



FACTORS INFLUENCING THE DEVELOPMENT OF COGNITIVE ACTIVITY OF FUTURE TEACHERS

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Abstract: *This article describes the factors that affect the cognitive activity of future teachers. Based on the author's study of factors influencing the development of cognitive activity of future teachers, the following factors are indicated in the article: social factors, psychological factors, pedagogical factors.*

Key words: *future teacher, cognitive activity, factors, social factors, psychological factors, pedagogical factors.*

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INTRODUCTION

The creation of necessary and sufficient conditions for the participants of the educational process in order to improve the quality and efficiency of education, innovative changes in the educational system carried out in our country, the training of highly qualified specialists, will also place a special responsibility on the heads and professors of higher educational institutions.

In order to radically change the educational system of the new Uzbekistan, integrate it into international standards, train qualified personnel corresponding to the requirements of the labor market, and bring to adulthood a new generation that will implement the idea of the third Renaissance.

The development of cognitive activity of future teachers is a very necessary urgent issue for today's progressive education system. The problem of training qualified personnel without developing cognitive activity cannot be underestimated.

The methodological basis of any educational process is knowledge theory. The basis of the traditional educational process is considered the theory of materialistic cognition, expressing the materiality of the objective being, its appropriation, revealing the essence of the process of cognition. Based on materialistic philosophy, the process of cognition is the reflection of an objective material being in our minds. But this is not just the opposite of objective reality in our mind, it is the process of abstracting processes, the formation of scientific concepts, laws and laws. In this, the essence of phenomena and processes, their internal legal connection is revealed.

The essence of the world that surrounds us begins with cognition and intuition. The influence of the objective world on our sensory organs leads to the emergence of sensations and perceptions. Therefore, Jean Jacques Rousseau considered intuition to be primary intelligence.

Perception tevarak is the reflection in our minds of certain qualities of the surrounding, objects and phenomena that affect our sensory organs. In this, each sensory organ, that is, the analyzer, perceives certain qualities of phenomena and processes. That is, we can perceive the qualities of things and phenomena in the real world.

After perception, let's move on to perception. Perception in general tevarak is the reflection of phenomena and things around us in our minds. Like sensations, perception stops with the loss of external objects and phenomena, their sources. The process of cognition does not stop with perception and perception. Then let's move on to imagination. Imagery is a trace of perception and sensations that persist for a long time in a person's mind due to the smoothness of the cranial crest.

By means of experience, the scale of imagination increases in a person. Imagination plays an important role in thinking, in the content of concepts. Imaginations are associated with the presence of certain generalizations. Although sensations, perceptions, visions are components of perceptual cognition, they also cannot completely solve the problem of knowing the real being. A person only in the process of thinking determines the essence of a process and phenomenon, the causal connections of the relationship, and through it achieves a deep, complete, correct reflection of reality. Thinking is considered a high form of knowledge.

Contemplation T. According to Popova's doctrine, nerve connections or associations are formed. In a person, with the help of logical operations such as analysis, synthesis, induction, deduction, concepts, feedback are formed. Their supreme form is the creation of laws. For live observation, the first signal system will be of fundamental importance, and for abstractsya, the second signal system. Abstract thinking deepens knowledge only if it comes into contact with reality. The unity of the first and second signaling systems turns knowledge into deep and real knowledge. In live observation and contemplation should always be based on the practical activity of a person.

