



THE DEVELOPMENT AND FORMATION OF COGNITIVE COMPETENCES

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ABSTRACT: *This article analyzes cognitive competence skills based on the acmeological approach. It is known that with the help of this approach, every pedagogue gets excellent results while developing his professional skills. At the same time, if the aspects of adaptation of pedagogues to their profession are studied, pedagogical conditions are identified and problems are eliminated, if such a systematic approach strategy is put into practice, the desired goal will be achieved.*

KEY WORDS: *acmeological approach, cognitive competence, observation and approach, self-awareness, pedagogical education design, pedagogical experience.*

ANNOTATSIYA: *Ushbu maqola akmeologik yondashuvga asoslangan kognitiv kompetentsiya ko'nikmalarini tahlil qiladi. Ma'lumki, bu yondashuv yordamida har bir pedagog o'z kasbiy mahoratini oshirish bilan birga a'lo natijalarga erishadi. Shu bilan birga, pedagoglarni o'z kasbiga moslashtirish jihatlari o'rganilsa, pedagogik shart-sharoitlar aniqlanib, muammolar bartaraf etilsa, bunday tizimli yondashuv strategiyasi amaliyotga tatbiq etilsa, ko'zlangan maqsadga erishiladi.*

KALIT SO'ZLAR: *akmeologik yondashuv, kognitiv kompetentsiya, kuzatish va yondashuv, o'z-o'zini anglash, pedagogik ta'limni loyihalash, pedagogik tajriba.*

АННОТАЦИЯ: *В данной статье анализируются навыки когнитивной компетентности на основе акмеологического подхода. Известно, что с помощью такого подхода каждый педагог получает отличные результаты в развитии своего профессионального мастерства. В то же время, если изучены аспекты адаптации педагогов к своей профессии, выявлены педагогические условия и устранены проблемы, если такая стратегия системного подхода будет реализована на практике, желаемая цель будет достигнута.*

КЛЮЧЕВЫЕ СЛОВА: *акмеологический подход, познавательная компетентность, наблюдение и подход, самосознание, проектирование педагогического образования, педагогический опыт.*



INTRODUCTION

According to the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, the educational process in higher education institutions is being gradually transformed toward a credit–module system, drawing on international best practices. One of the key objectives outlined in this concept is the introduction of advanced educational standards, which include a phased transition from curricula primarily focused on theoretical knowledge to an education model that prioritizes the development of practical skills. The credit–module training system is closely aligned with the competency-based approach, and through the application of modular learning technologies, the specific competencies to be cultivated in future specialists are clearly defined and systematically developed.

RESEARCH MATERIALS AND METHODOLOGY

In the era of rapidly advancing science and technology, their influence on human cognition and intellectual development is continually increasing. Regardless of one's professional field, achieving high performance requires well-developed knowledge, skills, culture, and ethical behavior. In response to the evolving demands of modern technologies, there is a constant need for specialists who possess advanced intellectual abilities and are capable of adapting to the innovations of their time. Consequently, the aforementioned

qualities have become fundamental criteria for professionals in any organization. Researchers investigating this issue have provided conceptual clarification of the notion of competence. The term competence (from the Latin *competentia*) denotes a sphere of activity in which an individual possesses sufficient knowledge, understanding, and practical experience. Pedagogical science actively explores educational challenges through the competence-based approach, emphasizing the development of essential professional and cognitive skills in the learning process.

Scientists such as U.Inoyatov, N.Muslimov, O.Musurmonova, B.Khodjaev, M.Vahobov, M.Mirsolieva, M.Pardaeva made a great contribution to the development of the theoretical foundations of the implementation of the competence approach⁵. Scientists who conducted scientific research on this

⁵ Иноятлов У.И. Теоретические и организационно-методические основы управления и контроля качества образования в профессиональном колледже: дисс.докт.пед. наук : 13.00.01 / У.И.Иноятлов; Ташкент, 2003. – 236 с.; Мусурмонова О. “Таълим менежерининг касбий компетентлиги ва креативлиги” модулининг ўқув-услубий мажмуаси. – Т.: БИММ, 2015. – 288 б.; Муслимов Н.А. Касб таълими ўқитувчисини касбий шакллантиришнинг назарий методик асослари: Пед.фанл.докт. ... дисс. – Тошкент: 2007. – 357 б.; Ходжаев Б.Х. Умумтаълим мактаби ўқувчиларида тарихий тафаккурни модернизациялашган дидактик таъминот воситасида ривожлантириш: Педагогика фанлари доктори. ... дисс. – Тошкент, 2016. – 314 б.; Антюхов А.В. Ретивых М.В., Фомин Н.В. Современные образовательные технологии в вузе: Учеб. пособие для магистров и аспирантов. – М.: Педагогическое общество России, 2013. – 320 с.; Вахобов М.М. Умумий ўрта таълим тизимида ўқитиш сифати мониторинги моделини такомиллаштириш: Педагогика фанлари доктори. ... дисс. – Тошкент, 2016. – 278 б.; Мирсалиева М.Т. Олий таълим муассасалари раҳбар ва педагог кадрларининг касбий компетентлигини ривожлантириш механизмларини такомиллаштириш: педагогика фанлари бўйича фан доктори (DSc). ...дисс. – Тошкент, 2019. – 225 б.; Пардаева М.Д. Умумий ўрта таълим мактабларида компетенциявий ёндашувни жорий этишнинг методик тизимини бошқариш (информатика ва ахборот технологиялари фани мисолида): педагогика фанлари бўйича фалсафа доктори (PhD). ...дис.Автореф. – Тошкент, 2020. – 49 б.



