

**DEVELOPMENT OF EDUCATIONAL AND COGNITIVE COMPETENCE
AS AN IMPORTANT CONDITION OF HIGHER EDUCATION**

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Abstract. In the preparation of future teachers in higher education, the development of students' learning and cognitive competence is an important condition for higher education, which is a set of independent thinking competencies consisting of elements of logical, methodological and social activity of the student in relation to specific objects being studied, which includes knowledge and skills in the areas of goal-seeking, planning of activities, analysis of its content, reflection, personal assessment of activities. The issues of students' creative skills in relation to the objects being studied, that is, obtaining knowledge directly from existence, mastering methods of action and heuristic methods of solving problems in non-standard situations, are interpreted.

Keywords: knowledge, education, student, result, quality, condition, conditions, attention, effect, necessity, development.

In recent years, our republic has been paying great attention to raising the quality of pedagogical personnel training to a new level, introducing a credit-module system into the educational process of higher educational institutions, and making extensive use of educational innovations. For the development of the education system, it is necessary to come forward with new innovative ideas, proposals, and initiatives, to train highly competitive personnel with professional knowledge and high potential, to form the necessary skills and knowledge in higher education graduates so that they become modern professionals, to create a system for automating and comprehensively analyzing education management using modern information and communication technologies, and to further develop electronic resources and distance learning. In particular, improving the personnel training system for the education system, including the development of a methodological system and conditions for developing the level of professional training of future teachers, is of great importance.

In our republic, it is necessary to radically reform the education system by creating effective mechanisms for training qualified personnel based on the requirements of the labor market, implementing innovative scientific achievements based on international educational standards. Accordingly, the modernization of the education system,

changes occurring in the higher education system create a need to develop the professional competence of educational institution employees. Currently, state educational standards for higher education are being introduced, and educational innovations aimed at improving the quality of training future teachers are being widely introduced. The rapid flow of information into the social life of our republic is covering a wide range. The rapid reception of information, its analysis, processing, theoretical generalization, conclusion and delivery to the student, as well as the development of basic competencies of higher education, the development of professional training of students in the educational process are among the urgent problems facing the higher education system.

Learning and cognitive competence is a set of independent thinking competencies consisting of elements of logical, methodological and social activity of the student related to specific objects being studied, which includes knowledge and skills in goal-setting, planning of activities, analysis of its content, reflection, personal assessment of activities. Students acquire creative skills in relation to the objects being studied, that is, obtaining knowledge directly from existence, methods of action and heuristic methods of solving problems in non-standard situations.

To be a qualified teacher, a teacher must have certain pedagogical competences, “competence is a general ability based on knowledge, experience, values, intentions acquired through education” [1] There is a difference between competence and skill, skill is a characteristic that can be learned from observing actions in a particular situation, competence is a behavior, skills. The main components of competence [3, 4, 5, 6, 7, 8]:

First, knowledge, not just information, but information that is rapidly changing, dynamic, changing, and that you need to find based on your own experience.

Second, the ability to use this knowledge in a particular situation; understanding how to obtain this knowledge.

Thirdly, adequate (appropriate) assessment - of themselves, their world, their place in the world, their specific knowledge, their necessity or uselessness for their activities, as well as the method of obtaining or using them. This formula can be logically expressed as follows:

Learning-cognitive competence - means the ability of students to independently master the knowledge they need, their readiness for independent educational activities, and the achievement of the goal of professional development through self-development [9].

Learning-cognitive competence develops on the basis of these structural components [10, 11, 12, 13]:

motivational component - includes understanding students' own educational needs, goals, and perceptions of the content and results of their activities; orientation

to active participation in educational activities, learning new things; provides a positive impetus to demonstrate competence;

cognitive component - provides an analysis of the means and results of cognitive activity, indicates that the ability to analyze, synthesize, compare and generalize is required at all stages of its formation;

activity component - readiness to independently solve cognitive tasks, methods of general scientific and subject-specific cognitive activity, general educational skills; students' acquisition of the skills of purposeful determination, planning, analysis, reflection, self-assessment of educational and cognitive activity;

creative component - students' possession of creative skills of production activity, the ability to obtain knowledge directly from reality, possession of methods of action in non-standard situations, various methods of solving problems, that is, readiness to independently solve cognitive tasks associated with the use of research skills.

The most important qualities of students' educational and cognitive competence are independence, cognitive activity, readiness to eliminate shortcomings in the educational process, and efficiency in making decisions on the task. An increase in the level of independence helps the student to understand the motives, goals, and methods of his own activity and to transform the student from an object of pedagogical influence into a subject of his own activity. The formation of these qualities occurs as a result of the educational and cognitive activity of students, therefore, the activation of students' educational and cognitive activity is considered important [14].

