

DIAGNOSIS OF THE INITIAL LEVEL OF LEARNING AND COGNITIVE COMPETENCE OF FUTURE TEACHERS

Eshankulova Shafolat

Teacher Jizzakh State Pedagogical Institute

ABSTRACT

This article deals with the initial level of training and competence of future teachers, Teaching Competence Formation, Experimental work.

Keywords: Cognitive Competence, Experimental

INTRODUCTION

In the context of studying the formation of learning and cognitive competence of future teachers, we conducted experimental work, described the experimental features, presented the initial level of formation of educational and cognitive competence of future teachers. The purpose of the experimental work is to test the theoretically based pedagogical conditions, in which the work of the model will be effective in the formation of learning and cognitive competence of future teachers in the process of independent work. The object of the experiment is the process of forming the learning and cognitive competence of future teachers in the process of independent work. The subject of the experiment is a theoretically based pedagogical conditions that ensure the effective operation of the model of formation of educational and cognitive competence of future teachers in the process of independent work.

The experimental work was carried out in three stages: detection, shaping and control. The first stage of the experiment was identification (2015). Determining the initial level of education and cognitive formation is the qualification of future teachers based on selected diagnostic tools. The second stage of the experiment - formative (2016 - 2018) - is to confirm the theoretically based pedagogical conditions for the effective operation of the model of formation of educational and cognitive competence of future teachers in the process of independent work.

The third phase of the experiment - control (2018 - 2019) involves assessing the effectiveness of theoretically based pedagogical conditions for the operation of the model. Also, at this stage of the experiment, the analysis of the final level of formation of educational and cognitive competence of future teachers in the process of independent work was carried out.

The tasks of the pedagogical experiment are defined in accordance with the purpose, object, research topic:

- 1) selection of the necessary diagnostic tools aimed at determining the level of formation of educational and cognitive competence of future teachers;
- 2) to study the initial level of formation of educational and cognitive competence of future teachers;
- 3) to test the pedagogical conditions of the model of formation of educational and cognitive competence of future teachers in the process of independent work;
- 4) identify changes in the level of formation of educational and cognitive competence of future teachers;
- 5) to study the final level of formation of educational and cognitive competence of future teachers in the process of independent work.

It was based on the implementation of a pedagogical experiment. The hypothesis that the education and cognitive formation of prospective teachers in the process of independent work will be effective if the following pedagogical conditions are tested:

- 1) organization of educational and cognitive activity of future teachers, stimulation of their professional and personal achievements;
- 2) Involvement of future teachers in active independent work through the implementation of constant, changeable and targeted educational tasks, taking into account the scientific experience of students;
- 3) use of modular-rating technology in the process of monitoring the acquisition of learning and cognitive competence of future teachers in the process of independent work.

We present an analysis of the results of the study of the formation of learning and cognitive competence of future teachers in the experimental and control groups for each of the selected criteria: motivational, cognitive, active, reflexive.

In order to study the level of formation of motivational criteria of educational and cognitive competence of future teachers, we conducted a survey, interview and observation of the learning process.

Thus, the questionnaire method was used to determine the current state of the pedagogical phenomenon, to determine the starting points. The survey was conducted in groups. This allowed us to streamline the research process in a short period of time and organize the collection of materials of interest to us.

The questionnaire provided to the respondents consisted of twelve questions. Let's describe some of them.

For example, "What is the biggest challenge in studying you?" Prospective teachers responded as follows:

- "inability to allocate time wisely";
- "lack of self-discipline skills";
- "inability to work with textbooks";
- "Different speeds of information perception";
- "Difficulties in understanding the printed material";
- "not to organize their activities".

After conducting a survey to determine the truth or to refute the results obtained, we organized an interview, as well as monitoring the activities of the respondents in the control and experimental groups. In pedagogical reference books, the interview method is defined as one of the main ways to obtain information through two-way and multi-faceted discussion of an issue. In the process of implementing the "conversation" method, students also take an active part. The interview method allows you to understand the question well, as well as get some explanations. Consequently, this allows to obtain high rates in the processing of the obtained results. While there are many advantages to organizing a conversation, there are also some disadvantages. This includes using a lot of time for initial preparation. In the implementation of the "interview" method, questions were asked and discussed in a strictly defined sequence.

The interview was conducted after the academic session. This allowed teachers to relieve emotional stress and develop a positive attitude towards future activities. Prospective teachers were asked questions in a comfortable environment. During personal interviews, the reasons for not being able to allocate their time wisely, as well as students' attitudes towards learning and cognitive activity were identified.

The method of "observation" was implemented in the study of the modules "Pedagogy" in the modules "Introduction to the science and activities of pedagogy" and "General principles of pedagogy."

In the reference literature, "observation" is the most convenient and common method of research. Scientific observation is a specially organized perception of an object, process or event under study in a natural environment. For this method to be most effective, it takes a long time

to implement, and a certain system needs to be monitored. In order to achieve objective results, the observation must be public.

Prospective teachers showed a low level of readiness for self-improvement, with little or no interest in learning and cognitive activity.

In short, this fact leads us to the fact that future teachers are not able to properly assess their own qualities. The antelopes had little or no interest in self-improvement, education, and cognitive activity. The level of formation of cognitive criteria was also examined through questionnaires, interviews and observation of the learning process.

REFERENCES

1. Esipov, Independent work of students / Esipov. Uchkhedgiz, 2009. — 239p
2. Ilyina, T. A. pedagogy: lectures / T. A. Ilyina. - Education, 1984.- 496
3. Zagbyazinskiy, V. I. pedagogy: a textbook for higher education institutions / V. I. Zagvyazinskiy, I. N. Emelyanova. - Akademiya, 2012. - URL: xttx: //www.maei.ru. - Text: electronic.
4. Uvarovskaya, Independent work of students: textbook / Uvarovskaya, I.Yu. Kraeva. - Syktyvkar: SyktsU, 2009. - 30x.
5. Urakov SH.R. Improving the pedagogical system of training future teachers in higher education institutions based on a competent approach. Dissertation PhD: 13.00.01.- Samarkand. 2018.-130-b.
6. Koysinov O.A. Scientific and methodological works of independent education in the training of bachelor teachers in the field of vocational education. Diss.ped.fan nom. - Tashkent. TDPU, 2008. -160 p.
7. Fayzullaev R.X. Improving the educational competence of future teachers of vocational education on the basis of modular-rating education. Dissertation PhD: 13.00.05.-Tashkent. 2019.-150-b.
8. Krasnovskiy, E.A. Indicators in education / E.A. Krasnovsky // Standards and monitoring in education. - 2002. - No 5. - P. 53-57.
9. Zimnyaya, I.A. Key competencies as an effective target basis for a competency-based approach in education / I.A. Zimnyaya.
10. Yevseyev, Yu A. reultate experimental learning formation in the educational process of education and cognitive skills bachelor pedagogy self-study / Yu. A. Evseeva // Collection of scientific articles of the All-Russian Network Scientific Conference. Author: A.A. Mamchenko; 624 - 632