

The process of development of professional and cognitive activity of students

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**Annotation:** this article analyzes the theoretical foundations of the development of professional and cognitive activity of students. Feedback is made on the need to develop professional cognitive activity of students of future creative and active specialists.

**Keywords:** professional-cognitive activity, cognitive activity, professional cognitive activity, creative and active specialist, indicators of professional-cognitive activity.

The effectiveness of teaching depends on the degree of cognitive activity of the individual in the learning process. Despite the development of the problem, the development of professional and cognitive activity of students has not yet become a need for an important part of teachers and students of a higher educational institution, which affects the results of training specialists. Thus, there is a contradiction between the need to develop the professional cognitive activity of students of future creative and active specialists and the insufficient Real use of this process.

In a very limited number of works related to the professional-cognitive activity of students, we were faced with only two definitions of the term "professional-cognitive activity". E.N.Yaroslavova considers professional cognitive activity; as an integral feature of the personality, it manifests itself in the direction of purposeful, conscious acquisition of professionally significant knowledge and skills, the desire to more fully master the methods of future professional activity, constant self-improvement.

I.G.Kopotyuk defines professional cognitive activity as a type of social activity that manifests itself in a positive attitude to the educational process and future work, in the ability carried out for this activity with a high degree of independence and in the desire for constancy with a high degree of independence, in the desire to constantly replenish and strengthen professional knowledge, skills and abilities. In our opinion, professional-cognitive activity is not only a certain property, property of the individual, but also the manifestation of this property as a result of the acting, that is, in the activity of the individual. Based on this, we define professional cognitive activity as a personal quality, manifested in its readiness and activity to effectively master the methods of knowledge and work in a particular professional field for an acceptable time, mobilizing all its spiritual and volitional efforts to achieve the goal. In understanding readiness, we M.I.Dyachenko and L.A.Let us dwell on the thoughts of the kandibovichs, according to which, in addition to preparation as a state of mind, readiness is considered as a stable property of a person. Accordingly, we determine the levels of development of professional cognitive activity by descriptive criteria and by indicators that assess both the quality of the individual and his performance. Let us consider the levels of formed professional-cognitive activity of students based on the criteria of emotional-volitional, personal-qualitative, cognitive (cognitive), professional-activity (professional-practical).

In our opinion, indicators of professional-cognitive activity according to the emotional-volitional criterion in the process of mastering the methods of cognitive and professional activity are indicators of joy, passion, perseverance, introspection, mobilization of physical and mental forces, their use in practice, strength, curiosity, intensity, conscientiousness, independence, purposefulness, attention stability, intellectual initiative, need for knowledge, concentration, perseverance in overcoming difficulties are indicators of The indicators of the cognitive criterion are as follows: cognitive interest, work in disciplines of professional importance, the quality of knowledge, the speed of performing tasks of various character, the choice of the optimal path for solving tasks, the use of additional material, activity in the lesson.

Indicators of the criterion of professional activity can be the ability to solve practical professional problems, participation in scientific research work, the ability to replace a specialist at work, participation in professional competitions and other activities, the search for additional information, etc. The levels of professional and cognitive activity reflect a change in the nature of the subject's activity, his ability and desire to master many methods of mastering the future profession. The criteria and indicators of professional and cognitive activity developed by US made it possible to determine the levels of its formation. They are as follows: low, medium and high.

The first (low) level of learning and work involves several minutes of manifestation of a positive attitude; some (situational and short-term) interest in the chosen profession is possible; positive motivation is not formed, and activity manifests itself only on demand; unsystematic knowledge, skills and abilities are scattered; the student independently solves only tasks of a reproductive nature.

The second (middle) level finds its expression in the manifestation of a constant interest in the future profession and the process of obtaining knowledge; striving for search activity, which, in particular, is manifested in the formation of questions; the student owns a leading knowledge system at the level of working with concepts; basic skills and competencies are formed. The emotional-volitional sphere is approached by hardworking and gullible.

The third level (higher) is determined by the student's activities; is characterized by a stable internal need to become a professional and develop his own style of activity; preference is given to the process of self-acquisition of knowledge, which has a developing character (is distinguished by its depth and scientific character), a desire arises to apply this knowledge in practice. The student has the skills of the culture of mental work, his independent professional and cognitive activity is characterized by passion, initiative, enthusiasm, perseverance, creativity. This system of formed professional-cognitive levels of activity reflects its internal and external aspects in an integral way and allows you to diagnose and target the activities of students in the process of professional education.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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