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Research Article

FACTORS, PRINCIPLES OF PROFESSIONAL CREATIVITY DEVELOPMENT IN FUTURE TEACHERS BASED ON COGNITIVE APPROACH

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ABSTRACT

In order to acquire pedagogical skills, cognitive mastering of the technologies of educational implementation and didactic laws is required. This allows future teachers to show logical thinking and creative activity, analyze pedagogical events, see existing problems, evaluate and correct the gaps that have arisen. As a result of cognitive assimilation of knowledge, future teachers will have the opportunity to achieve professional skills - acme. This article is devoted to the development of creativity, research, and divergent thinking in future teachers based on the cognitive approach.

KEYWORDS

Cognitive education, cognitive environment, cognitive approach, modern media environment, digital education system, acquiring a chain of pedagogical-psychological knowledge, directing students to a creative environment, research, divergent thinking, professional creativity.

INTRODUCTION

The word cognitive is derived from the English (Latin) word "cognize", which means to know, understand, understand and think, or "cognition" - to know, to understand. On the other hand, cognitive activity is a phenomenon related to a person's direct perception and feeling of reality.

According to researcher Z. Aslanov, sensory perception prepares the ground for the formation of

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the symbol of this part of reality in thinking. Therefore, we think that in the modern media environment, a "subject-object relationship" based on the mutual opposition of the performer of cognitive activity, i.e., the subject, and the object of this activity, appears in the process of perceiving the reality associated with the symbol of the region, its image.

According to L.V. Akhmetova, cognitive education is not a combination of various techniques, learning methods, but a dynamic system based on the biopsychosocial organization model of the individual. Such an educational system not only uses intellectual cognitive mechanisms implemented in traditional teaching methods aimed at developing students' reflective activity and forming intellectual skills necessary for solving educational problems, as well as sensory-emotional-perceptual channels of various modalities.

According to A.P. Shevchik and A.A. Musaev, "a distinctive feature of the cognitive education model is a fundamentally different orientation of the educational process itself. The traditional education system is synonymous with the process of transferring and accumulating knowledge from generation to generation. The vector of the educational process for the cognitive paradigm is the formation of creative intelligence that creates new knowledge At the same time, the collection and primary processing is carried out by an auxiliary external service, in which computers and network technologies play a role 10].

Focusing on the basis of cognition, it is not limited to the theory of knowledge in philosophy. In today's era, cognition is directly penetrating into ICT - robotics and artificial intelligence, defense and security - implementation of cognitive technologies, medicine - pharmaceuticals, psychotherapy and neurovisualization, and several other fields. In our opinion, it is not an exaggeration to say that in the next 10-15 years there will be only one aspect of cognitive technologies that has not been introduced.

Taking into account the effectiveness and importance of education, issues related to the determination of the essence and specific features of the formation of educational and cognitive competencies of future pedagogues in the field of pedagogy and the identification of pedagogical potential in its formation, as well as pedagogical conditions that ensure the effective functioning of the model of the formation of educational and cognitive competencies of future pedagogues in the work process - we emphasize that the conditions are not sufficiently studied.

The analysis of scientific literature and the results of our own research allowed us to identify the following list of conflicts:

the necessity of the state and society's need for pedagogical staff who can independently acquire new

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knowledge, effectively apply it in practice, and who can adequately develop the theoretical basis for improving the educational cognitive competence of future pedagogues in the field of pedagogy;

the lack of educational and cognitive activity of future pedagogues and the lack of comprehensive content, procedural provision, as well as the need to master the criteria-diagnostic means of its formation;

the necessity of improving the competence of future pedagogues in educational and cognitive activity and increasing the efficiency of their independent work capacity in terms of adequate development of pedagogical conditions.

Having clarified that educational and cognitive competence is one of the main competences that a future teacher should have, the meaning of such concepts as "fixed", "changing", "targeted", "systematic", "diagnostic" has been revealed, to help future pedagogues to develop their educational and cognitive activities. The priority areas of the implementation of the competence approach, pedagogical-psychological features are clarified, the pedagogical conditions are developed for the effective functioning of the module for the formation of educational and cognitive competence of future teachers in the process of independent work.

For example, the didactic tools, methods and methods of developing the professional training of future teachers, teaching them in-depth specialized subjects, creating the necessary conditions for them to acquire pedagogical skills, cognitive acquisition of professional knowledge and the formation of competence to apply it in their practical activities have been updated. During the educational process, educational modules such as "Teaching methodology", "Pedagogy-psychology", "Theory of education" were enriched based on new approaches. Particular attention was paid to the future teacher's mental health, healthy thinking and worldview, to study with special interest the secrets of professional skills.

