

**COGNITIVE AND PEDAGOGICAL COMPETENCE OF TEACHERS: BASIC
PRINCIPLES AND PRACTICAL APPROACHES**

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Annotation: This article analyzes the basic principles and practical approaches to developing cognitive and pedagogical competence of teachers. Cognitive competence represents the mental abilities of a teacher to acquire, assimilate knowledge and solve problems, while pedagogical competence is important for effective management of the educational process and work with students. The article discusses methodological approaches aimed at cognitive and pedagogical competence of teachers, principles used to increase the level of professionalism of teachers, practical tools that help to prepare teachers more effectively in the educational process. In addition, the article presents methodological approaches and innovative pedagogical technologies necessary for the integration of pedagogical and cognitive competence and ensuring the continuous development of the teacher. The study provides practical recommendations for improving the methodological preparation of teachers and meeting the needs of the modern education system.

Keywords: cognitive competence, pedagogical competence, teacher professionalism, practical approaches, educational methodology, innovative pedagogical technologies, development of competence in education, teacher training, pedagogical principles, creative thinking

INTRODUCTION

In the modern education system, teacher competence is considered one of the most important factors for the effectiveness of the educational process and the success of students in acquiring knowledge. Developing teachers' cognitive and pedagogical competences is important for improving the quality of education and forming students' creative and critical thinking skills. Cognitive competence represents a teacher's ability to learn, understand, analyze, solve problems and master knowledge. Pedagogical competence represents a teacher's ability to effectively organize the educational process, convey the necessary knowledge to students and motivate them.

The main goal of the modern education system is not only to provide students with the necessary knowledge, but also to teach them to think independently, develop creative and innovative approaches. In this regard, the cognitive and pedagogical competencies of the teacher play a major role in ensuring the successful learning process of students and in developing creative thinking in students.

Therefore, the development of cognitive and pedagogical competencies of teachers, the study of

methodological approaches necessary for effective management of the educational process, and the introduction of innovative pedagogical technologies in teacher training are urgent issues in today's education system. This article analyzes the basic principles, methodological approaches and practical tools aimed at developing cognitive and pedagogical competencies of teachers.

METHOD AND METHODOLOGY

This study used a number of methods and methodological principles to study methodological approaches aimed at developing cognitive and pedagogical competencies of teachers. The methodology of the study is based on combining various methods and approaches to achieve effective results in scientific research.

The following main methods were used in the study:

Theoretical analysis - The theoretical foundations, principles and approaches of the topic were identified by analyzing the scientific literature related to the development of teachers' cognitive and pedagogical competence. Theoretical analysis helped to study the effectiveness and practical application of methodological approaches.

Experimental method - Experiments were conducted with teachers to determine the practical effectiveness of the methodology. At this stage of the study, teachers' pedagogical activities, successes and shortcomings in the use of methodological approaches were observed.

Questionnaire and interview - Questionnaires and interviews were conducted with teachers to study their level of pedagogical competence, opinions and experiences about methodological approaches. This method made it possible to study the personal experiences and practical ideas of teachers.

Practical exercises - During the study, practical exercises and trainings were organized for teachers aimed at developing divergent thinking. These exercises served to practically increase the cognitive and pedagogical competence of teachers.

The methodological approaches used in the study are interconnected and allow for the consistent development of teachers' cognitive and pedagogical competencies. Ensuring the interaction between theoretical analysis and practice, monitoring the effectiveness of the use of new methods, and taking into account the opinions of teachers It will be possible to further improve methodological approaches by analyzing the results and conducting experiments.

RESEARCH RESULTS

The results of the study showed that methodological approaches aimed at developing the cognitive and pedagogical competencies of teachers play an important role in improving the quality of the educational process. Practical training for teachers and the use of innovative

pedagogical technologies allow them to improve their creative thinking and problem-solving skills. The successful use of research methods contributed to the development of teachers' pedagogical competencies and confirmed their importance in implementing new pedagogical innovations in the educational process.

DISCUSSION

During the study, methodological approaches aimed at developing the cognitive and pedagogical competencies of teachers significantly increased the effectiveness of the educational process. The results of the study confirmed that practical approaches aimed at improving the cognitive and pedagogical competencies of teachers have a positive impact on the education system.

Integration of cognitive and pedagogical competencies

The study highlighted the importance of integrating teachers' cognitive and pedagogical competencies. Cognitive competence develops a teacher's mental activities such as acquiring knowledge, critical thinking, solving problems, and applying creative approaches. Pedagogical competence, on the other hand, represents a teacher's skills in effectively communicating with students, managing the educational process, and motivating them. Combining these two competencies provides teachers with more effective, innovative, and engaging teaching methods. According to the results of the study, the integration of teachers' cognitive and pedagogical competencies plays an important role in improving the quality of education, as it encourages students to receive more qualitative and creative education.

The effect of practical training

The study specifically studied the effectiveness of practical training in developing cognitive and pedagogical competence. As a result of the training and practical exercises provided to teachers, their pedagogical methods and approaches became more precise and effective. This process increased the methodological competence of teachers by teaching them to apply theoretical knowledge in practice. However, it is also important to note that some teachers faced difficulties in mastering new methods. This situation may be related to the different characteristics of teachers in adapting to changes. Therefore, it is important to provide time and additional support to teachers in adapting to modern teaching methods.

Conclusion

The results of the study confirmed the importance of developing teachers' cognitive and pedagogical competencies in improving the quality of education. Increasing teachers' competencies through innovative pedagogical methods and practical exercises serves to make the educational process more effective and creative. However, the mastering of new methods by teachers requires additional time and support in their professional development. Also, students' readiness for innovation and effective communication with teachers are important for the

successful implementation of the educational process.

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