

# ADVANTAGES OF USING INTEGRATIVE- COGNITIVE TASKS IN DEVELOPING PROFESSIONAL COMPETENCE IN FUTURE PRIMARY CLASS TEACHERS

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## Abstract

The high potential of the teaching staff directly serves as the basis for the perfect organization of the educational process. After all, the more competencies a teacher has developed, the better results he can achieve in his pedagogical activities. Among them, professional competence is the most necessary set of skills and qualifications for a teacher. This article presents several recommendations for the formation of such professional competences for future primary school teachers and, at the same time, to achieve their high level of improvement.

**Keywords:** professional competence, pedagogical activity, integration, integrative activity, cognitive activity, integrative-cognitive task, educational process, knowledge, skill.

## Introduction

The role of the education sector in making fundamental changes in not only the social but also the economic life of the country is incomparable. Only young people with deep knowledge, skills, qualifications and experience can achieve success in the field. In this regard, paying special attention to the educational process, providing the future generation with a database that meets the world's requirements from a young age is becoming one of the aspects that are being changed again and again and are required to achieve the desired result.

In fact, only a person with sufficient knowledge and experience can show the expected result. Therefore, we will not be mistaken if we say that primary education is the foundation for all kinds of knowledge and life experiences. Taking into account such aspects, it is important to first of all form an excellent knowledge in all aspects of the future primary school teachers. A future primary school teacher will acquire many skills by developing professional competence. Forms the ability to assess the situation in any field. The main thing is to organize pedagogical activities that meet international standards. It is possible to show different ways and methods of formation of professional competence in the future pedagogue. The use of effective methods is a criterion for achieving the desired performance. We considered it preferable to give as an example the use of integrative-cognitive tasks as one of the productive tools that serve to improve the professional competence of future primary school teachers. Before talking about the advantages of integrative-cognitive assignments in improving the



professional competence of future primary school teachers, it is time to dwell on the opinions about integration, integrative pedagogical activity, cognitive process.

Integration is the joining of some parts or elements to each other, turning into a whole, rounding up.

In the process of integrative education, the student gets an education with comprehensive knowledge about the integrity of the environment, the universe, the laws of nature, nature, society and human interaction.

The subject of integrative pedagogical activity is the organization, conduct and management of integrative processes in the field of educational theory and practice.

The goal of integrative pedagogical activity is the formation of new integrative derivatives of one quality or another in all spheres specific to a person: spiritual, cognitive, affective (emotional-value), psychomotor.[3]

In the modern education system, great attention is paid to the development and training of children of primary school age in all aspects. It is at this age that not only mental, but also physical and moral development of the child is formed. Major changes in cognitive activity occur in elementary school students. At this time, knowledge attitude to the world , educational activities, organization and self-management skills are formed.

Today, the development of the field of knowledge of young students , especially current is considered , because the scope of knowledge of the child is the field of development of his intellectual qualities.

During the primary school age, children are characterized by a large number of such changes, and the main feature of the development of the cognitive sphere at this age is represented by the transition of mental cognitive processes to higher levels.

Cognitive process is the process by which individuals are able to create and assimilate knowledge. Cognitive is a Latin word *meaning* "to know".[5]

Elementary school students' conclusions about the signs and properties of objects and events are often based on visual images and descriptions. The ability to classify certain objects and events is a new complex form of mental activity in young schoolchildren develops , they gradually separate from perception and become a relatively independent process of working on educational material, mastering specific techniques and methods.

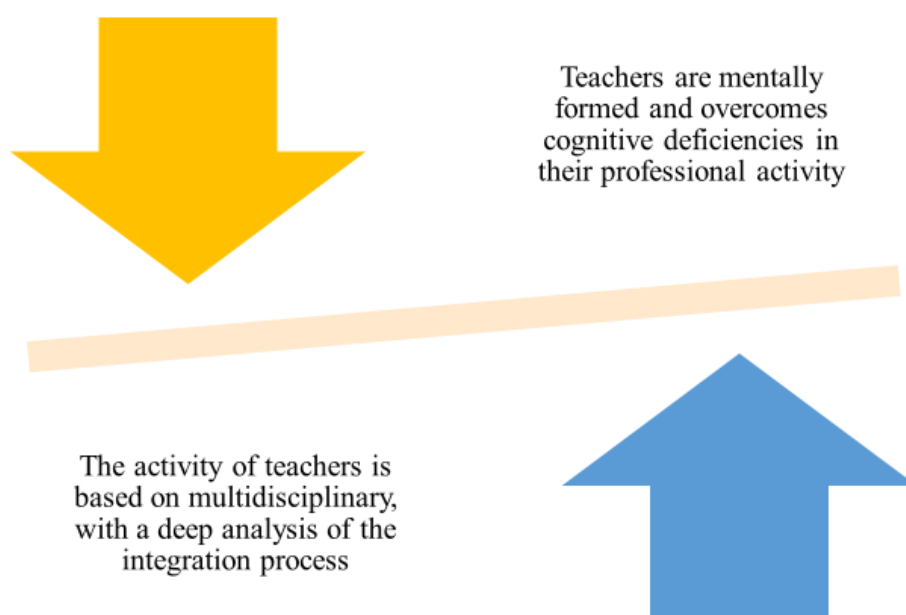
Analyzing integration, integrative activity and cognitive processes, it is appropriate to use integrative-cognitive tasks in the development of professional competence of future primary school teachers. The role of the teacher is incomparable in the transition of primary school students from game activities to the educational process. The higher the professional competence of the pedagogue, the more students are thirsty for knowledge, and the higher their life skills and competence. Elementary school students are curious about everything. In this regard, it is desirable that the teacher has knowledge in every field and is perfect in terms of professional competence. In this regard, integrative-cognitive tasks have several advantages in the formation and improvement of professional competence of the future primary school teacher. Let's talk about some aspects of using integrative-cognitive tasks:

the teacher always tries to work on himself;

tries to connect his knowledge with different subjects;



tries not only to compare the acquired knowledge with alternatives in other subjects, but also to apply them in practice;  
 on the basis of assignments based on international standards, gets to know world models closely and applies them in their practical activities;  
 it will be possible to jointly develop special, social, communicative, innovative, information and a number of competencies.



In conclusion, it can be said that the following should be taken into account when using integrative-cognitive tasks in the development of professional competence of future primary school teachers:

- how much time the assignment is based on;
  - that the development of professional competence has been achieved on the basis of the assignment;
  - apply tasks in their place;
  - ability to incorporate integrative and cognitive processes.
- If tasks are created with such aspects fully taken into account and the process is organized based on them, the intended result will be effective.

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