It is also necessary for future teachers to love students on the basis of cognitive acquisition of professional knowledge, to be inclined to work with them, open to communication, polite, observant, independent-minded, and demanding. Future teachers with such professional qualities and knowledge will be able to raise the educational process to a new level of quality in the future.

As a result of studying pedagogical and psychological sciences, the future teacher realizes that each student has a unique behavior. In the process of acquiring the pedagogic profession, future teachers should learn the unique characteristics of students and follow them in the process of their activities.

Students who are preparing for pedagogical activity are required to possess all the qualities characteristic

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of the teaching profession. For this, it is necessary to determine whether they have pedagogic ability and talent in the selection of students in higher educational institutions of pedagogy using various methods. In this regard, the training of future teachers is a multifaceted process, in which basic competencies take the leading place, the most important of which is the improvement of pedagogical mechanisms in the development of educational and cognitive competence.

Independent work plays a special role in their formation, which directs future teachers not only to focus on independent thinking, independent performance of educational and cognitive activities, depending on the amount of information received, but also to develop the ability to problematize the studied educational materials, which in turn helps future teachers to solve important tasks of professional activity allows to do. According to the analysis of educational practice and the results of our independent work, future teachers can repeat the educational material, answer specific questions, and have the ability to act according to the algorithm.

The given situation in solving typical problems shows the ability to understand, analyze and generalize the personal and professional meaning of the completed educational task and the ability of future teachers to train. Implementation, presentation, problematization of education, rational communication and defense of one's point of view, implementation of mobility in solving operational standard and non-standard tasks that arise during interaction in a specific situation, showing interest, demonstrating a deep understanding of personal and professional meanings. is one of the tasks performed.

Based on the above, it should be noted that it creates a comfortable basis for future teachers' cognitive assimilation of professional knowledge and their creative skills in their future activities. Today, large-scale reforms are being carried out in the field of teacher training and raising teacher activity to a new level of quality in schools of general secondary education.

Achieving the goals set for the general secondary education system, expanding students' creative and logical thinking capabilities, educating them as educated, polite, faithful, hardworking, well-rounded people depends on the teacher's professional skills. In recent years, a lot of work has been done in the field of modernization of higher pedagogical education.

The specific characteristics of the teacher's profession are expressed in his professionogram, and the qualification requirements are determined accordingly. As a result of cognitive acquisition of professional knowledge, future teachers should have the following qualities:

- requirements for the future teacher's mental and pedagogical training;

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- requirements for the teacher's spiritual and moral qualities;

- requirements for the content and scope of professional training;

- such as the requirements for methodical preparation of the future teacher for the specialty. As a result of cognitive acquisition of knowledge, future teachers will acquire a number of qualities characteristic of the teaching profession.

a) in the political-ideological direction: - clear and scientific outlook, possession of religious beliefs; - realizing his social needs, moral position; - socially active attitude towards social reality; - such as having a civil position.

b) in professional direction:

- have pedagogical thinking;

- able to cooperate with students and understand them;

- able to demonstrate the qualities of pedagogical intelligence and observation;

- have pedagogical sophistication; - able to communicate and establish dialogue with students;

- breadth of pedagogical ideas; - able to demonstrate organizational skills;

- ability to demonstrate the qualities of objectivity, tolerance, demandingness, negativity;

- promptness, persistence towards a specific goal;

- striving to apply the innovations of his activity;

- that they understood the social order placed before the general secondary education system and its essence;

- possessing the ability to manage an educational institution and a group of students;

- that they have the ability to develop professionally and receive news quickly;

- such as having motivations for independent learning and self-development.

The formation of educational and cognitive competence of future teachers in the educational process is provided by the use of various types of competence-oriented educational tasks: fixed, variable, targeted in the classroom and extracurricular activities, as well as the stages of their implementation: - analysis of the educational task, - search for the best way to perform it , - direct work with the task, - correction and verification, - the need to form the result of the completed task in individual (exercises, lectures, presentations, etc.) forms, reflexive (explanation, essay, case-study, dispute, etc.), project forms; (training, social tests, educational projects,

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"brainstorming"), business home; (consultation, motivation, analysis of pedagogical situations) is significant due to the development of methods.

CONCLUSION

It is worth concluding that, relying on the above points, we also improve the pedagogical mechanisms for the development of educational and cognitive competencies of future teachers in the educational process - the content of the composition of special competencies related to the general professional, concrete activity process in students of pedagogical higher educational institutions aimed at organizing high-level educational and cognitive activity, We conclude that it is the process of improving competences, creating factors, creating and modernizing organizational and diagnostic conditions.

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