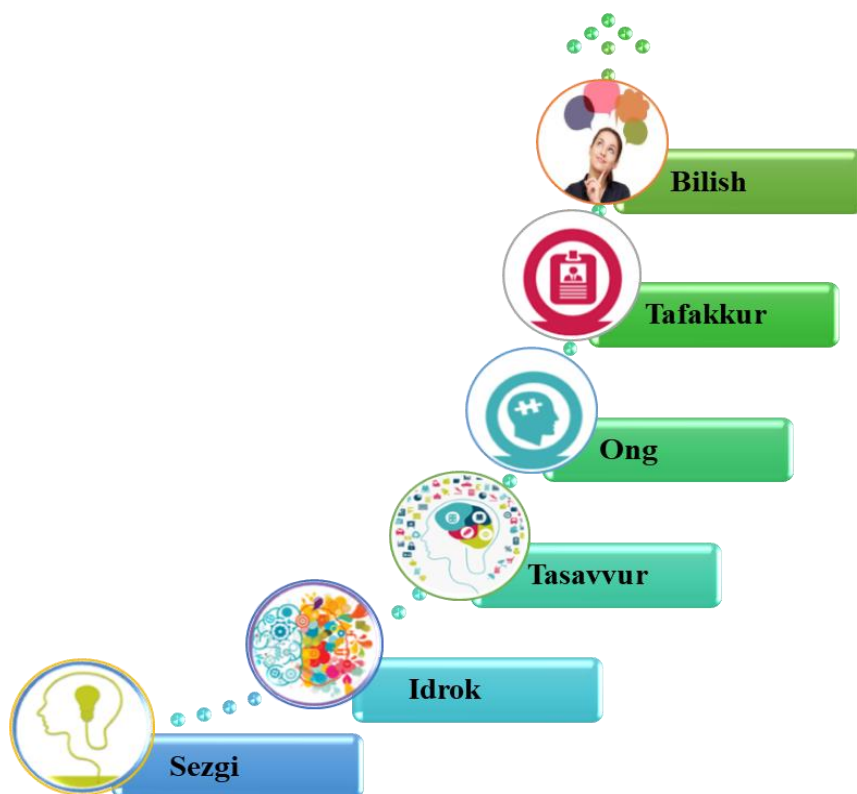


Figure 1: The process of organizing educational and cognitive activities.

Research work of scientists of the states of our republic and the Commonwealth of Independent States aimed at the problem of factors affecting the development of cognitive activity of future teachers N.I.Khalilova, F.I.Khaydarov, P.Ya.Galperinning, A.N.Leont'evning, Lunkova Ye.Yu, G.Rosenfeld, L.V.Zankov, S.D.It can be found in the research of such scientists as Smirnov.

N.I.Khalilova and F.I.In his scientific research, Khaydarov expressed the following factors that improve the quality and efficiency of educational-cognitive activity of intellectual development:

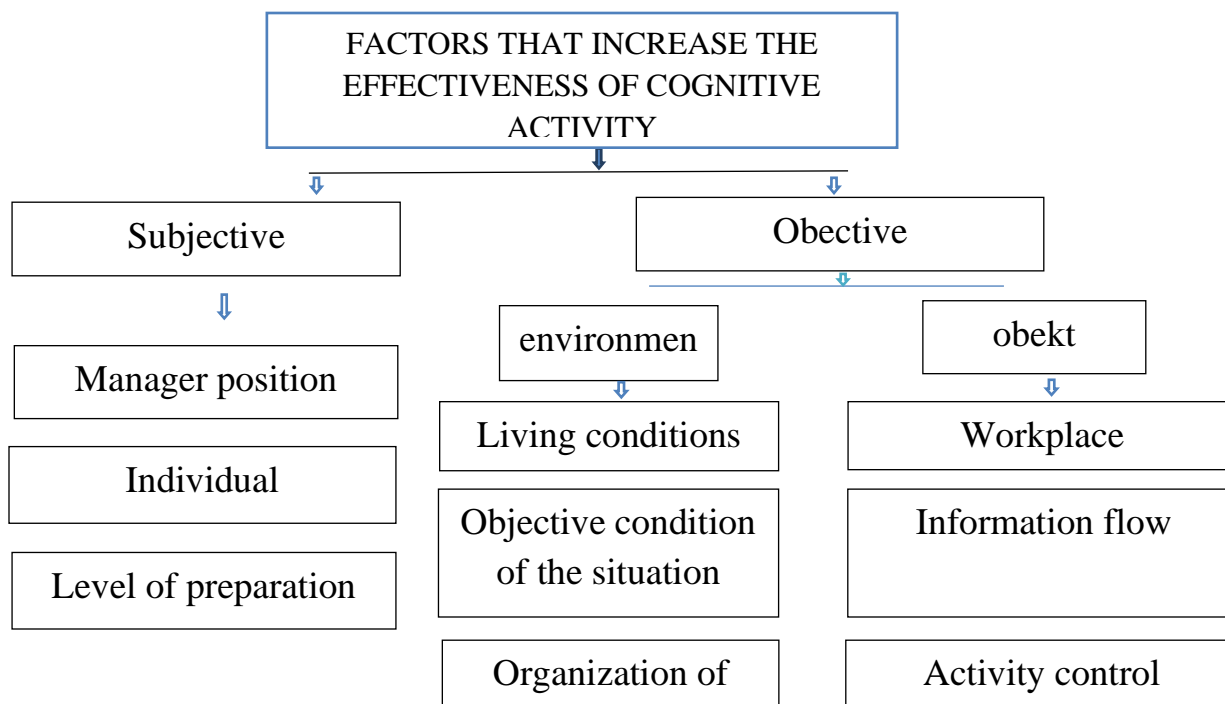


Figure 2: Factors that increase the effectiveness of cognitive activity.