problem clarified the concept of competence through competence. Therefore, first of all, it is necessary to explain the concept of competence. Competence (Latin *Competencia*) refers to the range of issues that a person has good knowledge, knowledge and experience. The term "competence" was first used by N. Chomsky in 1965. In the chapter entitled "Creative Grammar as a Theory of Linguistic Competence", N. Chomsky does not refer to the concept of competence, but adds something to competence as knowledge about something (according to N. Chomsky: "the knowledge of a speaker-listener in his own language"). He explained by reasoning that acquisition (real use of language) is a completely different concept from each other⁶. Competence (a Latin word that means I will reach, come right) is the readiness of the subject to effectively organize external and internal resources in order to set a goal and achieve it, in other words, it is the subject's personal ability to solve certain professional issues⁷.

In the contemporary context, organizations across the globe prioritize the continuous enhancement of their employees' professional competencies and actively create favorable conditions for this process. The organic development of newly recruited specialists' qualifications, knowledge, abilities, and

intellectual potential necessitates both research and practical experience. Every competent employee must first identify the scope of opportunities within their professional domain and assess the outcomes that can be achieved therein. This process contributes to the formation and evolution of the individual's self-awareness, or the "developing I." Simultaneously, it remains intrinsically linked to the person's capacity to recognize and respect the perspectives of colleagues and collaborators. Such an integrated approach represents a system that fosters acmeological development reflecting the dynamic interaction of acmeological factors within a person's professional growth and attitude toward their occupation.

RESEARCH RESULTS

Ability and intelligence are inextricably linked, therefore, these two should always be developed in sequence. The object of acmeology is considered to be an *acmeshakhs*, that is, a mature person. Based on a number of laws, while studying all aspects of professional and creative activity, he finds acmeological problems that are inextricably linked with profession in the development of society. Currently, in the development of any country, the formation of new professions and the training of personnel that meet the requirements of the time are incomparable. Therefore, this issue is always considered a topical issue. We can say that the object of acmeology is to have a mental approach to the processes of globalization, to have modern

⁶ Педагогический словарь / Под ред. В.И. Загвязинского, А.Ф. Закировой. – М.: «Академия», 2008. – С.41.

⁷ Муслимов Н.А. Касб таълими ўқитувчисини касбий шакллантиришнинг назарий-методик асослари: Пед. фан. док. ... дисс. – Т.: ЎМКХТТМОКТИ, 2007. – Б.130.



professional experience, and to master new information cultures. International observations show that people's abilities are limitless, but this limitlessness does not appear simply. Perhaps, reaching this level requires a lot of work and experience, and at the same time, it is necessary to constantly acquire knowledge, search and improve the knowledge and skills obtained. "Acmeology" is derived from the ancient Greek Acme - hill and logos - science, knowledge, that is, the science of the highest achievements in the life of a person. The object of acmeology is a person as a whole, and the object of pedagogical acmeology is the personality of the teacher. The impact of pedagogical acmeology on the psychology of personality development in the educational and professional activity of the teacher provides an attitude to pedagogical work, its worldviews direct the pedagogue to ways of interacting with students. We think that a person's interest in his profession and craft will increase based on his behavior, outlook and a number of other characteristics. In the process of educating our youth for life, we pedagogues should take into account their opportunities and show the way for them to acquire knowledge and skills. Based on the experiences of international countries, we need to put education on the right track, it would be appropriate to pay attention to that. Analyzing these, acmeology shows the ways to achieve perfection. Acmeology is one of the sciences that emerged in the process of

personality development and integration of a number of disciplines.

DISCUSSION

The continuous retraining and professional development of personnel in accordance with the acmeological approach remain highly relevant in modern education systems. Particular emphasis is placed on the advancement of teachers, as their competence directly influences the quality of education. From an acmeological perspective, the process of forming professional skills among future educators aims to cultivate pedagogical specialists who align with the contemporary demands of society. This process represents a multifaceted pedagogical and psychological phenomenon that requires systematic and purposeful development.

At all stages and under any conditions, the preparation of qualified specialists remains a strategic priority. A teacher must engage in ongoing self-improvement, consistently enhancing professional knowledge and practical skills. Within the acmeological framework, an educator is expected to strive toward achieving the "acme" - the highest point of professional mastery - by adopting innovative and individualized approaches to teaching. The competences and qualifications gained throughout life are largely shaped by the personal and psychological characteristics of future educators. A teacher who has reached maturity in both personal and professional dimensions should be capable of effectively guiding and



inspiring students, fostering their intellectual growth, and equipping them to face real-life challenges with confidence and resilience.

CONCLUSION

In conclusion, numerous prominent scholars have repeatedly underlined the significance of the personal and professional attributes that characterize an effective teacher. They argue that every educator should distinguish themselves through intellectual maturity and comprehensive erudition. Moreover, teachers must continuously engage in creative inquiry - seeking innovative forms, styles, and pedagogical tools. A teacher who possesses acmeological competence should embody the qualities

of a researcher, which necessitates the development of several core abilities: analytical thinking, the capacity to define the aims and objectives of professional activity, the skill to plan and implement methodological work, the foresight to anticipate educational outcomes, and the competence to modify pedagogical practices in accordance with monitoring data. For an acmeologically oriented educator, it is essential to structure professional self-development systematically, identify attainable professional “peaks,” and strive for their achievement since these accomplishments contribute directly to enhancing pedagogical mastery and the overall quality of the educational process.

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