

**DEVELOPMENT OF THE COGNITIVE ACTIVITY OF FUTURE TEACHERS IN
INNOVATIVE EDUCATIONAL CONDITIONS AS A SOCIAL PEDAGOGICAL NECESSITY**

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Abstract: *This article provides an insight into the theoretical basis for the development of future teachers' cognitive activities in innovative educational settings. The article explains the theories of famous philosophers and didactics on cognition. The importance of using active learning methods in the development of cognition activities in future teachers has been touched upon.*

Key words: *innovative education, future teacher, cognitive activity, personality-oriented education, the process of cognition of an individual, methods of active education.*

Introduction

The system of measures aimed at forming a harmonious generation in our country, educating young people spiritually and morally, turning them into an active participant in the ongoing reforms is being implemented consistently. Until recently, there were a number of problems in determining the content of education in higher educational institutions in Uzbekistan, taking into account the influence of the material on students, their cognitive activity, as well as the formation of compensations in them as a future teacher. As a legal basis for the elimination of these problems, a system of measures was developed in Uzbekistan with the participation of a number of Rrezidentimiz and authorized bodies. In particular: "14" August 2018 № PQ-3907. In the course of measures to educate young people spiritually, morally and physically competent ethnics, to raise the quality of their education and training system from the ground up to a new level, the speech of the president of the Republic of Uzbekistan at the 75th session of the UN General Assembly on September 23, 2017[176] sheds light on the issue of youth: "Tremendous work is being carried out in our republic on the worthy role of every young man and girl in society and the manifestation of its potential. In Uzbekistan there are youth parliaments, Youth Affairs Agency. In August, under the auspices of the United Nations, the Samarkand international forum on the rights of young people was successfully held. I would like to take this opportunity to once again call on the world community to support the

initiative of Uzbekistan in the adoption of the United Nations Convention on the rights of young people”. Five important initiatives of the president of the Republic of Uzbekistan Shavkat Mirziyoyev, which he put forward on March 19, 2019, also play a very high role and importance in educating socially active students and young people. Because, the tasks put forward in this “five most important initiatives to increase attention to young people, their wide involvement in culture, art, physical education and sports, the formation of skills in the use of Information Technology in young people, the promotion of reading among the youth of our country, the employment of women” occupy an important place for the country's tomorrow, the development

In the history and theory of pedagogy, there are various theories about the activity of cognition, the theory of cognition manifests itself in the teaching of Greek philosophers as the first theories of cognition. Aristotle does not doubt the existence of the outside world, and considers - the basis of emotional experience, knowledge of emotions. Aristotle notes that mistakes in cognition are caused by wrong thinking, that is, in the wrong interpretation of the emotional experience. [1.290] Didactic cognition theory is explained by the Greek philosopher's note Mark Fabius Quintilian “ the desire to know depends on the will, it is impossible to train forcibly”. According to the doctrine of quitilian cognition, cognition is manifested as a product of will. [2.268]

The great didaktikshunos Yan Amos Komensky also seeks to develop the theory of cognitiontrib the enthusiasm of students for knowledge in the cultivation of cognition kuchaytirishga and the enthusiasm for the work of science. Komeensky insists that cognitive activity should be directed to the natural characteristics of the educator, and that the cognitive activity of the child should be directed from simple to complex.

Shveysar pedagogue Iogan Henry Pestalotsi begins to perceive cognition activity through the organs of perception and by processing the imagination rises to the level of ideas, while ideas ,although not being obvious, exist as a content-finding force in the mind of a person, but for its manifestation and revival, senses insist that the supplier needs the material [1.310]

In order to provide quality and effective education to the students in higher educational institutions, didactic literature was created, aimed at achieving increasingly high results of pedagogical didactics of the Republic and developing students ' cognitive activity.

After independence in Uzbekistan, the idea of personality-oriented education was considered a

leading idea and on the basis of this theory, the humanistic foundations of the formation of cognitive activity in students developed. According to this theory, the content of education should be based on the position of unity of the parties, and in its meaning, not only educational activity, but also new theories arise. The theory of humanistic education has been one of the leading theories of American pedagogy since the end of the 60s. The main objectives of this theory:

1. nurture a self-controlled and self-conscious free personality;
2. to educate a person who can love the process of self-education, feel deep, create and continue;
3. the creation of the necessary conditions for the development of all opportunities inherent in

a person is the desire for learning and self-development inherent in any ordinary person.

The theory of functional analysis developed a position on the inseparable link between cognition and activity. The main criterion in the selection and construction of educational content should be a worldview approach.

One of the extreme modern theories of the justification of technologies for the content of education was, above all, the “theory of freedom pedagogy”, one of the important topics of this discussion in which he tried to make meaningful the discussion about formal and material education, as is known, the concept of “single School of Labor”.

To these theories, the army can be cited as an example of a personality-oriented educational theory developed by the Russian Academy of Education. According to this, it proposes to abandon the educational model adopted for the construction of the educational model and move to the construction of an individual-oriented model of the content of Education.

On the basis of contemporary pedagogical theories, the theory of Organization of education takes a leading place, taking into account the characteristics and capabilities of the individual's cognitive abilities.

The actual peculiarity of the problem is that the process of cognition of an individual is a complex psychological process. The development of the cognitive activities of future teachers who are responsible for the education of the younger generation in finding a solution to such a complex problem is considered one of the complex problems in the educational system. Cognition is a product of perception, perception of existence and interest. Therefore, it is desirable to organize and develop the cognitive activity of future teachers on the basis of active educational methods in innovative educational conditions. The use of active methods of education in innovative educational conditions not only increases the cognitive activity of future teachers, but also results in mastering the content

of education, the result and factorization of education on the basis of its purpose.

Based on the above considerations, since perception and perception constitute the basis of cognition, it means that in the development of the cognitive activity of future teachers, it is necessary to apply regularly to forms of practical activity together with active methods of Education. Students have a category of auditory, visual, genetic senses in the human person, and exactly the same genetic senses can induce cognitive activity in the individual at an orthymal level. The opportunities of the future teachers knowledge activities in practical and laboratory lessons and in the course of educational practices will develop positively.

Conclusion

In conclusion, I would say with the president's explanation that “our fate is in the hands of teachers”. This means that the development of the cognitive activities of future teachers can create tremendous changes in the educational system in our country.

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