

# Development of Educational-Cognitive Competence, Professional and Special Competences in the Process of Independent Education

**Rakhmanova Makhsuda Usmanovna**

Teacher of the department of pedagogy, Faculty of Pedagogy, Uzbekistan-Finland Pedagogical Institute

**ABSTRACT:** Educational-cognitive competencies of future teachers in the independent work process play an important role in the formation of highly qualified specialists, because they ensure the professional movement of graduates of educational institutions who can change the scope of their specialization and professional activity if necessary. Thus, educational-cognitive competencies are a factor of social competitiveness. The formation and development of educational-cognitive activities of future teachers in the independent work process takes place at the stage of transition from external management to self-management and self-organization.

**KEYWORD:** cognitive, technology, competence, differentiation, principle, system, consistency, approach, context.

Competence-oriented approach is one of the new conceptual guidelines for the development of educational-cognitive educational content in the independent work process.

According to the opinions of modern teachers, the acquisition of vital competences gives a person the opportunity to walk in modern society, forms the ability of a person to quickly respond to the demands of time.

The term "competent approach" means the center of the educational process for the formation and development of the basic (key, core) and subject competencies of a person. The result of this process is the formation of the general competence of a person, a set of basic competencies, an integrative description of a person. Having such a character should be formed in the educational process and have knowledge, skills, experience of relations, experience of activity.

The competence approach in the field of independent education is related to the current approaches of person-oriented education, because it concerns the student's personality and can be implemented and checked in the process of a specific demand that performs a specific set of actions.

Competence is a requirement for the educational training of a specialist necessary for effective activity in a certain field.

Competence is the acquisition of competences related to the subject of activity by a person.

Based on the above, we have given our working definition of learning and cognitive competence. In the process of independent education, educational and cognitive competence is the acquisition by a person of the interrelated features of the individual, including the personal relationship and the subject of activity.

In the process of independent education, educational-cognitive competence ensures the effectiveness of professional and special competence development, which allows to consider its development as a priority task of modern education.

In the process of independent education, educational-cognitive competence occupies a priority place in a certain part of the competences of a person, which ensures that a person occupies a comprehensive and diverse world of culture.

In our opinion, educational-cognitive competence in the process of independent education is the main competence aimed at expanding knowledge, mastering methods of cognitive activity, formation of certain knowledge and skills in independent educational activities, development of creative thinking and independence in educational activities.

For this reason, we defined the educational-cognitive competence of future teachers in the process of independent education as having special competencies that form theoretical knowledge, practical skills and qualifications necessary for independent learning.

As criteria for improving academic-cognitive competence in the process of independent education, we defined that it is necessary to have the following skills: the ability to set a goal and organize its possibilities, the ability to explain one's goal;

- Formation of cognitive tasks and introduction of hypotheses in the process of independent education;
- Analysis of one's educational-cognitive activity in the process of independent education;
- ўқув-когнитив фаолиятида мустақил равишда билимлар олиш;
- reflection (reflection) in one's educational-cognitive activities;
- self-assessment of future teachers in their educational and cognitive activities;
- future teachers to present the results of their research orally and in writing.

The concept of development of learning and cognitive activity in the process of independent education is to develop a person who is able to harmonize the interests of the state, the interests of society and personal interests, focused on the implementation of educational functions of education for positive socialization, individual characteristics and cultural characteristics of the Republic of Uzbekistan and spiritual development in the state of transition to universal values.

The following main factors were based on the concept of development of educational and cognitive activity in the process of independent education of future teachers in higher educational institutions:

- educational and cognitive preparation of future teachers;
- in terms of educational and cognitive activity and technological approach to independent work on the basis of systematic, pedagogical integration to the creative formation and development of the personality of the future teacher in the conditions of advanced information technologies;
- equipping future teachers with methodological knowledge as well as evidence-based knowledge;
- expansion and deepening of the structure and content of the system of educational and cognitive activity in the independent work process in the training of future teachers.

