



DEVELOPMENT OF COGNITIVE MOBILITY OF FUTURE FOREIGN LANGUAGE TEACHERS

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Annotation. The article analyzes the stages of developing cognitive mobility of future foreign language teachers, the methodology of developing cognitive mobility in classroom and non-auditory classes based on exercises.

Key words: mobility, cognitive mobility, methodology, didactics, a specialist.

The system of cognitive mobility in the world educational and scientific research organizations in modern conditions, higher professional education as its main goal is to produce competent, successful and competitive specialists with general cultural and professional competencies, skills and knowledge, social and spiritual-educational qualities, who are in demand in the labor market. Scientific researches are being carried out on the improvement of preparation and language teaching methods. At the same time, special attention is being paid to scientific research on training and professional training of future foreign language teachers, raising the quality of education to an international level, increasing the level of development of professional and cognitive mobility, and establishing modular education for the creation of technologies.

A modern person should be formed not only as a specialist in a field, but also as a person who knows foreign languages and information technologies well, has a broad outlook and knowledge. "On measures to bring the popularization of learning foreign languages to a qualitatively new level" Resolution of the President of the Republic of Uzbekistan No. PQ-5117 [2], "Higher Education System of the Republic of Uzbekistan until 2030 Fundamental reforms implemented in the field of education on the basis of the Decree "On Approving the Concept of Development" [1] are aimed at raising a physically healthy, intellectually mature, all-round modern person, and young people are an active part of the reforms implemented in the field of education. is to become a participant.

Cognitive mobility refers to the ability of an individual to effectively use their cognitive skills, such as memory, problem-solving, and decision-making, to navigate and adapt to different situations and environments. It involves the capacity to think critically, learn new information, and apply knowledge in practical ways. Cognitive mobility plays a key role in promoting independence, self-reliance, and overall well-being. T.L.Arakelova studied the cognitive mobility of the future teacher - an integrative feature of a person with a motivational, creative and reflexive content, which expresses the ability and readiness to constructively solve problems in the changing conditions of modern pedagogical reality. [8; p.56]

Cognitive mobility allows the future teacher to introduce new values into his mind and, based on them, set new goals for his professional activity and direct them to effective interaction as a representative of society or a certain social group, as an individual. allows. An

important semantic point is that, passing through the motivational sphere, new values acquire personal meaning, undergo emotional processing and are associated with objective conditions and subjective possibilities.

N.M.Akhmedova improvement of professional training of the future teacher based on the integrative approach is based on the research of scientific information about the phenomenon of the unity of integration in education, the analysis of the feasibility of using the concepts of the integrative approach and their description of the professional training system of the foreign language teacher . [4; p.65]

According to G.A. Kurbanova, the professional qualities of a future teacher are: to be a thorough expert in his field, to be able to teach the secrets of the profession in a simple way, to educate based on his life experiences, to be able to perceive the needs and achievements of students, having speech culture, being able to be a personal example and so on. [8; p.3].

It should also be noted that cognitive mobility allows a person to determine the authorship of his life, independently organize, organize his own life path, subordinate his goals, values, meaning, profession and society. allows to take into account the changes. This quality, if it is organically combined with a person's constant desire to self-govern, is a way of life, a higher personal education related to its holistic and value orientation, the subject of life can be a manifestation of high level and truly optimal quality. A future teacher is a person who is on the path of self-determination, self-improvement, and therefore considers it a complex self-developing system, has his own identity, self-esteem as a person, is a teacher who recognizes the right to exercise. Thanks to constant self-improvement, he acquires the ability to fully rely on himself - to make independent choices, to take his own position, to be open and ready for new turns in his life.

Cognitive mobility, or the ability to adapt one's thinking and behavior to different cultural contexts, is an essential skill for future foreign language teachers. As globalization continues to connect people and cultures from around the world, the demand for language teachers who can effectively navigate cultural differences and facilitate intercultural communication is increasing.

In order to develop the cognitive mobility of future foreign language teachers, we tested two very effective, in our opinion, pedagogical tools in foreign language classes: professional and methodologically oriented educational and speech problem situations and modeling of various professional situations in a foreign language . The creation of professionally oriented learning and speech problem pedagogical situations in practical training is aimed at developing professionally oriented knowledge, skills and competencies among students, immersing them in situations as close as possible to the reality of the professional foreign language environment. provided through Modeling of professional foreign language situations is carried out by gradually introducing students to the formation of lesson topics and developing content for each topic.

- Development of lesson topics (this is the first stage). Lesson topics development with interactive methods and digital technologies contributes to the development of students' interest in their profession and cognitive mobility.

- At the second stage, students' speech activity (oral and listening comprehension)

They also think about the topics for the situations of their skills. This approach allows students to participate in the process of professional adaptation of foreign languages and to

prepare for the realities of their future professional activities at the stage of studying at the university.

- The individual stage is related to the understanding of the individualization of education.

In this case, two interrelated aspects of the future teacher's professional training can be identified: increasing the level of professional competence and developing an individual way of working through the development of unique thinking.

In order to develop cognitive mobility in future foreign language teachers, a number of strategies can be employed. First and foremost, exposure to diverse cultural experiences and perspectives is crucial. This can be achieved through studying abroad programs, immersion experiences, and interaction with culturally diverse communities. By engaging with different cultures, language teachers can broaden their understanding of the world and develop a more nuanced perspective on cultural differences.

In addition to cultural immersion, language teachers can also benefit from engaging in reflective practice and self-assessment. By reflecting on their own beliefs, biases, and assumptions, teachers can become more aware of how their mindset may influence their interactions with students from different cultural backgrounds. This self-awareness can help teachers to recognize and overcome potential barriers to effective communication and collaboration.

Furthermore, professional development opportunities that focus on intercultural communication and cultural competence can also support the development of cognitive mobility in language teachers. Workshops, seminars, and training sessions can provide teachers with the knowledge and skills they need to navigate cultural differences in the classroom and foster a supportive and inclusive learning environment for all students. Overall, the development of cognitive mobility in future foreign language teachers requires a combination of cultural immersion, self-reflection, and ongoing professional development. By cultivating an open-minded and empathetic approach to cultural diversity, language teachers can enhance their ability to effectively communicate and connect with students from a wide range of backgrounds.

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