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STRATEGIC APPROACHES TO THE PROCESS OF PREPARING FUTURE TEACHERS FOR PROFESSIONAL ACTIVITY

BO‘LAJAK O‘QITUCHCHLARNI KASBIY FAOLIYATGA TAYYORLASH JARAYONIGA STRATEGIK YONDASHUVLAR

СТРАТЕГИЧЕСКИЕ ПОДХОДЫ К ПРОЦЕССУ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

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Annotatsiya: Ushbu maqolada bo‘lajak o‘qituvchilarning kasbiy bilimlarni kognitiv faollik asosida o‘zlashtirish kompetensiyalari va ularning kasbiy faoliyatdagi o‘rni, kasbiy bilimlarni rivojlantirishning ayrim masalalari, kognitiv idrok etishning ahamiyati, bo‘lajak o‘qituvchilarning kasbiy bilimlarini kognitiv idrok etishning strategik yondashuvlari ochib berilgan.

Аннотация: В данной статье рассматриваются компетенции будущих учителей в освоении профессиональных знаний на основе познавательной деятельности и их роль в профессиональной деятельности, некоторые вопросы развития профессиональных знаний, важность познавательного восприятия и стратегические подходы к познавательному восприятию профессиональных знаний будущих учителей.

Abstract: This article reveals the competencies of future teachers to master professional knowledge based on cognitive activity and their role in professional activity, some issues of developing professional knowledge, the importance of cognitive perception, and strategic approaches to cognitive perception of professional knowledge of future teachers.

Kalit so‘zlar: kognitiv faoliyat, intelektual, motiv, kasbiy bilimlar, qobiliyat, dasturiy ta’lim, loyihalash, modellashtirish, kreativlik, kompetentlik.

Ключевые слова: познавательная деятельность, интеллектуальная, мотивация, профессиональные знания, способности, программирование, обучение, конструирование, моделирование, творчество, компетентность.

Keywords: cognitive activity, intellectual, motivation, professional knowledge, abilities, programming, training, design, modeling, creativity, competence.

Future teachers acquire the secrets of pedagogical mastery by cognitively assimilating professional knowledge within the acmeological higher pedagogical education process. Such knowledge incorporates the teacher’s personal and professional experience, competencies, and opportunities for cognitive assimilation. It is envisaged that future teachers initially possess knowledge and professional competencies that form experience in the continuous development and support of learners. Ensuring the comprehensive development and support of learners, including their intellectual growth, mental and physical health, opportunities for interpersonal

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communication, and achievement of cognitive success, constitutes one of the primary functions of the teacher.

The main purpose of applying cognitive technologies in the higher pedagogical education process is to prepare future teachers for complex, goal-oriented professional activity. This, in turn, requires improving the system of training future teachers based on a cognitive approach.

In developing competencies of future teachers through cognitive assimilation of professional knowledge, it is advisable to focus on the following:

– ensuring that future teachers develop their own personal viewpoints in the process of implementing pedagogical activity;

– being prepared to use cognitive technologies in establishing subject–subject relationships with learners;

– forming motivation among students to acquire competencies through cognitive assimilation of professional knowledge in order to master the secrets of pedagogical excellence (acme).

In recent years, certain studies have been conducted on improving teachers' activities through learner-centered educational technologies. According to I.A. Kolesnikova, in a learner-centered pedagogical process, the teacher's activity must be conscious and purposefully oriented.

Relying on a cognitive approach in organizing the educational process in general secondary schools is of particular importance. For this purpose, future teachers are expected to possess experience in cognitively assimilating knowledge and using cognitive technologies in pedagogical processes. As a result of relying on such an approach, the quality and effectiveness of the future teacher training process are ensured, and opportunities for developing professional competencies among students are expanded. Organizing the higher pedagogical education process through a cognitive approach and cognitive technologies aims to ensure learners' cognitive activity.

Along with the cognitive approach, the application of a synergistic approach in the process of training future teachers accelerates the formation of professional competencies among students.

Preparing future teachers for professional activity related to organizing pedagogical processes in general secondary schools based on a cognitive approach is carried out in several stages. These include:

a) the stage of equipping students with professional knowledge related to determining the objectives of pedagogical processes in general secondary schools;

b) the stage of preparing students for professional activity aimed at developing learners' spiritual and intellectual spheres based on analysis of pedagogical processes implemented in general secondary schools;

c) the stage of directing future teachers toward cognitive assimilation of knowledge related to organizing learner-centered pedagogical processes implemented in general secondary schools;

d) the stage of preparing students for creative pedagogical activity related to designing pedagogical processes in general secondary schools;

e) the stage of preparing future teachers to diagnose pedagogical processes in general secondary schools and to correct identified deficiencies.

These stages play an important role in orienting future teachers toward cognitively oriented professional activity and expand opportunities for forming professional competencies

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among students. In order to design processes for forming motivation in future teachers to cognitively assimilate professional knowledge within the higher pedagogical education system, faculty members must possess the necessary knowledge and competencies in this area.

Developing competencies of future teachers by directing them toward cognitive assimilation of professional knowledge requires identifying the theoretical pedagogical, psychological, and technological possibilities of this process.

The expansion of the flow of scientific information and the development of professional pedagogical knowledge impose new requirements on the process of knowledge acquisition. One such requirement is improving the process of cognitive assimilation of professional knowledge and forming motivation among students for active participation in this process. Such activity expands opportunities for forming professional competencies among future teachers.

The primary goal of ensuring the quality and effectiveness of higher pedagogical education is to improve the quality and efficiency of teacher training.

In higher education, the preparation of future teachers is carried out based on the following requirements:

• identifying tasks and needs related to ensuring cognitive assimilation of knowledge by future teachers in the higher pedagogical education process;

• determining the content of educational modules that are favorable for students' cognitive assimilation;

• paying attention to selecting scientific information included in educational modules based on acmeological, axiological, and cultural studies principles;

• ensuring the integrated presentation of knowledge necessary for students to acquire professional competencies;

• increasing the number of heuristic, pragmatic, and problem-based tasks that serve to expand opportunities for cognitive assimilation of professional knowledge by future teachers;

• presenting diagnostic questions and tasks to future teachers in order to determine their level of cognitive acceptance of knowledge;

• ensuring the clarity, consistency, and suitability of the presented scientific information for cognitive perception;

• defining the general and specific objectives of the educational process with consideration of accelerating students' cognitive perception of professional knowledge.

Active participation of future teachers in the process of cognitive perception of professional knowledge creates certain favorable conditions for the formation of professional competencies. Today, the content of higher pedagogical education based on the modular credit system creates favorable conditions for students to systematically and gradually master necessary professional knowledge. This ensures that teachers have convenient opportunities to cognitively perceive professional knowledge and transform it into competencies.

Future teachers are required to be prepared to form such skills in learners as activity, initiative, and creativity. Accordingly, future teachers are expected to possess competencies such as a creative approach to the educational process, inquisitiveness, research skills, the ability to design situations, active implementation of all tasks defined in state educational standards and national curricula, application of new pedagogical approaches and creative experiences by viewing the educational process as a cultural environment, and deep knowledge of the taxonomy of educational objectives.

For this purpose, future teachers are required to have a deep understanding of the content of curricula, possess scientific knowledge about principles of selecting educational content, and acquire theoretical knowledge related to educational elements, learning tasks,

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didactic situations, and pedagogical approaches. In particular, mastering knowledge related to defining different levels of educational elements, being familiar with the content of educational and methodological complexes developed for teachers, and being able to develop didactic resources, recommendations, technological developments, algorithms, audio-visual tools, and test collections are of great importance for their professional development.

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