



Linguodidactic principles and conditions for the formation of cognitive competencies in students based on innovative technologies

Imomova Umida Muzafarovna

Senior lecturer, Termez State University
 Phone: +998883494777
 umida@tersu.uz

ABSTRACT

A competency approach in education is another stage in the development of educational quality standards and criteria, which are mainly objective, but not in a subjective way, designed to assess the level of training of a specialist. However, the process of training a specialist also requires certain competencies from the subjects of the educational process, the most important of which is cognitive competence, which determines the relevance of the study

Keywords:

Knowledge, skills, competence, linguodidactic competence, professional pedagogy, operatic, motivational influence, illustrative, experimental

Currently, a competitive professional, in particular, is able to acquire professional mobility, New Knowledge, Skills, Qualifications; must meet a number of requirements, such as the appropriate adaptation of professional activity to changes in professional function. The process of forming a qualified specialist is one of the problems of professional pedagogy. In recent years, due to the constantly changing social experience, the restructuring of the educational sphere, the emergence of types of author's pedagogical systems and the increasing level of social requirements for a specialist, the linguistic qualifications of a teacher are becoming more and more relevant. The cognitive competence of the future teacher consists of such structural elements as motivation, Information, Operational, Assessment. We can see this in Table 1 below. In this, mainly the task of forming knowledge, skills and qualifications, developing and educating students is considered as a "byproduct" of the educational process. Such training is aimed at training a specialist, not a professional. The description of the above basic competencies and the analysis of scientific

literature make it possible to distinguish between these two concepts. A specialist is an employee who has the necessary knowledge, skills and qualifications for qualification. A Professional is a socially and professionally competent employee who has important qualities and competencies that are distinguished by an individual style of activity. Modern production and society require specific specialists.

Cognitive competence structure

Indicators of structural elements of cognitive competence motivation the skill of setting the goals of future pedagogical activity; the skill of choosing an individual educational trajectory; the formation of the need to improve one's professional competence

Information is the formation of the ability to model information, generalize and distinguish the main ones, to be able to use them in a specific field of science

The formation of an operational self-activity design skill: planning, anticipating the results; being able to justify their actions, using knowledge in new situations

To be able to objectively assess self-esteem, self-activity in relation to assessment

There are a number of requirements for the teacher's professional skills, among which the following can be distinguished: social, didactic, organizational-methodological, communicative and professional, prognostic, reflexive, organizational - pedagogical.

Our theoretical study made it possible to reveal the essence of the content of the principles of stimulating the process of developing social competence in students of the OSCE. In this regard, the opportunity arose to clarify pedagogical conditions that will help to more successfully ensure the process of promoting the development of social competence.

The analysis of the literature on the topic of the study made it possible to determine the following pedagogical conditions that will help to successfully improve the methodology for the formation of cognitive competencies of students based on the generalization of their pedagogical experience.

These conditions include:

the need to develop a conscious attitude and positive motivation to the formation of cognitive competence, as well as the acquisition of speech activity in a foreign language;

enrichment of educational material on the integrated course of foreign language and psychology with situations of social interaction; Organization of collective perception of educational information and cognitive activity to create a stimulating environment through group work forms;

incentives in the course of the lesson on the integrated course of foreign language and psychology, calling for the analysis of future professional activities of students and, on this basis, for the more active acquisition of cognitive competencies;

the creation of special stimulating situations during the organization and conduct of socio-psychological training, the generalization of the results of individual cycles of integrated lessons in a foreign language and psychology.

The need to develop a conscious attitude and positive motivation, as well as the acquisition of speech activity as a means of developing cognitive competence. Motivation is the most

important beginning of the process of mastering foreign languages, ensuring its effectiveness. Motivation is determined by the needs of the student's personality, which makes it difficult to call motivation from the outside. The teacher has an indirect effect on motivation, creates initial conditions, as a result of which students have a personal interest in work. In the process of language learning, it is necessary that the teacher creates as close an environment of speech activity as possible in a natural way. In order to effectively organize the educational process, it is necessary to have a deep knowledge of the motives of students and the ability to correctly identify and manage them wisely.

In this regard, it is important to turn to theoretical research on the problems of motivation, as well as to determine its connection with the content of teaching foreign languages. An analysis of the existing local and Western literature has shown that at the moment there is no uniform solution to this problem, that is, the question of what is motivation in general and motivation of educational activities in particular remains open. The search for ways to solve the problem of motivation training can be considered from the point of view of psychological research in this area, where the psychological foundations of motivation are studied.