So, the information provided testifies to the fact that the role of factors in activating cognitive activity in students is important.

In this regard, P.Ya.Galperin's intellectual development of the student educational-cognitive theory of step-by-step composition of improving the quality and efficiency of activities is of interest.

The theory in question is a.N.Leont'ev developed ideas and thoughts of the process of developing cognitive activity on the basis of their own characteristics. In accordance with this theory, the interiorization of activities takes place in the formation of an individual in ontogenesis, from which the process of gradual transformation of external activities into internal cognitive activities takes place. Therefore, the effectiveness in determining the little possibility and their implementation depends on personal-motivational. The psychic process of intellectual development without personal-reflexive, will,emotional strength-enthusiasm for the development of educational-cognitive activity does not materialize[100].

Lunkova Ye.Yu. esa explains in its research the factors affecting cognition as follows.

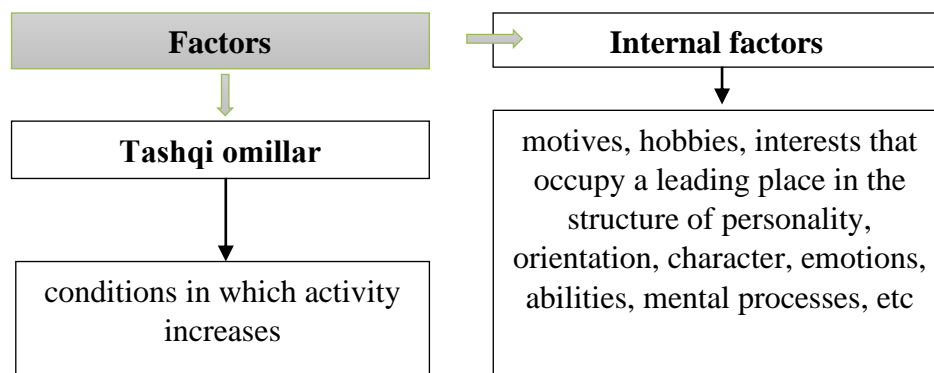


Figure 3: Factors affecting the development of cognitive activity of future teachers.

G.Rosenfeld [106]identified the following content factors of reading motivation:

1. Learning without enjoying activities or being interested in the subject being taught;
2. Education without personal interests and interests;
3. Training for social identification;
4. Learning for success or fear of failure;
5. Forced or pressurized exercise;
6. Education based on concepts and moral obligations or recognized norms;
7. Learning to achieve goals in everyday life;
8. Building on social goals, demands and values.

In the system of psychoanalytic views, the separation of the motives of cognition and perception into internal(innate) or external (then acquired) causes is a decisive factor. For Example, E.Desi defines factors as the causes inherent in human birth, i.e. innate.

As a result of studying the factors that influence the development of cognitive activity of future teachers and analyzing the role of these factors in the development of student cognitive activity, the process of cognition is embodied as a complex process.The process of reacting to the educational process in students on the basis of activity, independence, awareness, motives occurs under the influence of various factors. We have classified them as follows, analyzing the pedagogical possibilities of the following factors as factors affecting the development of cognitive activity of future teachers:

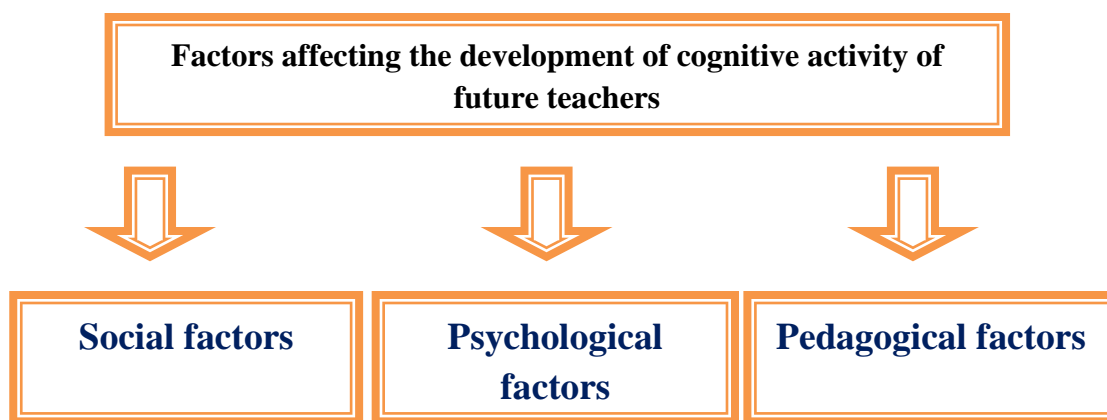


Figure 4: Factors affecting the development of cognitive activity of future teachers.