Educational and cognitive competence ensures the effectiveness of the development of professional and special competencies, which allows us to consider its development as a priority task of modern education. Educational and cognitive competence occupies a priority place in a certain part of the competencies of a person, ensuring the comprehensive and diverse mastery of the cultural world of a person [15].

The criteria for improving learning and cognitive competence are the following skills [16]:

- the ability to set goals and organize their possibilities, to explain one's goals;
- the ability to formulate cognitive tasks and introduce hypotheses;
- analyze one's own learning and cognitive activities;
- independently acquire knowledge;
- reflect on one's learning and cognitive activities;
- self-evaluate one's learning and cognitive activities;
- present the results of one's research orally and in writing.

Learning and cognitive competencies play an important role in the formation of highly qualified specialists, since they ensure the professional mobility of graduates of educational institutions who, if necessary, can change their specialty and scope of professional activity. Thus, learning and cognitive competencies are a factor of social

competitiveness. The formation and development of educational and cognitive activities occurs at the stage of transition from external control to self-management and self-organization. In the educational process, the ability of students to engage in independent creative activities increases, and the need for the teacher to transfer knowledge sharply decreases.

One of the promising ways to solve this problem is problem-business and role-playing games aimed at the development of creative abilities, creative abilities and creative-cognitive activity. Games stimulate students' cognitive activity, the ability to think critically and analytically, develop rational and responsible discussions, communication skills, and the ability to defend their position.

In the process of preparing for professional activity, a future teacher should be able to develop a motivational and value attitude towards knowledge, a passion for the subject. For this, first of all, future teachers must have professional qualifications, as well as special knowledge and skills in the field of study, deep knowledge and broad knowledge in their field, non-standard thinking, innovative tactics and strategies, creative problem-solving methods; psychological, pedagogical, communicative and socio-organizational competences are required [17].

Effective development of teaching and learning competence of future teachers based on an innovative approach requires the presence of pedagogical conditions in a certain order. As a result of studying the literature on the topic and observing the process of organizing higher education, the following pedagogical conditions were determined to be of great importance:

legal and regulatory support - allocated teaching hours for general and professional subjects, curriculum, working curriculum, and all educational and regulatory documents;

scientific and pedagogical support - qualified, leading professors and teachers, methodologists who know their field in depth, responsible technical staff;

methodological and technical support - a set of didactic tools (lecture texts, presentation slides, handouts, worksheets, study assignments, practical instructions, control and test questions, equipment);

information - software - tools that automate the educational process (modern computers connected to the Internet) module platform, zoom drivers, electronic textbook mobile applications, training manuals and educational and methodological complex programs, video materials.

Higher education students need special competencies for professional activity, which form the pedagogical, scientific and research, organizational and managerial skills of students. To develop students' learning and cognitive competence, its motivational, cognitive, activity and creative components are gradually formed [18].

In studying the essence of the process of professional formation of future teachers, it is worth emphasizing the priority of the following ideas:

a) the genetic, initial basis of education and upbringing is the emerging relationship between technology and pedagogy, as well as technical and pedagogical knowledge;

b) the most effective methodological tool for explaining the genetic essence of the professional formation of future teachers is the cultural-genetic approach to the origin of education and upbringing [2].

At a certain stage of the development of human society, the essence of biological evolution changed, and social activity began to emerge. New types of important life activities began to appear, as a result of which it became impossible to transfer existing knowledge to generations biologically. In this regard, the need arose to have a new mechanism. This need began to be satisfied on the basis of establishing the education and upbringing of the younger generation. However, the socio-genetic concept cannot adequately explain the features of personality upbringing.

The essence of the cultural-historical concept of personality is expressed in the following idea put forward by N.F. Talizina [20]: “The behavior of a modern (cultured) person is not only the result of development in childhood, but also the product of historical development. In the historical process, human development changes and develops not only socially, but also in terms of relations between man and nature, but also man himself, his nature, changes and develops.”

Summarizing the above, the modernization of the vocational education system is associated with the need to transition to innovative development paths of the country, strengthen the position of the Uzbek education system in the global market of educational services, search for new approaches to improving the quality of student training, and create a system of continuous education.

The transition to a new type of civilization, to an information society that places high demands on the intellectual potential of specialists, is aimed at changing the education system, its technologies and teaching methods, in particular, at an active approach to solving educational problems. Thus, the development of innovative pedagogical education allows future teachers to form professional competencies aimed not only at acquiring specific knowledge and skills in the field of technology and technology, but also at the ability to apply them in practice. It is important for future teachers to form a scientific and creative attitude to pedagogical activity in the process of teaching specialized subjects, to form modern thinking based on professional competencies.

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