

## DEVELOPMENT OF TRAINEES' COGNITIVE COMPETENCIES IN THE PROFESSIONAL DEVELOPMENT SYSTEM

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### Abstract

This article focuses on the development of cognitive competence among trainees. It examines the concept of competence, presents the views and opinions of Uzbek and Russian pedagogues on this issue, and provides conclusions and recommendations regarding the pedagogical approaches that should be applied in the teaching process to develop this competence.

### Keywords

competence, cognition, competency, interactive learning, problem-based learning, critical thinking, metacognitive approach, metaphors, and analogies.

In the system of professional development, the enhancement of trainees' cognitive competencies is a continuous process aimed at developing their critical and analytical thinking skills, independent acquisition of new knowledge, and creative problem-solving abilities.

The most effective approaches for developing this competence in professional development courses are implemented through the following pedagogical strategies:

- **Use of reflective technologies:** These enable trainees to analyze their own learning activities, engage in self-assessment, and develop metacognitive skills (i.e., awareness of how they learn). [1]

- **Problem-based learning (PBL):** Through the analysis of real-life situations and case studies in classroom activities, trainees strengthen their abilities to draw logical conclusions and make innovative decisions. [1, 2]

- **Differentiated approach and modular learning:** Creating individualized learning trajectories tailored to the personal and professional needs of trainees enhances cognitive engagement and learning effectiveness. [1, 2]

- **Encouraging critical thinking:** This involves tasks that require the evaluation of information flow, identification of inaccurate data, and the application of creative approaches to current problems. [1]

In order to further accelerate these processes in professional development centers in Uzbekistan, modern digital technologies and pedagogical innovations are being widely implemented. [1]

#### Three-Stage Algorithm of Cognitive Competence

First stage (basic level) – the information acquisition stage, during which information is memorized, stored, and transferred from short-term to long-term memory. This stage involves the initial mental processing of source information.

Second stage (intermediate level) – the processing of information through logical operations and conceptual systems (such as symbols, tables, and other representational tools). At this stage, information is transformed and evaluated.

Third stage (advanced level) – the transformation and evaluation of information at the level of creative thinking. This stage includes the search for and selection of hypotheses and possible assumptions, as well as their practical implementation using various tools of activity.

**Objective:** The development of cognitive competence among trainees contributes to their learning and cognitive activities, as well as to ensuring their personal development. Education, which is regarded as a valuable form of human capital, plays

a key role in improving the effectiveness of education starting from the lower stages, introducing enhanced mechanisms, and preparing learners for future communicative activities in their social lives as a result of quality education. This is considered one of the main tasks of the teaching and learning process in general secondary education schools.

In the context of increasing research aimed at organizing processes that effectively prepare learners for social life through the formation of practical experience and various competencies in general secondary education, the development of communicative competence among learners also remains highly relevant.

**Materials and Methods:** In order to develop trainees' cognitive competence, several effective approaches and methods can be applied in classroom instruction. These approaches help to enhance trainees' cognitive skills such as thinking ability, analysis, creativity, and problem-solving. The following approaches may be particularly effective in achieving this goal:

- interactive teaching methods;
- problem-based learning (PBL);
- development of critical thinking;
- metacognitive approach;
- use of interactive technologies;
- creative and practical activities;
- peer assessment and feedback;
- repetition and reinforcement;
- use of metaphors and analogies.

**Discussion and Results:** Learners are divided into small groups to discuss specific problems or develop solutions collaboratively. This method fosters the development of critical thinking and collaborative problem-solving skills among trainees. Allowing

trainees to take on different roles enhances their creativity and their ability to view situations from multiple perspectives.

In addition, presenting real-life problems to trainees and guiding them toward solving these issues contributes to the development of their research and analytical skills. For example, analyzing pedagogical, social, or global problems and attempting to propose viable solutions helps strengthen their cognitive engagement and practical reasoning abilities.

**Conclusion:** The development of cognitive competence enables trainees to effectively apply their knowledge, solve problems, and think independently. This not only ensures their academic success but also contributes to their achievements in real-life situations. Modern teaching methods play an important role in developing trainees' cognitive competence, as these approaches strengthen their thinking and analytical abilities.

Cognitive competence is also closely related to learners' intrinsic motivation. If a trainee has a high level of self-efficacy and confidence in their abilities, they are more likely to engage in further learning. The cognitive development of each trainee is individual in nature; therefore, it is essential for teachers to organize the learning process by taking into account the individual needs of trainees.

#### **Literature and Internet Resources Used**

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