The complexity and versatility of the issue of increasing students' motivation for knowledge, developing interest in the science of a "foreign language" are emphasized by many Methodists, and in this regard, they offer various approaches to solving this problem:

- 1) the creation of a specially designed system as a result of the activities of students;
- 2) involvement of the emotional sphere in the educational process;
- 3) the nature of the pedagogical influences of the teacher, the presence of stimulation and energy;
- 4) the use of audiovisual tools in the audience.

In addition, it is possible to increase the cognitive interests of students:

- 1) wide involvement of students in independent work in the auditorium;
- 2) offer to perform problematic tasks;

3) with friendly attitude towards students. According to psychological studies of motivation and interest in teaching a foreign language, the efforts of the teacher should be aimed at developing the internal motivation of students, which comes from the activity itself and has the greatest motivating force. Internal motivation determines the attitude of students to the topic and provides progress in the assimilation of science. If a student is encouraged to engage in activities on his own, he likes to speak, read, receive foreign speech by hearing, learn something new, then he can show interest in the science of "foreign language" and provide conditions for certain success. The content of educational material plays an important role in motivating cognitive activity. Motivational influence can only be applied with such educational materials, the information content of which corresponds to the existing and newly emerging needs of the student. When developing thematic plans, when choosing educational and illustrative material, the teacher should always take into account the nature of the needs of his students. To do this, the content of educational material should be fully understandable to students, depend on them and their life experience, based on their existing knowledge, but at the same time the material should be very difficult and complex. If the content of educational material does not require students to work on its understanding and assimilation, such educational material does not meet the needs of students in the constant development of cognitive functions, does not develop vivid emotions. Therefore, educational material of light, shallow content does not contribute to the emergence and development of new needs. Thus, each lesson should have a content and purpose, but not with the creation of momentary interests or appeals of practical importance in future life, but, in principle, this content should be aimed at solving serious problems of scientific and theoretical knowledge of surrounding phenomena and objects. Only in this case will students have prospects for further study, the basis for the formation of the content motives of educational activities will be laid.

The organization of cognitive and educational activities is the next step towards the formation of motivation. The content of the educational material is mastered by students in the process of educational activities. What is this activity, what parts it consists of, how are these parts related to each other, that is, the structure of educational activity - the result of learning, the role of its development largely depends on all this. The success of educational activities, as well as whether these goals are aimed at mastering educational material, where the process of cognition serves as an independent goal, or does educational activity serve as a means for them to achieve goals that do not depend solely on the content of Education? The attitude of students to their activities is largely determined by how the teacher organizes educational activities, what is its structure and nature.

to study the future topic (Department) of the program of students, to create a problematic situation that introduces students to the topic. It is possible to create a problematic situation by the teacher using various methods: a) setting a task for students, which can be solved only on the basis of studying this topic; b) a teacher's conversation about the theoretical and practical significance of the future topic (section) of the program;

formation of the main educational task. The discussion of the main conflict (problem) in the problem situation of the created training ends with the formation of the main educational task of the program, which must be solved in the process of studying this topic (section). The formation of the main educational task is usually the result of a discussion by the teacher of a problematic situation. The teaching task indicates that in the process of studying this topic, students should be guided by their activities. Thus, the teaching task sets the stage for each student to set specific goals aimed at studying the educational material;

upcoming events on the study of this topic include the possibilities of the program, self-observation and self-assessment. After the formation of the main educational task, the plan of the future work is described and discussed.

The teacher determines the time when it is allowed to study the topic. At this stage, it is possible to analyze the existing knowledge, the rest of the gaps and what needs to be studied at the next stage. This debate ends with individual students self-evaluating their ability to study a topic, repeating what material they would do, and showing what else they would do to prepare for the upcoming activities.

The content of the academic subject (the content of the topic of the educational material) is very important. Topics, the developed content of the educational material helps to develop cognitive competence of students. It is important that the subjects studied have a local, country-specific nature. When passing a professionally oriented topic, students analyze the text about their profession, pass conversations about the complexity of choosing future professional activities, the advantages and disadvantages of various professions, the reasons that caused them to choose one or more.

