implementation. As mentioned above, cognitive competence is an integrative

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characteristic of the teacher's personality, which determines the readiness for self-education. It is based on the skills of designing individual educational trajectories, which can be diagnosed using the following indicators: presenting your own action plan to improve the situation; description of possible problems associated with difficulties, risks, and ways to solve them; the ability to analyze the proposed plan (algorithm) of actions and correct it for a specific task. The essay technique is an effective tool for teaching students different types of thinking and, at the same time, an effective diagnostic tool in studying the level of formation of a person's cognitive competence. It must be recognized that the essay is a universal learning strategy applicable in teaching both general education and professional disciplines. With the help of an essay, one can effectively form the cognitive competence of future teachers.

In our opinion, learning-cognitive competence is the main competence aimed at expanding knowledge, mastering methods of knowledge (cognitive) activity, formation of certain knowledge and skills in educational activities, development of creative thinking and independence in educational activities.

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