

PEDAGOGICAL APPROACHES TO THE DEVELOPMENT OF COGNITIVE COMPETENCE OF YOUNG TEACHERS BASED ON DISCIPLINE

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ABSTRACT: In this article, we describe the pedagogical aspects of the development of cognitive competence of young teachers based on inter discipline and its role in the educational system.

KEY WORDS: pedagogical aspect, inter discipline, cognitive competence, teachers, education.

INTRODUCTION: In our country, all conditions and opportunities have been created for bringing up young people who are active, aspiring, talented and have high spiritual and moral qualities, who have acquired modern knowledge and professions - who are the decisive force of our today and tomorrow. Today, the development of science and technology requires a fundamental change in the requirements for education and its results. Based on this, the creation of new generation standards is an important task for pedagogues. The state education standards created until now were based on a systematic and active approach, that is, it consisted in clarifying the purpose of educational institutions in the way of mastering knowledge, skills and abilities. Therefore, it is required to define new state educational standards based on the competent-active approach aimed at self-development. Because the essence of the educational process organized in higher education is not to develop the needs and abilities of students, but to convey knowledge in an information-verbal way, to form skills and qualifications.

MATERIALS AND DISCUSSION: In order to eliminate the above urgent problems, it is considered appropriate to organize educational processes based on various new approaches. Our honorable president Sh.M. Mirziyoyev said, "In order for our youth to become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on the world scale, our state should be happy and we will mobilize all the forces

and possibilities of our society" [1], and it is not without attention that the young people of our independent Uzbekistan are focused on free thinking. Therefore, one of the high tasks before us teachers is to organize lessons based on modern approaches based on the demands of the new era.

The only way out of this problematic situation is to introduce a new, i.e. competent, approach to higher education. A competent approach requires the student to acquire knowledge and skills not separately, but as a whole. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process.

The competent approach is a new pedagogical reality from the point of view of modernization of higher education. Within this approach, practical activity experience, competence and competence are considered as didactic units, and the traditional three elements of education (triad) - "knowledge - skill - competence" are divided into six units (sextet) - "knowledge - knowledge". Analysis in the form of "qualification - qualification - experience of practical activity - competence - competence" is required. First of all, it is necessary to clarify the essence of the concept of "competence". *Competence* (a Latin word that means to reach, come right) is the readiness of the subject to set a goal and to effectively implement external and internal resources to achieve it, in other words, this subject's is a personal ability to successfully solve problems related to a specific object of activity. It should be noted that most of the definitions given to the concept of "competence" are related to professional education and professional activity. However, since this concept has the description of innovation in connection with general secondary education, there is a special need to clarify its essence.

Competence is the Latin word "*Competentia*", the dictionary meaning of which in Uzbek means "a person who knows well", "having experience".

Competence is the ability to do a job effectively, the ability to meet the requirements in the performance of work, the ability to meet the requirements in the performance of specific work functions [2].

Professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level [2].

The pedagogical competence of L. M. Mitina is understood as knowledge of the subject, methods and didactics of teaching, pedagogical communication skills and competencies, as well as self-development, self-improvement, self-realization in the understanding of a harmonious combination of methods and means of improvement [3].

She distinguished the following three elements in the structure of pedagogical competence: active, communicative and personal. Based on the structuring of pedagogical competence proposed by L.M. Mitina, we believe that the level of acquisition of future specialists determines the level of development of pedagogical competence, the following set of competencies is sufficient and necessary:

- functional or special competence (knowledge, skills, qualifications and individual methods of pedagogical activity);
- personal or professional competence (knowledge, skills and abilities related to professional self-improvement and self-realization);
- communicative competence (knowledge, skills and competence related to the creative implementation of pedagogical activities)

Concepts of professionalism and competence have common features. It should be noted that people who fully meet the established requirements and standards do not always become true professionals, because some do not know how to apply knowledge in practice, so such pedagogical activity remains ineffective.

In order to form professional competence in future specialists, first of all, it is necessary to pay attention to the development of observability, that is, the development of perceptive, cognitive, reflexive, empathic, motivational and prognostic aspects. In order to acquire social-perceptive competence in the process of pedagogical activity and communication, the specialist must have humanitarian, social-reflexive, knowledge and skills, a positive professional "I" image, some personal qualities (intellect, will, it is advisable to engage in activities related to the formation of empathy, observation, kindness, emotional tolerance, and others).