Among the important pedagogical conditions that help the formation of educational and cognitive competence of future teachers in the independent work process, the following can be recognized:

1. Material and technical conditions of future teachers (educational buildings, educational auditoriums, practical laboratory equipment), information technologies (radio, television, computer, photocopiers, laboratory equipment, tape recorders) audio, video), simulators, video projector, availability of a set of technical tools, etc.).
2. Educational and methodological normative documents for future teachers (state educational standard, model curricula, working curricula, model and working curricula, textbooks, training manuals, methodological recommendations, additional special literature, instructional tools, lesson plans, projects etc.).
3. Determining the scientific potential of future teachers (professors, associate professors, teachers, qualified teachers, supervisors and technicians).
4. Social and educational-technological environment (teachers, students, supervisors and students, as well as the content, direction of mutual relations of students, unity of goals of independent work, etc.).
5. Consistent, continuous and systematic implementation of organizational and educational-practical activities for the formation of educational and cognitive competence in the process of independent work.

Formation of educational and cognitive competence of future teachers in the process of independent work educational tools have a special role in the effective organization of the process.

In the process of independent work, the interaction between activities for the formation of educational and cognitive competence motivates the decision of the technological approach. Technology is a set of methods that serve to process raw materials, materials, prepare semi-finished products, process them, as well as change their condition, shape and properties.

Pedagogical activity has been its structural basis, as well as an important element of the technological system, according to the formation of educational and cognitive competence in the process of independent work.

It can be recognized that activities depend on the formation of educational and cognitive competence in the process of pedagogical and independent work: Pedagogical technology in the course of its development has never been separated from production technology (in turn, production technology is pedagogical technology). In the process of independent work, the level of development of activities for the formation of educational and cognitive competence is determined by the level of the student's skills in all periods, which, in turn, depends on his education.

- learning and cognitive competence of future teachers in the process of independent work, the ability to use this knowledge in a certain situation, understanding how to get this knowledge.
- adequate (relevant) assessment of educational and cognitive competence of future teachers in the process of independent work - themselves, the world, their place in the world, their unique knowledge, their necessity or usefulness for their activities, as well as the method of obtaining or using them. Competence is developed on the basis of mobility (movement) of knowledge, flexibility of method and critical thinking. In the process of independent work, the development of competence in the educational and cognitive process is carried out on the basis of the following directions:
  - ✓ to organize one's achievement in order to achieve the goal, to explain one's goal and be able to fulfill it;
  - ✓ planning, analyzing, reflecting, organizing self-assessment, self-control during independent work;

- ✓ asking questions about evidence to be checked for independent work, searching for the causes of events, showing understanding or misunderstandings in solving the studied problem;
- ✓ setting cognitive tasks and introducing hypotheses for independent work; selection of observation or experimental conditions; choose the necessary tools and equipment, acquire measurement skills, work with instructions;
- ✓ applying and measuring knowledge of analytical and statistical methods during independent work;
- ✓ to describe the results, draw conclusions and form in the process of independent work;
- ✓ oral and written submission of research results using computer tools and technologies during independent work (editing text and graphics, preparing presentations);
- ✓ to have the experience of perceiving the image of the world for independent work.

In short, the formation of educational and cognitive competence of future teachers in the process of independent work is effective in testing the following pedagogical conditions:

- organization of educational and cognitive activities of future teachers, stimulation of their professional and personal achievements. This ensured the effective formation of positive motivation of future teachers in the process of independent work.
- implies the involvement of future teachers in active independent work by implementing fixed, variable and targeted educational tasks, taking into account the subjective experience of students. The proposed educational tasks provided specific knowledge of the "General pedagogy" and "Pedagogical skills" modules, as well as checking the mastery of the studied material, as well as contributing to professional training that develops the educational and cognitive competence of future teachers.

Modular projects and conditions were developed and described to improve the efficiency of using modular-rating technology in the process of controlling the acquisition of educational and cognitive competence of future teachers in the process of independent work. It was assumed that the introduction of module-rating technology would help to effectively control the quality of educational activities in science. During the semester, the "General pedagogy" and "Pedagogical skills" modules were conducted in sequence according to the study of science and allowed to reflect the final grades on the basis of science.

## References

1. Abdurahmonova Z.A. Problems of forming the personal competence of a modern teacher // Modern education j. - T.: 2016.
2. Abdukadirov A.A., Pardaev A.Kh. Explanatory dictionary of terms related to pedagogical technologies. - T.: Science and technology, 2012.
3. Djuraev R.Kh., Makhmudov A.Kh. Competent training of specialists in the system of higher innovative education. - Tashkent, 2013.
4. Evseeva Yu. A. Uchebnoe zadanie kak instrument upravleniya organizatsiei samostoyatelnoy raboty budushchego uchitelya / Yu. A. Evseeva, J. A. Casco. - Text. : neposredstvennyy // Pedagogical journal. 2019.