

Mechanisms For The Formation Of Methodological Skills In Working With Educational Information In Future Teachers Based On A Cognitive Approach.

Begjanova Nuriya

Nukus branch of the Institute for Retraining and Advanced Training of Specialists in Physical Culture and Sports

Chief Specialist of the Department of Information and Communication Technologies and Organization of Distance Learning

Abstract. This article discusses the specific features and directions of developing the methodological skills and professional competence of future teachers based on a cognitive approach, methods for developing the methodological skills of future teachers in processing and presenting information, innovative and traditional methods that require their application, and these methods.

Keywords: cognitive approach, methodological skills, competence, competence, conversation, lecture, excursion, cognitive activity, principles of teaching, illustration, working with information, information sorting, personal qualities.

One of the strategic goals of higher pedagogical education is the development of competence and methodological skills of future teachers. Competencies are introduced into the educational process through pedagogical technologies. This is manifested through the content of the educational institution's activities, work style, life functions, methods of interaction between professors and students, as well as between students and students. Therefore, the methodological support of the process of forming competence in future teachers is reflected in the effectiveness of pedagogical, psychological, didactic, and methodological conditions, current theoretical and practical issues of modern teaching methodology.

In improving the methodological foundations for the development of professional competence of future teachers, relying on a cognitive approach is of great importance. Scientific research devoted to this problem shows the need for significant research in this area. Analysis of various approaches and diverse educational models for organizing the process of higher pedagogical education requires the development of mechanisms for their effective use in creating a methodology aimed at developing the competence of future teachers. The traditional education system is aimed at developing the professional competence of future teachers, which mainly involves the formation of their methodological skills in transmitting knowledge to students. In the learning model based on a cognitive approach, priority is given to the future teacher's creativity, the ability to work with information, select and sort it, quickly find solutions to complex pedagogical situations, develop author's programs, and effectively design the educational process.

From the point of view of the cognitive approach, there are the following stages of cognitive activity, and it is advisable to rely on these stages in the development of the professional competence of the future teacher. Ҳиссий билиш. Мазкур босқич ўз ичига ахборотларни умумлаштириш ва абстракциялашни қамраб олади.

1. Scientific knowledge. Thinking about information can include activities related to testing it in practice.

To date, educational activities such as transferring practical knowledge, skills, and abilities from teacher to student, from professors to students, mastering professions necessary for the life of society, and being ready for work are being carried out. It is known that the main principles of teaching have been deeply analyzed and theoretically and pedagogically substantiated by specialists. Such principles include clarity, systematicity, the strength of acquired knowledge, and the independence and activity of learners.

Future teachers must possess methodological skills that create the possibility of didactic processing of each educational material. Students receive and process information. In this process, the teacher must perform the function of a facilitator. In this regard, the teacher's activity should mainly consist of presenting information to students through specific words with a comprehensive in-depth analysis. In the process of processing information, the teacher is required to prepare it for presentation in simple words, to have the competence of effectively using methods of explanatory explanation, presentation through illustrations. It is important to pay attention to the fact that the symbols used by the teacher when presenting educational information are as

compact and clear as possible. Educational materials are presented to students in a compact way in real life and communication networks.

It is directed to each student through communication networks.

Illustrative materials are explained using traditional teaching technologies. In this regard, future teachers are required to master the methods of presenting educational materials to students in a visual form. As a result, they will rest for a certain period from lectures, conversations, storytelling, demonstrating experiments, performing labor operations, excursion methods, or rather, acquire the competence to use them appropriately in relation to the learning situation. At the same time, future teachers are required to master the competence of using productive teaching methods. For this, students are given tasks related to repeating information, applying methods of activity, performing various productive tasks, and demonstrating experiments.

In this situation, future teachers actively select educational materials, answer questions, complete assignments, as a result of which knowledge of an analogous nature is formed in them.

The knowledge, skills, abilities, and competencies of future teachers serve the development of a level of competence that plays an important role in their activities. At the same time, personal qualities that serve to manage the behavior of future teachers are also important in their professional formation and acquisition of skills in working with information. The formation of such qualities as professional attitudes, value orientations, and self-confidence is carried out on the basis of certain professional knowledge. Ignorance leads to the manifestation of negative actions in the behavior of students.

This leads to a lack of a culture of working with information. Therefore, for the effective development of methodological skills and professional competence of future teachers based on a cognitive approach, providing students with an integrated approach to traditional and effective teaching methods allows them to achieve success in this area. It serves the systematic formation of methodological skills in them for effective work with educational information.

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