

The Importance Of Axiological Approach In Forming The Cognitive Competence Of Future Teachers

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Abstract: In the article, in the development of cognitive competence of future teachers, importance is given to continuity, which is an expression of the interdependence of events and processes, historical connection, cause and effect, as well as the reflection of value in the human mind, the laws, levels and possibilities of understanding value in accordance with reality, in the development of cognitive competence of future teachers. its norms and criteria are analyzed.

Keywords: axiological approach, value, intellectual knowledge, cognitive competence, methodology, pedagogical practice, personal skill

INTRODUCTION

Axiological approach is important in the study of reality along with other methods of scientific knowledge. In improving the cognitive competence of future teachers, it is extremely important to determine the reflection of the value in the human mind, the laws, levels and possibilities of the understanding of the value, its standards and criteria. It is based on the general knowledge theory (epistemology) as well as the data achievements of social and natural sciences.

The understanding of values, the harmony of emotional and mental knowledge in learning, the generalization of concepts, terms and symbols of judgments and conclusions, the analysis of axiological processes in natural and social reality, and the practical activities based on them mean an integral process related to each other.

Continuity, which is an expression of the interrelationship between events and processes, historical connection, cause and effect, is of increasing importance in improving the cognitive competence of future teachers. Such an approach gives good scientific and practical results when applied to values and processes related to them.[1] In this case, the values appear not as social phenomena that appear irregularly and are not connected to each other, but as axiological

systems and their elements connected with one or another era, social subjects, etc.

MATERIALS AND METHODS

In this approach to values, it is useful to rely on the achievements of social sciences, the results of history, ethnography, demography and sociological research. But it is not good to be limited only to these in the study of values. Perhaps it is extremely important to understand reality, the forms of its manifestation, the value and social significance of events, events and processes. It is important to understand their social functions and specific external effects.

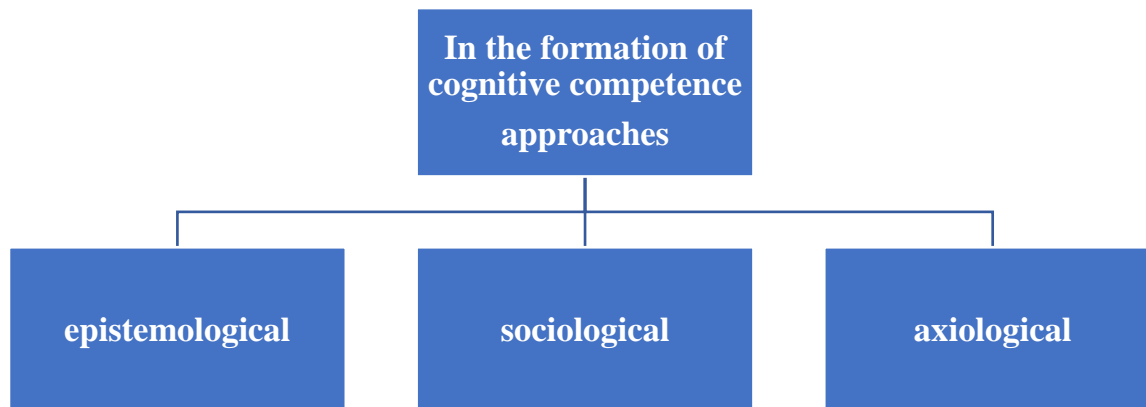
It should be noted that the future teacher should have almost all the qualities of a specialist. General phenomenology of professional and pedagogical competence and its specific types V.A. Adolf, E. V. Bondarevskaya, N. V. It is reflected in the works of Kuzmina and others[2.102.].

RESULTS AND DISCUSSION

On the basis of the axiological approach in improving the cognitive competence of future teachers, it is possible to get correct information about the nature of cadres as a scientific category, their difference from other concepts, their objective foundations and subjective

understanding, and the forms of manifestation. In this, things, events, events, people and their activities are viewed from the point of view of the level of value and appreciation. There is a

combination of epistemological, sociological and axiological approaches in the formation of cognitive competence of future teachers.



Epistemology studies the generality of a person's cognitive activity, regardless of everyday or special, scientific or artistic activity. The main category in epistemology is the concept of "truth". There are three interrelated aspects of truth: existential, axiological, and praxeological. The axiological aspect of truth reflects its moral-ethical, aesthetic, and praxeological aspects.

Axiological approach is important in the formation of cognitive competence of future teachers, and students acquire basic professional skills during training. Future teachers understand the need for continuous self-improvement.

Future teachers should develop professional skills and qualities such as quick decision-making and responsibility based on the axiological approach. In such conditions, it is very important to achieve a high level of professionalism.[3] Practice shows that the axiological approach is important in determining the objective and subjective factors of a person's professionalism in order to demonstrate a high level in the professional activity of a specialist, to improve and develop oneself.

