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Developing the Cognitive Competence of Future Teachers Through A Motivational Approach

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Abstract: This article explores the relevance, theoretical foundations, and practical aspects of developing the cognitive competence of future teachers based on a motivational approach within modern pedagogical education. The study employed theoretical analysis, diagnostic tools, and experimental methods to examine the role of motivation in enhancing students' cognitive competence. The findings demonstrate that a motivational approach has a significant positive impact on the development of critical thinking, problem-solving, and independent learning skills among pedagogical students.

Keywords: Cognitive competence, motivational approach, pedagogical education, self-development, interactive teaching methods.

Introduction: Ongoing reforms in higher education, particularly in pedagogical training, emphasize preparing future professionals to meet global standards and respond to the demands of the knowledge-based society. In this context, developing students' ability to think critically, solve problems independently, and make informed decisions is crucial—skills that fall under the concept of cognitive competence.

Cognitive competence refers to an individual's ability to process information, analyze and evaluate it, and apply knowledge in new situations. The formation of this competence in future teachers requires not only well-designed curricula but also a strong focus on internal motivation. A motivational approach, which activates internal drive, interest, and purposeful learning, is increasingly recognized as an essential factor in fostering effective cognitive engagement and intellectual growth.

This article investigates the problem of enhancing cognitive competence through motivation-driven learning experiences in teacher education.

METHODS

In our republic, the theoretical foundations of the implementation of the competency-based approach, the development of professional competence of teachers, and the didactic parameters for improving the educational and cognitive activity of students have been studied by such scientists as U.Inoyatov, N.Muslimov, Sh.Muslimov, O.Musurmonova, B.Khodzhaev, M.Vahobov, M.Mirsolieva, B.Ma'murov, L.Bektursinova, M.Pardayeva, J.Otepbergenov.

Scientists from the Commonwealth of Independent States (CIS) such as M.Akhmetov, A.Bazayeva, L.Bocharova, E.Vyazovova, T.Dobridina, I.Dulchayeva, E.Zeyer, T.Korotenko, L.Osipova, A.Piligin, V. Pustovoytov, S.Roslyakova, L.Semina conducted scientific research on the formation of students' professional and cognitive activity in modern socio-economic situations, the formation of students' educational and cognitive competence based on the modular-rating system, and the development of students' cognitive competence through information and educational projects.

Such foreign scientists as T.Byuzen, M.Bernis, M.Pietra, E.Therhart, R.Dun, T.Mayes, N.German studied the issues of forming super-thinking in students, ensuring the integration of modular and information technologies of teaching.

The motivational approach has been widely studied in psychological and pedagogical literature. The theories of A. Maslow, D. McClelland, E. Diche, and R. Ryan study motivation based on internal and external sources.

This research involved a combination of qualitative and quantitative methods:

- Theoretical analysis: A comprehensive review of literature on cognitive competence, motivation theory, and educational strategies;
- Empirical observation: Conducted with 120 second- and third-year students in pedagogical universities in Tashkent;
- Diagnostic assessment: Standardized questionnaires and tests were developed to assess levels of cognitive competence and learning motivation using a Likert scale;
- Pedagogical experiment: A two-month intervention using motivation-based teaching strategies, such as problem-based learning, reflective activities, and student-designed tasks.

Data were analyzed using SPSS software to ensure statistical reliability and validity.

RESULTS

- Initial assessments revealed that 58% of students had low cognitive competence, 32% were at a moderate level, and only 10% showed high-level competence.
- After the motivational intervention, the proportion of students with high cognitive competence rose to 37%.
- Active learning strategies, including self-assessment, reflective journals, and scenario-based learning, contributed significantly to students' performance improvements.
- The experimental group outperformed the control group by 18% in comprehension and problem-solving tasks.

These outcomes affirm the effectiveness of integrating motivational elements into the learning process.

DISCUSSION

The findings confirm that a motivational approach plays a transformative role in developing cognitive competence in future educators. Specifically, the approach:

- Stimulates independent inquiry and knowledge construction;
- Enhances analytical and critical thinking abilities;
- Encourages goal-oriented behavior and internal learning motivation.

Interactive, student-centered methods such as debates, collaborative projects, and real-life problem-solving scenarios were particularly effective. Motivation not only increases engagement but also deepens the cognitive processing of educational content. For future teachers, acquiring these skills is essential for both academic success and professional practice.

Moreover, the results underscore the need for revising curricula to include motivational components and to provide opportunities for learners to set personal goals, reflect on their progress, and apply their knowledge in authentic contexts.

CONCLUSION

The motivational approach emerges as an effective pedagogical strategy for fostering cognitive competence in future teachers. It supports the development of independent thinking, intellectual initiative, and reflective practice—core attributes of a modern, competitive educator. It is recommended that pedagogical institutions design learning environments

and assessment systems that are aligned with motivational principles to maximize the cognitive growth of students.

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