



DEVELOPMENT OF EDUCATIONAL AND COGNITIVE COMPETENCIES OF FUTURE TEACHERS OF "MILITARY EDUCATION BEFORE THE DRAFT" BY MEANS OF PROBLEM- BASED EDUCATIONAL TECHNOLOGIES

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ABSTRACT	KEYWORDS
This article discusses some theoretical aspects of the formation of cognitive competence of future teachers of initial pre-prescription training in the conditions of problem-based learning. The main provisions in military professional training are determined, the areas of implementation of the cognitive competence of future teachers of initial pre-prescription training are presented.	e-learning resources, problem-based learning, military-patriotic spirit, simulation software and hardware, virtual education, virtual learning technologies

Introduction

It is known that modern information technologies integrate powerful educational resources, which provides a favorable environment for the formation of key professional competencies. One of the indicators of the professional readiness of future teachers of initial pre-prescription training (IPT) for successful functioning in modern educational conditions is his “information competence - mastery of information technologies - the ability to work with all types of information” [1].

MATERIALS AND METHODS

Today, universities use various innovative technologies. Any innovative technology has its own implementation algorithm and its own stages. In addition, innovation depends on the creativity and personal qualities of the teacher, therefore the choice of innovative technologies will always be different. It is known that modern information technologies integrate powerful educational resources, which provides a favorable environment for the formation of key professional competencies. One of the indicators of the professional readiness of future IPT teachers for successful functioning in modern educational conditions is their “cognitive competence - mastery of information technology - the ability to work with all types of information” [2]. Information competence is a special type of organization of professional pedagogical activity, which provides for the mastery of subject-specific knowledge of

knowledge that allows making effective decisions, and indicates the level of mastery and use of information resources in the educational process.

RESULTS AND DISCUSSION

The relevance of the development of cognitive competencies is also determined by the social order of society - the formation of a socially developed personality. In modern society, cognitive competence is the basis of practical human activity in any field of activity. It is this that determines the skills of a future IPT teacher in relation to the information contained in the educational disciplines being studied, and therefore improving information competence becomes one of the main priorities in the training of future IPT teachers.

“Cognitive competence” in pedagogical science is a relatively new concept and presupposes a dynamic information and communication system of knowledge (empirical, theoretical, normative), skills (communicative, analytical), thinking (critical, scientific, creative) and actions (search, interpretation, processing, presentation), aimed at increasing the efficiency of the formation of professionally oriented competencies, and its improvement involves the development of a communicative orientation, the use of information, educational, educational materials [5].

Method of problematic presentation of material. Students will not be able to master the methods of scientific thinking, methods of creative approach, if they are constantly only in the position of outside observers. As you know, not every situation becomes a problem; only the one that causes the need for mental search, for the discovery of something new, will become a problem. Awareness of the contradictions in the situation leads students to the need to discover a new fact, a method of action, a new pattern. Based on the discrepancy between the new and already known knowledge, the search for a solution begins. The problem turns into a cognitive task. In the course of cognitive activity, previous knowledge forms an area of reasonable expectation that is constantly expanding and replenished. The presence of theoretical and experimental tasks does not in itself make learning problematic. The essence of the matter is how successful the pre-prescription training teacher is in giving these tasks a problematic character. With a problem-based presentation, students get acquainted with the very process of searching for knowledge, truth, and the genesis of a scientific discovery. A teacher of pre-prescription military training, posing a problem, demonstrating to students the path of scientific thinking, forces students to follow the didactic movement of thought towards the truth, makes them, as it were, accomplices of scientific research. In the context of pre-prescription military training, we should not place students in the position of discoverers of the laws of nature or the patterns of social development. Psychologically, it is enough just to imitate the conditions of creative activity. With the problem-based method of teaching military training, students are not told the final conclusions, but only the path that should be followed in order to obtain the truth and make the right decision is outlined. In order for the material being studied to be problematic in nature, it is very important to find a basic question that would not only be perceived by students as a problem, but would also excite them, arouse in them the desire and need to look for the correct answer. Creating a problem situation in the lesson increases students' interest in the material being studied and thereby contributes to the activation of cognitive activity. The nature of cognitive tasks, naturally, depends on the essence of the section of pre-prescription training being studied, the methodology of science, and the established methods of study. When students are not sufficiently prepared to solve a cognitive

task, the pre-prescription training teacher must provide them with the necessary assistance. But the problem in this option remains if the teacher of pre-prescription training does not immediately draw a conclusion and turns not only to the students' memory, but also to the results of their thoughts. The pre-prescription teacher forces the young men to think with him, showing them the path of thinking, leading them to a certain conclusion. The problem-based teaching method is used, as a rule, in theoretical classes on pre-prescription military training when studying sections: introductory topics, applied physical training, civil protection and the fundamentals of military service.

Let's consider the content of practical professional competencies of future IPT teachers:

- preparation for organizing and conducting classes; application of psychodiagnostic analysis methods; correct use of teaching techniques and methods; ensuring consistency and continuity of content, techniques, methods and forms of training; formation of a theoretical and practical basis for the use of information technology; the ability to create interdisciplinary, interdisciplinary relationships, which will allow students to gain basic knowledge in military pedagogical training;
- mastering methods and means of education; the ability to effectively apply scientific research, spiritual, cultural value aspects in the organization of educational work;
- organizing independent and creative work, developing students' independent and creative thinking skills, the ability to effectively select and combine means, methods, and forms depending on the content of educational materials;
- the ability to develop a mechanism for assessing students' knowledge and a set of didactics [3], for their use in monitoring ratings, development and application of standardized tests; development of a set of tasks that contribute to the activation of educational and cognitive activities of students in the classroom;
- based on didactic analysis of educational materials, develop proposals for improving its content.

CONCLUSION

Thus, the future IPT teacher's possession of cognitive skills in creating educational websites, personal pages and working with technical devices, Internet materials and resources becomes "the main element of effective and successful interaction between teacher and student".

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