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PEDAGOGICAL ASPECTS OF DEVELOPING FUTURE TEACHERS' COGNITIVE ACCEPTANCE SKILLS OF PROFESSIONAL KNOWLEDGE

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Abstract: This article explains the role and importance of cognitive activity in the development of professional knowledge of future teachers. Approaches related to the preparation of future teachers for professional and pedagogical activity are described.

Keywords: professional knowledge, cognitive activity, intellectual, motive, ability, program education, creative activity, professional interests, diagnosis, correction.

The urgent tasks set before the educational system today consists in providing students with quality education and training, ensuring that the teacher receives a creative approach in organizing the educational process. Special attention is paid to the training of educators who have the ability to raise the quality of education to a new level and organize it on the basis of state educational standards and requirements of a nationwide program based on a competency approach.

The decree of the president of the Republic of Uzbekistan “on approval of the national program for the development of public education in 2022-2026” dated May 11, 2022, PF-134, separately defines the tasks related to improving the quality of Education. To do this, in the process of higher pedagogical education, it is envisaged to achieve the upgrade of the system of training of future teachers to a new quality stage. It is required that the process aimed at the cognitive acceptance of professional knowledge by future teachers should be focused on the development of harmonized, developing competencies.

Of particular importance is the fact that future teachers are aware of the new requirements of the state and society for education and upbringing and master the Mexicans to fulfill these students. Future teachers are required to be able to master and practice professional knowledge, realizing that they are responsible for maturing the younger generation.

Higher pedagogical training is the essence, this course of study and innovation.

- Glacier couplers innovative technology assistant schools to organize a large jaraenin that will be maintained these;

- independent contacts to obtain knowledge ISIS search;

- training is the training of millions of strong Jarai leadership on the basis of training, the creation of the ethics of the science of melting, the usurpation-based methodology.

More and more people are looking for opportunities for growth, development and professional development. This principle is based on the teaching of Oli Jaraenin, which was formed by:

- bravladjak is highly specialized and professionally trained.;
- each legalization has its own quality and potential to be confident in its capabilities and capabilities, while legalization requires attention, caution, competence, quality personality, intellectual intellectual development and methodological leadership.;
- all types of protection, supply, potential and opportunities;
- Oli sought a educate pedagogical pedagogy-then organize pedagogical zharaens this goal without having received a professional accounting specialist.

Higher pedagogical education pedagogical education is the most important quality education based on the improvement of the approach to academic education buzlagak high specialized professions competencium competencini productions pedagogical system based on the development of professionalism in the reception of gifted children of cognitive abilities come in nazija tutga Tuti. Training professional skills is the process of introducing pedagogical skills necessary for the formation of relevance. Pedagogical knowledge professional formation skills are the main computational tool.

This knowledge as a holistic module includes: professional goals of the educator, pedagogical activity, knowledge and experiences that will be the basis for the implementation of this activity, goals of the educational process, mechanisms for the development of educational and educational activities of students, innovative technologies, theoretical knowledge describing didactic tools, methods of pedagogical activity, professional knowledge that will be based on the organization, didactic description of competencies, assessment mechanisms, diagnostic methodologies, knowledge of international pedagogical experience, historical and pedagogical teachings, etc.

The study and analysis of curricula, which are valid in schools of general secondary education, is of particular professional importance for future educators. Such experience makes it possible to create a clear idea of the content of school education in them.

It is important for prospective students to have a cognitive acceptance of knowledge so that they can set the goals of the educational process, create its didactic description, diagnose the levels of student assimilation, be prepared for professional activities related to the formation of competencies on the basis of the requirements of state educational standards in them.

It is important for prospective teachers to mean that the content of education that is carried out in the school, its purpose, tasks, forms and methods, is acquired by a developing character.

In our research, we tried to develop in higher pedagogical educational institutions the cognitive receptivity of future teachers to professional knowledge and, as a result, professional competencies. Based on the above analytical points, we have put forward the following approaches aimed at the formation of professional competencies in them, based on expanding the possibilities of cognitive acceptance of professional knowledge of future teachers:

1. Improving the content of education, providing it scientifically and methodically, which serves to develop the cognitive receptivity of professional knowledge of future teachers, taking into account the reforms carried out in the field of education today.

2. Expansion of mechanisms for the systematic development of the cognitive receptivity of professional knowledge of future teachers in higher pedagogical educational institutions.

3. In the educational process carried out in institutions of higher pedagogical education, it is necessary to teach future educators to comprehensively explain and analyze the content and essence of concepts, statutes, laws adopted in the field of Higher Education.

4. Arming future teachers with innovative technologies of a creative nature, informing them of modern knowledge about the mechanisms of their application, the formation of skills for designing personality-oriented pedagogical processes.

5. The modern method, which serves to develop professional competencies of future teachers, is the search for methods, technologies and knowledge about them, cognitive acceptance and training to apply in necessary situations.

6. Professional skills in future teachers-the formation of Akme, the development of skills in them to enter into cooperation and communication with students, to show a culture of dialogical attitudes, to follow the norms of interpersonal relationships.

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