The level of knowledge of the future teacher depends on how their professional training was organized during the student period. The axiological approach to improving the cognitive competence of students is important in the development of creativity in the presence of

human motivation in professional activities. The axiological approach can be described as the holistic characteristics of a person, which is a potential force or tool for both human development and further human evolution, a force that moves a person forward.

Axiological approach includes the following components:

- knowledge and experience;
- system of emotions and values;
- self-awareness and the ability to draw conclusions;
- communication and motivation.

When developing their axiological approach, the future teacher should set goals, collect information, plan future activities, plan how to achieve the goals, and analyze the above in the process of future reflection. In order to decide whether the teacher has developed his axiological aspect or not, it is necessary to determine the established criteria, which include:

- professional and personal skills,
- priority position,
- successful results of the method of training sessions,
- self-respect of people related to each other in professional activities,
- versatility.

Depending on the situation, both the goal and the result of this educational process, as well

as the method that determines the essence of the pedagogic phenomenon, can change. Teaching conditions that help to develop an axiological approach include the deepening of the following subjects:

- a) psychology and pedagogy,
- b) methodology
- c) pedagogical practice.

The axiological approach to improving the cognitive competence of future teachers allows to create a learning environment, which allows the coordination and agreement of the activities of all people. From an axiological approach, future teachers should learn to give high motivation to students to achieve success and to pay attention to the development of personal characteristics and professional skills of students.

Active methods of education, new pedagogical methods and innovative methods of teaching should be used in the educational process. During training, students should use new skills and knowledge, develop their own strategies and activities, and demonstrate their theoretical and practical skills and knowledge.

For this purpose, educational activities should include special, interactive games, exercises and educational tasks. In the modern educational system, practical training should have a "cognitive component" based on the axiological approach and ensure that students test their knowledge and skills. Participation in such activities should motivate them to reflect, understand and revise their goals, interests and opinions.

Students should know how to solve professional problems related to creative activities and should plan to develop themselves and improve their professional skills. Exercises performed during practical training should ensure the availability of motivational, communicative, emotional and axiological components of the axiological approach.

In addition, some skill development activities should focus on developing self-analysis and self-evaluation skills. The curriculum should be prepared taking into account the ability of students to solve professional tasks and the compatibility of the

emotional, axiological and reflective and self-awareness parts of the axiological approach.

The process of teaching students should create conditions for them to be independent, as they should learn to record and evaluate their own progress. A professional portfolio can be used for this. Student portfolios can include completed tests, exercises, articles, essays, test results, grade control images, and more.

The task of a teacher in the field of pedagogy is to develop the intellectual, personal, social qualities and communicative aspects of the future teachers. These include: interactive games, workshops, development techniques, person-centered teaching methods, prediction methods, problem-solving teaching methods, etc.

His axiological approach to improving the cognitive competence of future teachers mainly determines the teacher's competitiveness and professional-social success. When the future teacher develops a professional and personal quality such as communication, this process gives its effective result.

The axiological approach of the future teacher means an integrative feature of their personality aimed at achieving high-level results and pedagogical indicators, developing the creativity of the teacher and student, and sustainable humanistic motivation in educational activities. In addition, modern trends in the development of society show that in the near future there will be an increase in supply compared to demand in the world labor market.

Currently, a competitive specialist must meet a number of requirements, in particular, professional mobility, the ability to acquire new knowledge, skills, adapt his professional activity to changes in his professional function, etc. It should also be noted that the demand for pedagogues in the labor market is always increasing.

Therefore, pedagogical activity makes high demands on the teacher. The range of actions that should be carried out competently and creatively of professional obligations, the importance of scientific dialectical flexibility are concepts that serve to reveal pedagogical problems. Some concepts related to the

description of the teacher's activity require a deeper consideration.

The process of forming a future teacher into a competent specialist is one of the problems of professional pedagogy. In recent years, due to the fact that social experience is constantly changing, the field of education is being reconstructed, and various other things, the qualification of the teacher is becoming more and more important. In this way, the diversity of pedagogical systems and the level of referral from society to specialists is increasing. Previously, this problem was studied by scientists in the aspects of teacher training (by P. R. Atutov, S. Ya. Batishev, B. A. Polyakov, S. A. Shaporinsky, etc.)[4].

