

Approaches to Preparing Future Teachers for the Organization of Cognitive Processes in General Secondary Schools

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Abstract: Organization of cognitive processes of future teachers in general secondary schools; implementation of a synergistic approach; acceleration of the process of formation of professional competences in students; approaches related to the preparation of future teachers for professional and pedagogical activity are described.

Key words: future teacher, cognitive process, professional activity, knowledge, skill, qualification, professional competence, theoretical and methodological preparation, creative activity, professional interests, diagnosis, correction.

It is necessary to organize the educational process on the basis of innovative approaches for effective learning of students in general secondary schools. For this, it is necessary to develop professional knowledge related to the organization based on the cognitive approach in pedagogical processes aimed at the development of students.

The quality of the general educational process ensures the effective movement of students into the next stages of education. For this, it is appropriate to organize the process of higher pedagogical education based on a cognitive approach. These requirements require future teachers to transform professional knowledge into cognitive mastery and competencies.

Relying on the cognitive approach in the organization of the educational process in general secondary schools is of particular importance. For this, it is assumed that future teachers have experience in cognitive acquisition of knowledge and the use of cognitive technologies in pedagogical processes. As a result of relying on such an approach, the quality and efficiency of the process of training future teachers is ensured. Opportunities for students to develop professional competencies will increase. The organization of the higher pedagogical education process with the help of cognitive approaches and cognitive technologies implies the provision of cognitive activity in students. Applying a synergistic approach along with a cognitive approach to the process of training future teachers accelerates the process of forming professional competencies in students.

The training of future teachers for professional activities related to the organization of pedagogical processes in general secondary schools based on the cognitive approach is carried out at certain stages. They are:

- a) the stage of equipping students with professional knowledge related to determining the goals of pedagogical processes in general secondary schools;
- b) training students for professional activities related to the development of spiritual and intellectual areas of students based on the analysis of pedagogical processes implemented in general secondary schools;
- c) the stage of orientation of future teachers to the cognitive acquisition of knowledge related to the organization of person-oriented pedagogical processes implemented in general secondary schools;
- d) preparing students for creative pedagogical activities related to the design of these processes in order to organize pedagogical processes in general secondary schools;
- e) stages of training future teachers to diagnose pedagogical processes in general secondary schools and correct identified gaps.

These stages are important in directing future teachers to cognitive professional activities and expanding the opportunities for students to develop professional competencies. Future professors should have the necessary knowledge and competencies in this direction in order to design the processes of creating motivation for the cognitive acquisition of professional knowledge in future teachers in the system of higher pedagogical education.

It requires the identification of theoretical pedagogical-psychological and technological possibilities within the process of competence formation of future teachers based on the orientation of their professional knowledge to cognitive acquisition.

It is scientifically based that the process of directing future teachers to the cognitive acquisition of professional knowledge has specific components. In this case, each component complements the other and represents a model of a holistic pedagogical process. The experts explained that the knowledge, skills, qualifications, and professional competences acquired by future teachers in higher education institutions are improved in the process of pedagogical practice and turned into professional competences. Therefore, it is important that the preparation of future teachers for professional pedagogical activity acquires a systematic character.

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The expansion of the flow of scientific information puts new demands on the development of professional pedagogical knowledge and the process of its assimilation. One such student is to improve the process of cognitive assimilation of professional knowledge and motivate students to actively participate in this process. Such activities expand the possibility of the formation of professional competencies in future teachers.

In the process of preparing future teachers for the cognitive acquisition of their professional knowledge, special attention is paid to three areas: expanding the reserves of professional knowledge of students based on social order; creating conditions for independent learning; and providing a comfortable environment for applying the acquired knowledge. In the process of higher pedagogical education, the pedagogical process aimed at equipping future teachers with the most modern professional knowledge and ensuring their cognitive assimilation should have its own scientific description. Our observations show that the following gaps exist in the training of future teachers today:

- the professional and theoretical methodological training of future teachers is not integrally connected with the content of the pedagogical processes implemented in the school;
- in the formation of professional competencies of future teachers, insufficient attention is paid to the development of their creative activity and professional interests, motivations, and needs in this direction;
- the fact that the pedagogical process that directs future teachers to form their competences based on the cognitive acquisition of such knowledge is not scientifically researched and does not have specific pedagogical-methodological support complicates the pedagogical activity in this direction. The lack of mechanisms for organizing this process based on modern pedagogical knowledge creates certain gaps.

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