

Future Teachers' Specific Characteristics of Development of Cognitive Acceptance of Professional Knowledge

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Annotation: In this article, the ability of future teachers to cognitively accept professional knowledge, to prepare students for interpersonal communication in pedagogical processes aimed at professional development, to create conditions for them to engage in subject-subject relations, to regularly diagnose the pedagogical knowledge formed in them, and to equip students with effective technologies for organizing their activities are described. On this basis, the possibilities of training future pedagogues, professional competence, and teachers capable of ensuring the quality of school education are described.

Key words: Future teacher, general secondary education, historical-cultural perspective, cognitive ability, characteristics, professional skill, educational process, innovative technology.

It is known that professional knowledge serves as a basis for organizing human activity. As a result of its cognitive acceptance, future specialists develop professional creativity and professional activity. In the Law of the Republic of Uzbekistan "On Education" and the "Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030", special attention is paid to the systematic acquisition of professional knowledge of future specialists and the formation of competencies to apply it in their activities.

In addition to the qualitative improvement of higher education, critical analysis and renewal, taking into account the requirements for it, it is also required to enrich the system of organization and management of pedagogical processes in general secondary education institutions in terms of content. Because of today's conditions created in higher education organizations, modern changes, who can take advantage of all opportunities, who are demanding towards themselves and their work, who have thoroughly mastered the professional knowledge of training pedagogues in their field, who have the ability to self-develop, and who are full of work when necessary. At the level of state policy, importance is attached to the training of specialists who can. The requirements for the improvement of the content of the higher pedagogical education system arise from the needs of the development of school education. In pedagogical processes aimed at the professional development of the future teacher, preparing students for interpersonal communication, creating conditions for them to engage in subject-subject relations, regularly diagnosing the pedagogical knowledge formed in them, arming students with effective technologies for organizing their activities, and forming the professional competence of future pedagogues on this basis, school education trains teachers capable of quality assurance, and the need to equip future teachers with the methodology of regular improvement of the pedagogical process in general secondary schools is growing. The Decree of the President of the Republic of Uzbekistan dated 11.5.2022 No. PF-134 "On approval of the national program for the development of public education in 2022–2026" helped in choosing the main directions of training future teachers. Based on this, strengthening the position of the teacher in ensuring the quality and efficiency of general secondary education will be expanded.

Reforms in the field of education serve as a theoretical and methodological basis for raising the quality of teacher training to a new level. A pedagogical system that meets the requirements of professional development by combining traditional methods of higher pedagogical education with innovative technologies is not required. It is intended to expand the educational experience based on democratic and humanitarian principles. This will help to determine the mechanisms of improving the quality of education based on the coordination of the system of organizing the activities of the subjects of the higher pedagogical education process with practice and to expand the possibilities of the competence approach.

Today, new approaches in the field of pedagogy should be aimed at regularly enriching the knowledge of the scientific pedagogical process of higher pedagogical education and ensuring the creative activity of future pedagogues. Also, it is important to approach the formation of professional competence of future teachers from a cognitive point of view in connection with the developmental situations organized in general secondary schools. It is important in the formation of competencies to what extent the future teacher learns professional functional tasks and acquires related knowledge. It is of particular importance that scientific information about theoretical-methodological issues of pedagogy is presented to future teachers in a systematic way and that it is convenient for students to cognitively assimilate this information.

Students are required to arm themselves with the latest pedagogical theories about the emergence of pedagogic doctrines and historical experiences, their role in human culture, the importance of this knowledge in the development of the educational system of general secondary schools, and to master the methods of cognitively assimilating this knowledge and

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turning it into professional competencies. Our ancestors' teachings on the science of pedagogy were put forward by our thinking ancestors. Because the Uzbek people have accumulated a lot of experience in the field of education during their lives, Cognitive assimilation of this experience, approaching it from a historical and cultural point of view, takes an important place in the formation of professional skills in students. Valuable thoughts on the development of a person's professional activity were put forward by such thinkers as Abu Nasr Farabi, Ibn Sina, Beruni, Nasiruddin Tusi, Alisher Navoi, and Zahiruddin Muhammad Babur. It is important to create a system of effective use of pedagogical teachings created by our ancestors and to enrich it in terms of content in the formation of professional competencies and experience of creative activity in future teachers. Because great thinkers have served to enrich the experience of effectively organizing the educational process for many centuries, one of the problems waiting to be solved is how to propose opportunities to use this heritage in the preparation of future teachers from a historical and cultural point of view.

List of used literature:

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