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Research Article

PEDAGOGICAL CHARACTERISTICS OF THE PROCESS OF DEVELOPING PROFESSIONAL CREATIVITY IN FUTURE TEACHERS BASED ON THE COGNITIVE APPROACH

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F.X. Ibragimova
Doctoral Student At Research Institute Of Pedagogical Sciences Of Uzbekistan

ABSTRACT

In cognitive pedagogy, activating the future teacher, forming an active attitude towards the educational process, has become one of the leading issues. Special attention is paid to the development of the qualities of professional creativity by accelerating the cognitive activity of the future teacher. This article talks about the educational reforms carried out in our country, the issues of developing students' talents in the process of specialized education, cognitive approach to education in the modern educational technologies, and the importance of cognitive pedagogy.

KEYWORDS

Development of professional creativity in teachers, cognitive pedagogy, cognitive knowledge, cognitive technology, operational and psycho-emotional components of education, human cognitive process, active methods, educational tools, productive methods and methods.

INTRODUCTION

The development of professional creativity in future teachers is directly related to the human cognitive process. Human cognitive process represents the systematic manifestation of mental processes. These are reflected in the future teacher's perception, retention, recall, processing and interpretation of professional knowledge. The productive methods and methods that activate these processes in education were systematically studied by specialists at the end of the last century.

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If we consider this as a system of pedagogy that develops students' creative and free thinking during the educational process, the continuous operation of this system is carried out through the mechanisms of deepening the knowledge cooperation between the teacher and the student. "From the point of view of cognitive pedagogy, it is important to evaluate not only the structural aspect of education, its information base, but also how the student acquires and uses knowledge tools to achieve his goals" [1].

Therefore, it is recognized in the sources that "One of the tasks of cognitive pedagogy is to determine the importance of representation and understanding in the construction and development of rational intelligence" [2], and any subject of the educational process is evaluated as a cognitive task.

Basically, "Cognitive science, the field of knowledge is the main, most widely used and developed field of taxonomy. In his daily practice, the teacher includes most of the educational goals presented in the programs, textbooks, from memorizing and recalling materials to solving problems" [4]. Pedagogical feedback, scientific research is being conducted in the field of cognitive science, we can build that it is one of the main locomotive in the development of students' talents and abilities.

Most developed countries did not have plans and projects for the development of distance education. Such projects may have been tried, improved and developed in European countries only as an experiment or in practice in the fields of higher and secondary education, but the world was not ready for distance schooling.

We all know that since 2020, the widespread spread of the COVID-19 virus has become an emergency not only in higher and secondary education, but also in the school education system. However, we cannot be wrong if we say that the development of modern technologies and the development of the Internet and the computer throughout the world, as time has found a solution to everything, has become a bright solution to the problem. The world has recognized distance education and humanity has begun to understand the essential aspects of modern technology being created for life.

Didactics is the general form of the science of pedagogy and the field that reveals the theoretical foundations of education. Teaching is the main type of activity carried out by a pedagogue specialist in educational institutions. "The teacher is not limited to giving knowledge to his students in the process of teaching, but also has a strong influence on their mind, emotions, behavior and behavior" [3].

Russian scientists N. V. In the article jointly written by Yaroslavtseva and others, the didactic approaches we mentioned above, that is, cognitive pedagogy and cognitive educational technologies of turning teaching into a production process, and its effectiveness and effectiveness, are presented.

In addition, the author, "... gives an opinion about the cognitive education technology, which combines the cognitive side of education with the operational and psycho-emotional components of education, characterized by the parametric field of expected results" - [4] talks about the content. The authors acknowledge that the problems of activities in pedagogical conditions, which are solved by externalizing the effective parameter of the effectiveness of the educational process, are solved by organizing certain conditions in practice.

