

**THEORETICAL AND HISTORICAL BASIS FOR THE DEVELOPMENT OF THE  
COGNITIVE ACTIVITY OF FUTURE TEACHERS IN INNOVATIVE EDUCATIONAL  
SETTINGS**

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**Annotation.** *this article focuses on the forms and methods of developing the cognitive activities of future teachers, as well as the formation of cognitive activity. The article reflected various historical theories aimed at increasing the student's cognitive activity.*

**Keywords.** *Cognitive activity, personality-oriented education, the theory of humanistic education, the theory of freedom pedagogy, teaching methods, intensification of Education”, activation of Education.*

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 the cognitive activity of future teachers developed. According to this theory, the content of education should be based on the position of unity of the parties, and it was necessary to direct the content not only to the educational process, but also to increase the activity of cognition of the individual. On the basis of this idea, new theories also appeared. 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 world-wide 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”.

These theories are exemplified by the fact that the army has a personality-oriented educational theory developed by the Russian Academy of Education of the CIS state. 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.

One of the most important problems of didactics is that the problem of teaching methodology remains relevant both theoretically and directly in practice. The essence of the educational process is the activity of the teacher and the student, which means that the main function of the educational

process is also aimed at shaping the cognitive activity of the student. The peculiarity of developing the cognitive activity of future teachers in the educational environment of Innovatson is also the fact that, on the basis of the functions of the educational process, they are armed with modern knowledge, bring into being the process of mastering professional competences.

We will focus on the classification of methods in which students work in a natural way (independence and creativity). This is a very effective classification, and the idea was introduced in 1965 by I. YA. Proposed by Lerner and M. N. Skatkin. They rightly point out that many of the previous approaches and teaching methods are based on differences in their external structure or sources.

Since the success of the sessions depends crucially on the direction and internal activity of the listeners, the nature of their activities, the nature of the activities, the level of independence and creativity should serve as important criteria in choosing methods. I. YA. Lerner and M. N. Skatkin proposed the identification of five teaching methods, each of which would increase the level of activity and independence in student activities.

1. Explanation is an illustrative method. Students receive their knowledge in the lecture from educational or methodical literature, through the on-screen guide in the "ready" form. Understanding and understanding of syllables, assessments, conclusions students remain within the framework of reproductive thinking. In high school, this method finds the most common application for the transfer of large amounts of data.

2. Reproductive method. It involves the use of what has been learned on a sample or rule basis. The activities of students are by nature algorithmic, that is, it is carried out according to the instructions given in the rules in situations similar to those described in the example.

3. Method of presenting the problem. Using different sources and tools, the teacher puts the problem before the presentation of the material, form the cognitive taskiradi, then reveals the evidence system, compares the points of view, different approaches, shows the way to solve the cognitive task. Students become witnesses and partners of scientific research.

4. Partial search or evristik method. It consists in the organization of an active search for solutions to cognitive functions put in the teaching under the guidance of the teacher or on the basis of evristical programs and instructions. The process of thinking acquires a productive nature, but at the same time it is gradually directed and managed by the teachers or the student himself on the basis of working on programs and manuals. This method, one of the types of which is a euristic conversation, is a proven method of activating thinking in seminars and collocations, attracting interest in knowledge.

5. Research method. After analyzing the material, putting in place the problems and assignments, conducting a brief oral or written briefing, the students independently study the literature, sources, conduct observations and measurements, perform other search work. Initiative, independence, creative research are most fully manifested in research activities. Methods of educational work directly become methods of scientific research.

In the higher education system, there are various forms of formation of the activity of the future teachers' knowledge, which constitute lectures, practical, seminars, laboratory work, practical work, scientific research work, independent work of students under the guidance of the teacher, production practice, etc. These forms of education became popular all over the world in the 1 quarter of the XX century. In didactics, these forms are interpreted as methods of managing cognitive activity to solve certain didactic tasks. At the same time, lectures, seminars, practical lessons, independent work work work as an organizational form of teaching, because these are methods of implementation of interaction between students and the teacher, within which the content and methods of teaching are

carried out. The learning process is accompanied and completed by various methods and forms of control.

By the 2nd half of the twentieth century, the concept of “intensification of Education” came into being, and this concept is associated with the concept of “activation of Education”. When it comes to the activation of educational activities, the targeted activities of the teacher aimed at the development and use of new modern forms, content, methods and educational tools are understood, they help to increase the student's interest in mastering knowledge, independence, creative activity, as well as to predict the state of production and form the ability to make independent decisions.

The strategic direction of improving the effectiveness of education in innovative educational settings, as well as the creation of didactic and psychological conditions for ensuring the content of learning, should be organized in this process at an optimal level not only the social and personal activity of students.

The use of active teaching methods in an innovative educational setting can not only shape the cognitive activity of the future teacher with intensive or problematic teaching. In order to increase productivity in higher education, it is important to create psychological and pedagogical conditions so that the student can take an active personal position and fully manifest himself as a subject of educational activity. The didactic principle of the activity of a person in education and professional self-determination determines the system of requirements for the educational activity of the student and the pedagogical activity of the teacher in the process of unified education. ▾

The study of cognition theories in the history of pedagogy shows that xech is a method or form of education that is not capable of generating the student's cognitive activity, if the student's aspiration to know is not an internal activity and the need for knowledge!

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