Pedagogical-psychological training-seminar, work game, master class and involvement in various practical trainings, increasing the role of professional practice, creating favorable conditions for each student to demonstrate his/her pedagogical activities and skills social-perceptive competence can be formed through it. For this, it is necessary not only to master the knowledge, skills and abilities related to this field, but also to master the technique of establishing communication with people, to develop the motivational field, to increase psychological knowledge, and to psychologically prepare for professional activity.

The level of preparation for the demonstration of competence can be determined according to the following criteria: the idea of self-development and self-expression, preparation for making decisions about choosing a professional path, getting married, having children, readiness to respond to one's own life, independent choice of life path, readiness to form skills in the field of profession.

Pedagogical competences reflect the combined set of motivation for independent movement based on knowledge, skills and acquired values. Competent personnel can perform professional tasks effectively and qualitatively. Modern competence includes not only skills, knowledge and skills, but also values and moral qualities. Each educator has a different personality, temperament, and parenting style. However, the approach to the child, his

education and development should be the same for all educators. That is why the professional standard set the same requirements for all educators. Practice shows that it is difficult to imagine a modern kindergarten without new information technologies. Possession of ICT helps to increase the efficiency of the educational process, to improve the professional qualifications of educators. As a part of professional skills, the teacher's project culture also plays an important role. The project activity of the preschool educational organization is developmental education and self-development aimed at developing research skills (problem "creating", collecting and processing information, conducting experiments, analyzing the obtained results) is one of the methods of self-education. and logical thinking; combines the knowledge acquired during the methodological activities of the preschool educational organization and in professional development courses. The purpose of the project is to create conditions for innovative activities in preschool educational organizations, to use the knowledge, skills and qualifications acquired by educators in their professional activities. Subjects and mini-projects for the development of projects are independently selected by educators, depending on the creative direction of the activity. A presentation will be held at the final stage of the activity.

We can see the ideas and comments, directions and suggestions presented in this pedagogical concept as the things to be done to improve the quality and effectiveness of my educational activity within a certain period. Today, the educator's continuous improvement of pedagogical competences is, first of all, the preparation of the child's personality for life, assimilation of moral standards and values necessary for solving important life issues, communicating with other people, building the image of "I" is the main factor in the formation of related activity methods. In order to achieve the tasks, direction and results specified in this pedagogical concept, I have also drawn up a plan of measures planned for one academic year. In the modern conditions of the reform of the preschool education system, the status of the educator is changing radically, his educational

functions, accordingly, his professional and pedagogical competence, and the requirements of his professional skill level are changing. Today, in the modern system of upbringing and development of a preschool child, a creative and skilled teacher is required, who is able to develop the skills of mobilizing his personal potential.

Each area of continuing education is considered primary education, the verse is important in raising a healthy and well-rounded child's personality and preparing him for school becomes important. However, analysis showed that in recent years, under the influence of various factors, pre-school In the education system, instead of progress in preparing children for school education, cases of backwardness, year indicators of inclusion of children of preschool age in preschool education organizations, no growth trend was observed. On the contrary, for the past 20 years, state-run preschool education, the number of organizations has decreased by more than 45 percent, and today the number of preschool children in the republic education coverage was 30 percent. This includes existing preschool education organizations material and technical base does not meet modern requirements, variable programs in the system, sending children to school lack of development of alternative forms of training, experience of developed countries insufficiently studied, most of the working pedagogues have higher education. It was caused by factors such as lack of monitoring of the quality of education.

CONCLUSION: In conclusion, it should be said that in ensuring the upbringing and education of a person, not only the focus of education on the student is important, but also the psychological readiness of the teacher for pedagogical activity. In such cases, it is necessary to pay special attention to the level of professional competence of the teacher. The adoption of a competency-based approach in the education system as a conceptual basis for educational reforms, the introduction of a competency-based approach into the education system based on the educational goal, content, form of training, teaching

methods, pedagogical and information technologies, control methods and requires serious changes in the role of the teacher and student. To develop the professional competence of a teacher, it is necessary to make fundamental changes in pedagogical higher education. At a time when certain work is being carried out in the direction of improving the state educational standard, curricula and textbooks, although it is difficult to abandon the existing traditional content, further refinement of the content of education will be necessary.

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