In the process of studying the problem, we explained the importance of factors affecting the development of cognitive activity of future teachers as follows:

- Social factors that influence the development of cognitive activity of future teachers are the social environment that encompasses the side environment of the student:
 - social needs;
 - social status;
- includes a number of factors, such as the nature of the educational institution, directly affecting the cognitive process of students. The higher the cognitive activity of the students of the group in which the student is studying, the higher the cognitive extirpation and motive conflict in the student.
- As psychological factors affecting the development of cognitive activity of future teachers, we relied on the following factors during our study:
 - first of all-in the development of cognitive activity, it is necessary to take into account the individual characteristics of students, that is, the ability, character, temperament of the student are inextricably linked with the process of cognition;
 - secondly-the process of cognition requires an emotional positive mood as a psychic host. This ensures the emergence of stable cognitive activity in students based on high spirits, prepares the ground for interests, motives;

- thirdly-the development of cognitive activity in students relies on the concept and factor of incentive in education.

In the process of research, it became known that the stability of the psychological environment acts as an important factor in the voluntary-targeted development of the cognitive process.

-The source of pedagogical factors that influence the development of cognitive activity of future teachers is systematically interconnected, these factors include:

first of all-yonoshuv in alokhida to the choice of the content of Education;

second-skilled innovator redagog;

third - methods of active education;

fourth-modern means of Education;

- The concept of educational content is defined on the basis of state educational standards, providing for the process of comprehensive development of scientific knowledge, as well as the mental and physical abilities of the individual, the formation of worldview, etiquette, behavior, level of social life and work readiness. The formation of topics in the content of education in the context of the student's need and the content of which implies the integration of society and the individual creates motives in students in the assimilation of information, invites them to cognitive activity

- When a skilled innovator is able to organize the educational process of a pedagogue on the basis of pedagogical techniques using interesting facts, sources, at the level of art, students develop knowledge-related activity. As the main factor developing the cognitive activity of future teachers in the educational process, the teacher controls such processes as motivational, emotional-emotional, volitional force of influence. The innovative nature of the educator is considered an important quality when creating a system of sustainable knowledge based on increasing the cognitive activity of future teachers. In the process of such activities as the use of new methods and tools in the educational process, the application of new ideas to the educational process activates the activity of knowing pedagogical students

- Educational tools objective providing teaching effectiveness (textbook, tutorials and weapons, map, diagram, poster, painting, drawing, dioproector, tape recorder, video recorder, equipment, TV, radio, computer, etc.) and subjective (teacher's speech, example, life of a particular person, examples of his activities, etc.) are factors.

- Active educational methods are education based on the psychology of the relationship and interaction of the subjects and objects of the educational process. The central place in the activities of the teacher is occupied not by a separate student as a person, but by a group of students who interact, arguing and agreeing with each other when discussing issues, encouraging and activating each other. When using interactive methods in search of truth together in students, the spirit of competitiveness has the strongest influence on intellectual activity.

During such a lesson, the teacher requires more activity and creativity than passive passing in the form of retelling truths read in books or known for a long time. Interactive methods will have an effect not only educational, but also educational.

First, active teaching methods forcibly activate the thinking of students with the specific technology of the educational process.

Secondly, the activity taught by methods of active teaching is long and stable.

Thirdly, active teaching methods serve to independently make creative, emotionally colored and motivationally based actions and decisions on their content by students.

Fourth, regardless of which of the active teaching methods is used, in these cases the learning process has a collective basis (interaction with the teacher and other students) and is built according to a certain algorithm.

Fifth, active teaching methods are intensive methods, which increase the efficiency of learning not by increasing the volume of processed information, but by the depth and speed of its processing.

This means that the process of forming the cognitive activity of future teachers is inextricably linked directly to the factors affecting the effective organization of educational and educational processes. At the same time in the development of cognitive activity of future teachers is a psychic process involved in the free-creative activity and abilities of interacting subects and objects.

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