The study of ideas about the teacher's professional skills shows significant changes in various approaches: from the development of the foundations of the formation of the teacher's pedagogical direction, to the development of important professional and personal qualities and to the explanation of the essence of the sources of pedagogical creativity as a person. Based on the ideas of E.F. Zeer, K.K. Platonov, a professionally defined four-component structure of a specialist was created, [5] which includes the following components:

- career guidance (tendencies, interests, attitudes, expectations, relationships, reasons);
- professional competence (professional knowledge, skills, qualifications);

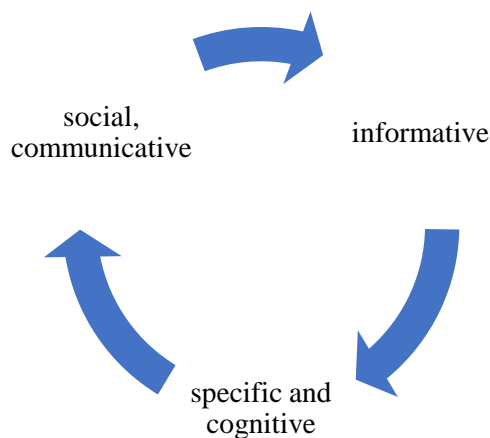
- important professional qualities (attention, observation, creativity, perseverance, communication, self-management, independence, etc.);

- professional psychophysiological characteristics (energy, neuroticism, extroversion, visual coordination, reactivity, etc.) [1.].

His axiological approach to improving the cognitive competence of future teachers ensures that they interact with each other in the process of developing and forming the content of substructures, leads to the formation of integrated professional qualities (basic skills) that include the effectiveness of professional activity, such as competitiveness, professional mobility, and professional growth, professional development and provides career growth.

Competence also plays an important role in improving the cognitive competence of future teachers. Scientists have mainly studied individual aspects of professional skills. Markova considers "competence" as the ratio of objectively necessary knowledge, skills, psychological qualities possessed by a teacher and their impact on the process and results of pedagogical activity [3.218.].

Currently, the European community is paying special attention to the following competencies in vocational education. They are: social, communicative, informative, informational, special and cognitive..



If we focus on cognitive competence among the above, it means the willingness of future teachers to constantly increase their level

of education, the need to update and realize their personal potential, the ability to independently acquire new knowledge and skills, the desire for

self-development, and the constant enrichment of their professional skills. It is known that traditional cognitive-oriented education mainly solves the issue of formation of knowledge, skills and problems, development and training of students is considered as a "by-product" of the educational process. Such training is aimed not at the specialist, but at the training of the specialist.

The analysis of the above core competencies and scientific literature allows us to distinguish between these two concepts.

- A specialist is an employee who has the knowledge, skills and abilities necessary for this qualification.

- A professional is a social and professional well-rounded employee who is distinguished by an individual and unique style of activity, has clearly defined important professional qualities and competencies. Modern education system and society need professionals.

The professionalism of the future teacher is evaluated by a number of requirements, among which the following professional and pedagogical skills can be distinguished: social, didactic, [6]organizational and methodological, communicative-director, prognostic, reflective, organizational and other pedagogical skills. [3] An important part of the structure of the teacher's personality is the important qualities, that is, the individual characteristics of the subject of activity that affect the effectiveness.

Such characteristics include personal activity, determination, demandingness, desire to work with students studying in an educational institution, the ability not to get lost in extreme situations, charm, honesty, justice, modernity, pedagogical humanism, erudition, pedagogical courtesy, tolerance, discipline, pedagogical optimism.

Pedagogically important qualities include purposefulness (the ability to direct and use all personality traits to achieve personal pedagogical goals) and position (the ability to control one's actions in any pedagogical situation).

The personality of the modern teacher is largely determined by his knowledge, which means that a person who wants to walk freely in

the modern world when describing art has to know a lot.[4]

The cognitive domain includes such areas as human perception, problem solving, memory, imagination, language functions, developmental psychology, reasoning and problem solving, and the study of human and artificial intelligence.

All these mental processes play an important role mainly in the learning process. In teaching activities, all aspects of the educational process, from the method of presenting the material, affect the socio-psychological aspects of the teacher's relationship with students.[5] The teacher must organize, plan, diagnose, monitor, give content, develop solutions and participate in their implementation.

CONCLUSION

The learning process is effective only if new materials related to existing knowledge and skills are included in the existing knowledge area. As an important condition, the internal motivation of teachers and students is related to interest in the studied subject.[10] Based on the mentioned rules, the structure of the future teacher's cognitive competence can be expressed in the following content.

- constant professional and pedagogical self-improvement;
- formation of professional pedagogical independent education skills;
- creativity, readiness to create new pedagogical values;
- the ability to innovate in pedagogical activity

Therefore, based on the above, cognitive competence can be defined as the theoretical and practical preparation of the future teacher for professional activity, its continuous improvement, and the ability to make creative decisions in the context of professional activity.[12]

The formation of the future teacher's cognitive competence is manifested in the form of goals and tasks diagnosed and set step by step in the systematic design and implementation of the educational process, in the form of a constant striving for self-improvement, taking into

account the needs of modern society and a tolerant attitude towards the subjects of the educational process.

In conclusion, it is worth saying that the axiological approach to improving the cognitive competence of future teachers emphasizes the fact that in determining the competence of a person, it is related to the processes of self-development, self-expression and self-awareness.

Competence means opening the creative potential of a person, realizing it, self-improvement based on the system of professional and life values. Therefore, it is appropriate to rely on the axiological approach in improving cognitive competence in future teachers.

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