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Research Article

MECHANISMS OF COGNITIVE APPROACH AND ISSUES OF ITS IMPROVEMENT IN THE PROFESSIONAL DEVELOPMENT OF THE FUTURE TEACHER

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ABSTRACT

Cognitive assimilation of knowledge is important in the acquisition of professional activity skills of the future teacher. In the process of higher pedagogical education, the need for the continuous presentation of modern professional knowledge to students is increasing in order to form the competence of future teachers for the cognitive acceptance of professional knowledge. To do this, the emphasis is placed on expanding the scope and scope of pedagogical – psychological knowledge offered to students at each stage of acquiring pedagogical skills-Akme. Pedagogical consciousness, developed as a result of cognitive assimilation of knowledge, allows future educators to form their own way of working.

KEYWORDS

Future teachers, cognitive assimilation of knowledge, skills of the culture of treatment and communication, professional competencies, logical thinking and creative activity, cognitive assimilation of professional knowledge, cognitive assimilation of didactic laws.

INTRODUCTION

To master pedagogical skills, cognitive mastery of the technologies and didactic laws of the implementation of education is assumed. It allows future teachers to think logically and show creative activity, analyze pedagogical phenomena, be able to see, evaluate existing problems and correct the gaps that have arisen. As a result of cognitive assimilation of

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knowledge, future teachers will have the opportunity to achieve professional skills – Akme.

Future students master the ability of students to use effective methods of organizing educational activities of a collective nature even alone. To do this, students are required to thoroughly master the teaching technique, which forms the basis of pedagogical skills. It is considered necessary for prospective teachers to acquire the skills of a culture of treatment and communication, which allows them to effectively influence students.

Pedagogical speech and manners of treatment form the basis of methodological skill. The teacher must have pedagogical communication and oratory skills. To do this, students need to be able to express the clarity of speech, the sound in the process of communication, to breathe correctly, to express thoughts. Because in the process of its pedagogical activity, the teacher must understandably describe the knowledge to students, attribute to them a positive motivation in relation to the educational process, be able to adequately assess the results of educational activities of those who receive it, and, taking into account the gaps in their activities, skillfully use knowledge of psychology and pedagogy in the necessary places.

It is important for the teacher that students are able to hiss the specificity of their behavior. If the teacher does not control interpersonal relationships between students in time, the signs of community will disappear in the group. The presence of existing differences between professional skill, professional ingenuity and innovation in the disciplines of pedagogy and psychology is theoretically practically justified by educators.

Students who have mastered professional knowledge at a cognitive level strive to master professional skills – Akme. In this, teachers set themselves the goal of forming a creative approach to training in students. This allows each teacher to fully realize their professional abilities. Teachers who have cognitive mastery of professional knowledge are able to demonstrate the possibility of re-communication.

The main content of the professional creativity of future teachers is knowledge of the form, methods and means of effective organization of the educational process, mastering, practical application, ability to qualimetric analysis of the results of activities, assessment, study of Advanced International pedagogical experiments, design of the educational process, skills for successful implementation.

In improving the professional training of future teachers, it is necessary to know the following educational technologies:

1.Technology of teaching in a team, in a group. Each member is a group of people united on the basis of care, the main principles of which are: transformation of small groups, couples, mutual education in them; mutual control mutual management. As a result of properly organized pedagogical leadership and management, the use of these forms represented the general goal of angalsh, the purposeful setting of tasks, interdependence and control of the conditions inherent in the community.

2.Personality-oriented educational technology. A form of education carried out individually, which helps to reveal the individual characteristics of the student, develop his abilities, form as a person taking into

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account his interests, is called personality-oriented education.

3. Cooperative learning technology. The main idea of cooperative learning is to learn together, not just to do something together. Learners have different abilities to master the learning materials: some of them quickly follow the teachers' explanations, others need additional time and practice. If students are divided into small groups of 4-5 people and the task of each of them is clearly indicated, in such a situation, each member of the group feels responsible for the task assigned to him and the task of the group. Low achievers seek help from progressives. Problems arising in cooperation are solved.

4. Problem-based learning technology. The essence of problem-based teaching is the teacher's management of students' cognitive activities to acquire new knowledge by creating a problem situation in their studies and solving educational tasks, problems and questions. The task of problem-based teaching is to cooperate with students in effectively mastering the knowledge system and methods of mental-practical activities, to create in them the skills of creative application of knowledge to a new situation, to solve the problems of independence of knowledge and education. In the method of conducting training sessions based on problem-based teaching, creative, creative and heuristic, problem-based presentation of information, presentation of information through problem-based initiation are the main methods.

