



Didactic Possibilities of Practical and Cognitive Competencies of Computer Science Teachers

Kozim Karimovich Kudratov

Doctor of Philosophy in Pedagogical Sciences (PhD)

Tashkent State Pedagogical University

k.kozim2016@mail.ru

Abstract: Informatics provides didactic opportunities for the development of the practical and cognitive competence of the teacher, mastery of educational activities due to the actual pedagogical factors, knowledge and skills that depend on the subjective motives of the educational process among students, as well as pedagogical and didactic factors, such as qualifications, preparation for practical activities and attitude to academic subjects are manifested, taking into account the abilities and personal experience of an intellectual and motivational teacher. To do this, our study provides for the training of students in the field of informatics of pedagogical universities

Key words: algorithmic sequence, practical and cognitive, target component, knowledge, skill, open information-education, intellectual-motivational, emotional-volitional.

Under the fundamental reforms in the field of education of the Republic of Uzbekistan, education of young people who are today and tomorrow of our country as competitive personnel is promoted as an urgent issue. For this reason, we rely on our young people who are mature in all aspects, who have thoroughly mastered modern knowledge and skills, are determined and enterprising to further increase the scope and effectiveness of our reforms. the task of preparation occupies an important place.

Understanding the competence approach in the education system as the subjective quality of the future teacher. Informatics is a didactic opportunity to



develop the practical and cognitive competence of the teacher, the mastery of collective and learning activities through strict pedagogical factors, depending on the subjective motives of the educational process in students. Pedagogical didactic factors such as knowledge, skills and competence, preparation for practical activities, production and attitude to educational subjects, taking into account the ability and personal experience of the intellectual-motivational pedagogue are manifested.

Development of practical and cognitive competences of informatics teachers in the scientific research conducted in our country in recent years, creation of didactic support of students' practical and cognitive knowledge in the educational system are also relevant algorithmic sequence issues.

Today, in education, the development of practical and cognitive competences, the assimilation of new knowledge, and the demonstration of the student's personal talent are particularly distinguished in the development of society. Therefore, the need to improve the educational process by introducing a component approach made it possible to update the content of education, evaluate the quality of open information-education in students based on new requirements, as a result of which the development of the national education system and education in lim becoming the main indicator of global competition, as one of the most important spheres of society's life, open information-education based on the competence approach has a special place in today's development.

The effectiveness of developing practical and cognitive competencies of computer science teachers has been improved based on giving priority to the competency approach based on the algorithmic sequence of reproductive and productive education, working with information and cognitive components, and the development of independent education.

Practical cognitive competence is expressed as a separate aspect with the level of generalization and completeness of knowledge in the composition of operational-technological components, the level of completeness and assimilation of knowledge and skills and the possibility of transferring the



actions performed; semiotic component is defined as a field of science that studies the general characteristics of signs and sign systems that serve to store and transmit information and data in the educational process.

In general, it is important for computer science teachers to study practical and cognitive competence by analyzing other aspects of social life. For example, practical and cognitive education serves the readiness of a person to constantly increase the level of education, the ability to independently acquire new knowledge and skills and educate oneself; or possession of cognitive activity competencies, the need, desire and readiness to realize one's own potential, as well as the ability to develop oneself, require continuous improvement of the mandatory conditions.

Creativity is the sum of motivations of informatics teachers and their creative-scientific professional activity, the ability to create an innovative project, creation of demonstrative tools, the result of a mental process that leads to thinking, ideas and solutions.

Through independent critical thinking - a set of actions aimed at independent learning of the knowledge, practical skills and qualifications of science and technology based on their inner feelings, developed through the process of developing the professional skills of informatics teachers.

Education outside the auditorium is a process of independent and personal actions aimed at learning the experience of generations, science and technology achievements, using the technical, method and software tools and literature chosen by informatics teachers within the subjects of the educational process.

The model for the development of students' cognitive competencies has been improved based on the level of internal integration of reflexive activity forms with communicative, practical, cognitive and normative goals, as well as the gradual provision of the balance of experience and analysis in independent education and pedagogical practical training.



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