

Formation of Cognitive Visual Skills of Future Teachers in the Conditions of the Special Course "Additional Knowledge and Skills in the Formation of Cognitive-Visual Skills"

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Annotation: In this article, thoughts and opinions about the ability of future teachers to form cognitive-visual skills in the conditions of the special course "Additional knowledge and skills in the formation of cognitive-visual" are presented.

Keywords: cognitive-visual views, additional knowledge, skills, future teachers, teacher skills, visual skills, innovative training, cognitive psychology.

The criteria of professional skills of future pedagogues, the problems of creating an innovative educational environment in the research conducted by the world's leading higher education institutions and scientific centers on innovative training of future specialists, implementation of modern education, international education special importance is attached to the introduction of the requirements of lim standards. Scientific research aimed at expanding the composition of pedagogical competence of young teachers based on indicators of successful use of modern information and pedagogical technologies in the educational process, such as motivational, cognitive, operational, reflexive and self-assessment, plays an important role.

Pedagogical process is a complex systemic phenomenon. The high importance of the pedagogical process is related to the cultural, historical and social importance of the process of personal development. In this regard, it is very important to understand the main characteristics of the pedagogical process, to know what tools are needed for its most effective flow.

Many local and foreign specialists, pedagogic scientists, psychologists are engaged in studying this problem. Cognitive psychology is one of the most popular scientific directions of foreign psychology. Translated into Russian, the term "cognitive" means cognitive. This direction of research was mainly formed in the 1960s, and the results of the first stage of its development were summarized in the monograph "Cognitive Psychology" by V. Nayser, published in 1967, and gave the name to a new direction of psychological thought. R. Solso writes in his later published book of the same name that cognitive psychology studies how people perceive information about the world, how this information is expressed by a person, how it is stored in memory and becomes knowledge, and what it is like. knowledge affects our attention and behavior. Thus, almost all cognitive processes are covered - from sensations to perception, pattern recognition, memory, concept formation, thinking, imagining.

The main directions of cognitive psychology, which have been widespread in many countries for several decades, usually include research on the problems of developmental psychology of cognitive structures, psychology of language and speech, and the development of cognitive theories. Thus, cognitive psychology is based on the idea of a person as a system engaged in searching for information about objects and events in the surrounding world, as well as processing and storing incoming information. At the same time, individual cognitive processes ensure the implementation of various stages of information processing.

The concept of cognitive-visual activity entered the field of education as a result of the scientific research of pedagogues and psychologists. From a psychological point of view, cognitive is a term that

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refers to the ability of a person to mentally perceive and process external information. means "ownership of a plan of movement in the use of information, consistently developing and complex processes".

Cognitive-visual process is a direction in psychology, according to which individuals not only mechanically affect external events or internal factors, but also use the power of the mind for this. Its theoretical approach is how thinking is organized, incoming ma 'is understanding how information is processed and organized to make decisions or perform daily tasks.

Cognitive-visual tools in one way or another are related to cognition, thinking, consciousness and functions of the brain, provide access to knowledge and information, formation of concepts and their operation.

Cognitive activity refers to a person's ability to process thoughts. It is "a person's ability to perform various mental activities closely related to learning and problem solving. For example, verbal, spatial, psychomotor and processing speed skills. Cognition basically refers to things like memory, speech, and the ability to learn new information. This brain is capable of learning new skills and developing personal thoughts and beliefs about the world, usually in the areas mentioned above, usually in early childhood. Aging and illness can affect cognitive function, including memory loss and trouble thinking of the right words when speaking or writing. Multiple sclerosis, for example, can eventually lead to memory loss, an inability to grasp new concepts or information, and a decline in verbal fluency.

Humans are usually born with a higher capacity for cognitive function, so almost everyone has the ability to learn or remember. Intelligence is tested by IQ tests, etc., although there are problems with their accuracy and completeness. In such tests, people may be asked a series of questions or perform tasks, each of which measures a cognitive ability such as awareness, memory, awareness, problem solving, motor skills, analytical skills, or other similar concepts. Research is concerned with human cognitive activity, and cognitivism is based on the fact that it is mental activity, not behavior.

Cognitive tools in one way or another are related to cognition, thinking, consciousness and functions of the brain, provide access to knowledge and information, formation of concepts and their operation. Cognitive activity is studied by psychologists and pedagogues from different angles, but any research is considered as part of the general problem of education and development. All efforts are aimed at improving the educational process.

Cognitive functions, cognitive abilities, or cognitive capacities, called cognitive skills, are brain-based skills needed to acquire knowledge, manipulate information, and reason. They have more to do with learning, remembering, problem solving, and attentional mechanisms than with people's knowledge. Cognitive skills or functions span the domains of perception, attention, memory, learning, decision making, and language skills. The problem of formation of students' cognitive activity during the educational process is one of the most important issues in modern pedagogy, because. improving the quality of education, encouraging students to achieve academic and creative results largely depends on its solution. The solution to such problems is considered to be to further improve the potential of pedagogical personnel, to expand their capabilities, to become mentally and physically strong.

A teacher's mental integrity, strong self-confident character, ability to find a solution to any problem and solve it are in demand today. Summarizing these, we can say that it is called cognitive-visual skills, and it is necessary to apply and develop this process in the work of teachers. In order to develop the cognitive-visual characteristics of teachers, a lot of pedagogical and psychological work has been carried out, and the fact that it has been studied by many scientists shows how important it is.

In conclusion, it can be said that the pedagogical process is a developing interaction of pedagogues and educators aimed at achieving a certain goal and leading to a pre-planned change in the situation, changing the characteristics and qualities of the teacher. In other words, the pedagogical process is the process of absorption of social experience into personal qualities. In this process, great knowledge, experience and skills are required from the pedagogue. The same goes for cognitive-visual skills. It is necessary for the teacher to assess the situation in advance, to study the problems comprehensively, to



organize a lot of information flow in his mind, to reach a commonality in his thoughts and actions, so the development and learning of cognitive-visual skills is urgent. will remain.

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