

COGNITIVE COMPONENT OF THE TEACHER

Utepbergenova Nursulu Beketovna

3 years students, Undergraduate degree

Nukus State Pedagogical Institute named after Ajinyaz

(Nukus, Republic of Karakalpakstan)

+998913061065

@beketovnas1@gmail.com

The problem of practical readiness of future teaching staff for professional activities is one of the central ones in the theory and practice of pedagogical science.

Researchers analyzing the state of the education system today come to reasonable conclusions about the crisis state of teacher training. The symptoms of this crisis are manifested in the fact that the level of preparedness of graduates of higher educational institutions does not correspond to the processes that are taking place in our country and to world standards. Practical professional training is not focused on quality indicators, new principles and technologies of teaching; there is a gap between general cultural and professional components in training, which does not ensure the formation of a teacher's professional culture, his readiness for pedagogical creativity and cooperation with students.

The problem of practical readiness of graduates for teaching activities is especially acute in universities of culture and art, since, after receiving the qualification "leader of an amateur creative group", "artist, teacher, director of a pop group", "choir conductor, teacher", etc., graduate students must be not only highly qualified specialists in the creative field, but also pedagogically competent teacher-mentors.

The purpose of this article is to theoretically substantiate the cognitive component of practical readiness for teaching activities. To characterize the cognitive component of practical readiness for teaching activity from a theoretical perspective, one should, first of all, consider different approaches to the interpretation of the concept of "readiness" in pedagogical science.

Pedagogical analysis of the category "readiness" is devoted to studies in which this concept is considered as an integrative formation of the individual, as a system-forming attitude towards activities with a positive result and the desire to solve pedagogical problems (T.B. Gershkovich, M.T. Gromkova).

The cognitive component of a teacher's practical readiness includes external skills - the ability to act pedagogically, which include skills in the field of organizational activities and communication skills.

The set of perceptual skills can be represented by the following components:

perception and adequate interpretation of communication partner information received during pedagogical interaction;

the ability to delicately and tactfully penetrate the inner world of other people;

the ability to determine a person's state, the nature of his experiences, his involvement or non-involvement in certain events;

the ability to see the main thing in another person, to correctly determine his attitude to social values.

Information about students obtained as a result of the activation of perceptual skills is a necessary prerequisite for the teacher to carry out successful pedagogical communication with students.

References

1. Bodalev A. A. Lichnost' i obshenie: Izbrannie trudi. M.: Pedagogika, 1983. — 271 c.
2. Zimnyaya I.A. Pedagogicheskaya psixologiya: uchebnik dlya vuzov. M.: Logos, 2002. — 384 s.
3. Markova A.K. Psixologiya truda uchitelya. M.,1993 — S. 117-119.