

RESEARCH OF THE COGNITIVE AREAS OF PERSONALITY OF THE MODERN SCHOOL TEACHER

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Abstract:

This article is based on various teaching methods and innovations aimed at the development of the teacher's personality in the modern education system. Also, the modernization of the education system in Uzbekistan is defined as how to achieve a new quality of education.

Keywords: cognitive field, axiological approach, value, mental knowledge, cognitive competence, methodology, pedagogical practice, personal skill.

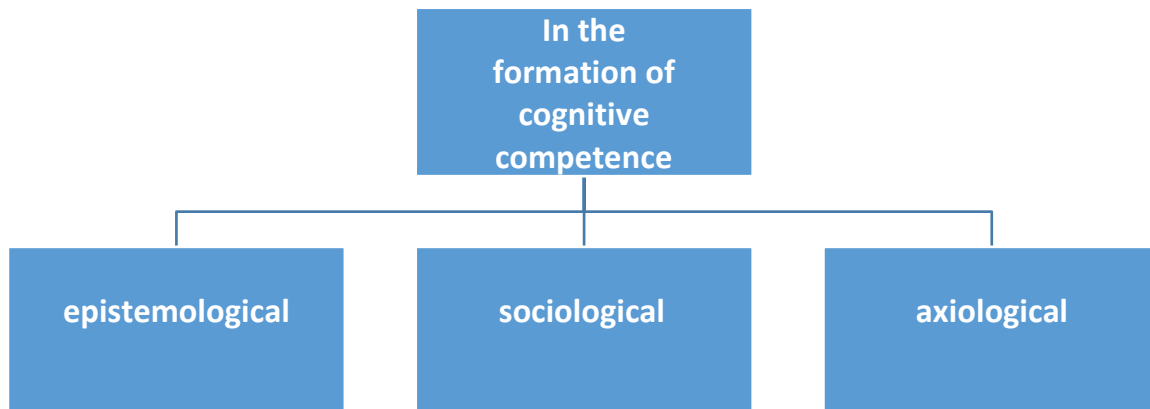
INTRODUCTION

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 practical activities based on them mean an integral process related to each other.

Continuity, which is an expression of the connection between events and processes, historical connection, cause and effect, increases in importance in improving the cognitive competence of teachers. This approach gives good scientific and practical results when applied to values and processes related to them. 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 period, social subjects, etc. [1].

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

On the basis of the axiological approach in improving the cognitive competence of teachers, it is possible to obtain correct information about the nature of values as a scientific category, their difference from other concepts, their objective bases and subjective understanding, and 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 teachers' cognitive competence [2].



Epistemology studies the generality of human 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 importance of the axiological approach in the formation of teachers' cognitive competence is that students acquire basic professional skills during training. Teachers understand the need for continuous self-improvement.

Professional skills and qualities such as quick decision-making and responsibility should be developed in teachers based on the axiological approach. In such conditions, it is very important to achieve a high level of professionalism. 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.

Axiological approach includes the following components [3]:

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

When developing their axiological approach, a teacher should set goals, collect information, plan future activities, plan how to implement goals, and analyze the above in the process of future reflection. In order to decide whether a teacher has developed his or her axiological aspect, it is necessary to determine 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 determining the essence of the pedagogical phenomenon, may change. The

teaching conditions that help to develop the axiological approach include the deepening of the following subjects [4]:

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

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

In the educational process, it is necessary to use active methods of education, new pedagogical methods and innovative methods of teaching. 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, 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 be an incentive to reflect, understand and revise their goals, interests and thoughts.

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 axiological approach with emotional, axiological and reflective and self-awareness parts.

The process of teaching students should create conditions for them to be independent, because 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 a teacher. These include: interactive games, workshops, development techniques, personalized teaching methods, predictive learning, problem solving, and more.

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

CONCLUSION AND DISCUSSION

The formation of the teacher's cognitive competence in the systematic design and implementation of the educational process in the form of diagnosed and step-by-step goals and tasks, taking into account the needs of modern society and a tolerant attitude towards the subjects of the educational process is manifested in the form of a constant desire for self-improvement.

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

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