The importance of the profession chosen by the teacher students, the presence of the necessary personal qualities of the future teacher leads to talk about the difficulties faced by young specialists. It is very important that a reliable environment is established between the teacher and students, so students are not afraid to speak out not because of the possibility of making mistakes, but because of the fear of misunderstanding, ridicule. Students carry out situations in the field of professional activity. They put themselves in the place of the teacher and perform exercises that are necessary to get out of a difficult pedagogical situation, they need to have the ability to protect their poses.

Of particular importance is the analysis of the future professional activity of students on the integrated course of foreign language and psychology and, on this basis, incentives that call for a more active formation of cognitive competencies. We believe that an effective means of stimulating the development of cognitive competence of students is the formation of pedagogical tasks, i.e. simulation - modeling, involving situations relevant to students from the real pedagogical experience of future teachers obtained in continuous

pedagogical practice and other areas. Such an approach in teaching provides for the imitation of elements of professional pedagogical activity, its typical and important features.

The essence of the method of using scientific research *ngatijas* in pedagogy and teaching methodology implies the following:

asking questions after observation;

making approximate decisions;

checking the available conclusions and choosing one of them as the most likely option;

further verification of the proposed hypothesis and its final confirmation.

Consequently, the research method of teaching is a method of drawing conclusions by students when independently observing objects and obtaining specific facts during their study. Among the goals pursued by the teacher in this case are:

1) introducing students to the process of acquiring new knowledge;

2) development of non-standard forms of cognitive activity by students;

3) teaching the use of practical materials, monographic, educational and regulatory literature, statistics, as well as the internet;

4) develop the ability to work with a computer and its main programs;

5) to speak in front of students, to be able to enter into a discussion, to convey their thoughts to the audience and to make the audience more inclined to accept the ideas advanced.

One of the main goals of using the research method of teaching is to develop the following skills in students:

finding and formulation of a scientific problem, relevance of contradictions;

definitions of the object, as well as the subject of research;

formulation of hypotheses;

planning and conducting pilot work;

hypothesis testing;

formation of conclusions;

determination of the boundaries and areas of application of the results obtained during the study.

When using the method of research training in the audience, the following happens. The teacher, together with the students, forms the problem. But does not give new materials.

During the study of the problem, students must take them themselves. Their task includes comparing different options for answers and identifying tools that allow you to achieve the desired result. The activity of the teacher mainly involves the management of the process, which is carried out in solving problem tasks. Obtaining new knowledge occurs with high intensity and increased interest. At the same time, the subject is perceived deeply and firmly enough.

The research method of teaching involves working with a book, performing written exercises, as well as monitoring laboratory and practical work and carrying out inference processes.

There are various active methods of obtaining knowledge, constant interaction of teachers and students in the educational process. In its implementation, a certain method or methods of obtaining knowledge can be used.

7. Clarin M.V. Innovasii v mirovoy pedagogike: obuchenie na osnove issledovaniya, igri i diskussii (analiz zarubejnogo opita) /M.V. Clarin. - Riga: NPS" experiment", 1995. - 176 P.
8. Korshunova N.I. Sosioprakticheskie aspekt innovatsionnoy prakticheskoy idei // pedagogy. - № 10 - 2000.- S.12-17.

List Of Literature Used

1. Ismailova Z.K. Formation of professional and pedagogical qualifications of students. Fan.candidate. diss. - T.2000. - 186 b.
2. Ismailova Z.K. Theoretical and experimental-methodological foundations of spiritual and moral education: dis...ped. fan. Doc. - T., 2006. - 345 b.
3. Ishmuhamedov R., Abdukodirov A., Pardaev A. Innovations in education (practical recommendations for pedagogical teachers of educational institutions). - T.: "Talent" Foundation, 2008. - B.180.
4. Yoshidev J.G', Usmanov S.A. Fundamentals of pedagogical technology. - T.: Teacher, 2004. -102 b.
5. Karasik V.I. Yazikovoy krug: lichnost, kontepti, diskurs // monograph. Volgograd: Peremena, 2002. 477 P.
6. Kreativnost kak klyuchevaya kompetentnost pedagoga. Monograph / Pod Ed. prof. M.M. Kashapova, dos. T.G. Kiselevoy, dos. T.V. Ogorodovoy. Yaroslavl: IPK "Indigo", 2013. 392 P.