5. Module technology. The learner receives some independent knowledge based on the program recommended to him. A module means a completed unit of educational material developed on the basis of certain principles, focused on the study of one or more fundamental concepts of a science.

For the successful implementation of modular education, the modular program should be subject to the following principles: orientation of information materials. An information block is organized based on the purpose of the topic; compatibility of complex, integrated and specific didactic goals. To use the module technology, it is necessary to prepare a teaching-methodical set consisting of: test tasks that monitor students' knowledge; independent work assignments; educational-methodical handouts; bibliography, working curriculum.

Based on the composition of the process of preparing future teachers for professional creativity, it is necessary to achieve harmony in the formation of general cultural potential, specialized knowledge and personal qualities in improving the cognitive activity of students. Therefore, there is a need for integration of all knowledge-related subjects provided in the curriculum.

Therefore, it is based on the strengthening of interdisciplinary relations in the teaching of integrated methodical activities. It is important to use new pedagogical technologies and interactive teaching methods in order to develop students' independent thinking and creative abilities in mastering subjects. Therefore, person-centered learning can work well under the influence of collaborative pedagogy, small group work methods.

The wide introduction of modern information communications will give a good result in further increasing the efficiency of educational technologies. The impact of innovative processes on social

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development is increasing day by day. At all times, knowledge has been highly valued by mankind, it has been considered the basis of development of intellectual abilities in society and man, and served to increase the efficiency of innovative methodical activity. After all, "the socio-economic life of developed countries shows that today investment in knowledge is developing and has a priority position compared to the main funds.

It is a systematic, planned activity that is carried out under the direct or indirect guidance of the teacher within the framework of certain educational subjects as part of the orientation of future teachers to professional creativity, and during it, it is significant that the methods of increasing the motivational, cognitive, activity and thinking experience necessary for the future professional activities of future teachers are developed.

It is worth saying that the competence approach is the ability to know, master, and apply didactic forms, methods, and tools of effective organization of educational and cognitive activities, their management and design processes, to be able to qualitatively analyze the results of individual professional activities, to study advanced foreign experiences and put them into practice. fully serves to develop his abilities.

Today, it was not enough for information technologies and devices to have specific features to create real cognitive systems. The main shortcoming of such technologies, which have entered the teaching methodology and technologies on a large scale, is that the intellectual actions performed by them are limited to the framework of the pre-developed program, there is no possibility to independently base the creative thought, to independently direct it to the ultimately positive result.

The main difficulties for future teachers are related to the lack of work skills for self-acquiring knowledge, low responsibility and self-discipline. But these problems should not prevent the introduction of a new form of education. Based on the above, we assume that modular-rating teaching is one of the ways to develop educational and cognitive competence, to increase the activity and independence of educational and cognitive activities of future teachers by developing the ability to self-regulate their educational activities.

It is appropriate to use module rating technology in the process of monitoring educational and cognitive development of future teachers. Competence in the process of independent work helped to implement high-quality control over educational activities of future teachers in the process of independent work, allowed the development of future teachers to reflect activity and results of independent work in the lesson. Therefore, the formation of educational-cognitive competence of future teachers in the independent work process will be effective in the implementation of the following pedagogical conditions. First, to organize the educational and cognitive activities of future teachers, to encourage their professional and personal achievements. Properly organized educational and cognitive activity ensures the effective formation of positive motivation in future teachers to perform independent work tasks. Secondly, it ensures the involvement of future teachers in active independent work by implementing fixed, variable and targeted educational tasks, taking into account the subjective experience of students.

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The proposed educational tasks allowed not only to determine the specific knowledge of the considered modules, but also to check their mastery in the complex, made it possible to predict educational results, and contributed to professional training that develops educational and cognitive competence in future teachers. Thirdly, the results were effective through the use of module-rating technology in the process of controlling the acquisition of educational-cognitive competence by future teachers in the process of independent work.

Therefore, it is up to the creative pedagogue to evaluate the results obtained from the use of information technologies and tools, and to make a decision about their use or not in the creative pedagogical process. Of course, in the innovative pedagogical process, it is not possible to solve such issues by the teacher himself, to completely transfer them to the responsibility of smart machines.

At the same time, there is a need to use computer equipment and technologies with cognitive ability to perform a part of creative tasks through the creation of innovation and the independent use of mental potential.

CONCLUSION

In conclusion, it should be noted that the model of improving the cognitive activity of future teachers, that is, students, is based on the innovative principles of modern pedagogy aimed at the quality of education. Therefore, in order to achieve such a trend, today's pedagogue himself is required to develop on the basis of a comprehensive cognitive approach.

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