The future teacher's professional creativity is manifested by his unique way of solving problems, writing essays, experimental work, and independent thinking in situations related to the performance of

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work tasks. A student's creativity is the ability to relate the acquired knowledge to evidence and events in practice, to correctly evaluate and analyze the obtained results, to be able to generalize with the previously acquired ones. Technological creativity enriches this process by transferring the elements of innovation to a specific technology, to radically change one technology into a new, more efficient one.

Factors such as a person's material well-being, level of education, and knowledge of languages can have an effect on occupying a certain position in professional activity, but high results cannot be achieved without the development of a person's creative qualities. Therefore, professional creative activity is considered the main intellectual property of a person, and it ensures that every person achieves successful results regardless of his professional field.

Social relations consist primarily of one person's attempts to understand another person's realization of reality. In order to have an effective influence, the human knowledge structure cannot be unbalanced and unusual. If it is formed, an immediate interest, to change this situation, it is necessary to establish knowledge and system, internal consistency.

Thus, the theoretical foundations and practical effectiveness of cognitive education, the ability to create many opportunities in modern educational conditions, were presented by Mahmoud Talhabi and Ali Nauri, representatives of Tehran and Tarbiyat Moderas University, in "Foundations of cognitive education: Issues and opportunities" (Procedia - Social and Behavioral Sciences 32 (2012) 385 - 390) that is, he also stated in the article entitled "Fundamentals of cognitive education: issues and opportunities"[5].

The authors of the article tried to explain its essence, paying attention to the specifics of cognitive education. What is cognitive learning? Is it an academic discipline? Does it have its own definition, history and methodology? had the opportunity to express his opinion during the questions.

Emphasizing that cognitive education is a developing field of science, it explains some of its important directions. "Learning how our mind (brain) works, how we use our brain and body to process and store new information, how our mind (brain) changes and develops, and how it contributes to brain damage, disability, and other problems are all research efforts moving forward. "science and learning practice with great opportunities for progress" [5,385-p] recognizes that cognitive education can be defined as an approach focused on the development of skills in the study of sciences and the improvement of skills in practical application.

He also touched on the aspects of psychology, neuroscience, linguistics, anthropology and philosophy that are inextricably linked. has manuals" - [5. 386-p] focuses on the interrelated aspects and emphasizes that cognitive learning is useful in searching for answers to questions about the working processes of thinking and the formation of abilities.

In the field of cognitive science, the American psychologist Michael Cole, a professor at the University of San Diego (California), who aims to consider the way in which culture contributes to human nature, began to present a brief history of the origins and main ideas of cognitive science in the article "Culture and Cognitive Science". The author focuses on the topical issues of introducing culture into cognitive education[6]. The article looks at the work of Howard Gardner, who contributed to the development of cognitive education. Here it is mentioned about the process of improvement of cognitive science and the work done by G. Gardner, the representatives of science met, the measures taken, and the involvement

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of sponsors in the process, through which a special fund was organized.

It is surprising that cognitive pedagogy, which has been showing its relevance only in the scientific research works of world scientists for almost a century, is still not included in the curriculum of pedagogical higher education institutions and professional development institutes of our country, like other branches of pedagogy. The reason is that the specialty of this subject is that in the continuous operation of the system that develops the creative and free thinking ability of students, we can see that there are technologies for deepening the knowledge cooperation of the teacher and the student. This is important for the development of students' talents not only in specialized educational institutions, but also in general education schools.

In the educational process, the teacher, through his influence on the pupil, student, and listener, instills personality qualities such as independence and consciousness in him, in which self-management is manifested in the form of the "teacher-student" model, where the teacher plays the role of "informer", and the student plays the role of "receiver". showed that the student grows from external reception to independent organization of his activities.

The learner learns to control after mastering the methods of a certain system. In order for our children to be educated, intelligent and knowledgeable in their field, it is appropriate for our pedagogues to work tirelessly on their own and to update their materials armed with news in their field, and to convey it to students live.

At the end of our words, the organization of teaching based on the cognitive approach in the modern education system requires an in-depth study of cognitive pedagogy. This would not only expand the student's scientific worldview, but also contribute to the implementation of science and educational reforms in life.

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