STAGES OF DEVELOPING SCIENTIFIC AND PHILOSOPHICAL COGNITIVE STRATEGIES IN FUTURE EDUCATORS

Yuldasheva Xusnidaxon

Lecturer at Kokand State University, Uzbekistan

ABSTRACT

This article identifies key stages in developing analytical, critical, and creative thinking among future educators, establishing interdisciplinary integration, and fostering skills to solve problems based on a philosophical worldview. The strategies for forming the scientific-philosophical worldview of prospective teachers are thoroughly discussed.

KEYWORDS

Educator, scientific-philosophical, cognition, associative, individual, activity, experience, thinking.

INTRODUCTION

The development of students' scientific-philosophical cognitive activity strategies is implemented in three stages:

1. Cognitive;
2. Associative;
3. Individualization.

In the cognitive stage, strategies of scientific activity focus on refining previously acquired knowledge through tasks such as problem-based dialogue. The associative stage involves tasks aimed at assimilation (scientific-educational texts and related exercises). In the individualization stage, tasks are provided to assess the development of cognitive strategies.

According to A. Piligin, the process of mastering scientific activity and philosophical cognition strategies takes the following form:

1. Effective analysis of domain-specific and general cognitive strategies by students;
2. Effective reflection on existing acceptable cognitive strategies (both domain-specific and general);
3. Students' ability to compare individual and normative cognitive strategies;
4. Intentional and independent deepening of individual cognitive strategies related to specific domains and general personal cognitive experience.

In agreement with A. A. Piligin, the comprehension of the essence of strategies related to scientific-philosophical cognitive activity as a complex and dynamic system can be understood through the following sequence:

• Alignment between goals and the criteria for achieving them;
• Actions aimed at achieving outcomes;
• Making adjustments to the activity process;
• Recording achieved results.

Accordingly, the following components of scientific-philosophical strategies can be distinguished:

• Motivational – understanding problems, defining the purpose of activity;

• Procedural – directly planning and implementing cognitive activity;

• Reflective – evaluating the activity and recording the results.

However, we argue that a correctional component should also be included in this list:

• Correctional – identifying ways to resolve problems in case a task is unsolved or solved incorrectly.

The acquisition of strategies for developing a scientific-philosophical worldview by students—future educators—serves to meet their cognitive needs in various fields of scientific and professional activity. The main issue lies in clarifying the role of scientific strategies in education.

A scientific-philosophical strategy is a method of understanding the world through two approaches: the scientific strategies of specific disciplines (research laws and methods) and the cognitive mechanisms and tools involved in the process of philosophical-scientific research.

Classification of strategies for developing a scientific-philosophical worldview.

№	For classification purposes — Basis:	Categories of cognitive strategies
1.	According to the degree of influence on the assimilation of scientific-philosophical knowledge	- Microstrategies based on the interrelation of thinking processes; - Macrostrategies that reveal the interrelation between thinking processes and external influences; - Metastrategies that determine the necessary sequence of external and internal regulations for modifying existing strategies; - Megastrategies or metasocial strategies that develop in an individual based on the generalization of humanity's cultural experience.
2.	According to the specificity of activity experience	- Strategies related to the manifestation of cognitive functions; - Metacognitive strategies related to the management of cognitive activity; - Independent learning strategies based on the experience of self-directed knowledge acquisition.

NEXT SCIENTISTS CONFERENCES

3.	According to the field of human activity	- General strategies related to the management of activity; - Specific strategies related to a particular field of activity.
4.	According to the reliance on specific elements of the strategy	- Individual strategies formed from elements specific to a particular subject; - Universal strategies containing elements common to most subjects; - Optimal strategies that express the rational interconnection between action and activity
5.	According to the successful implementation of the activity	- Effective strategies that lead to complete and high-quality results; - Low-efficiency strategies that do not allow achieving the expected outcome.
6.	According to the participants (subjects) of the activity	- Individual strategies related to cognitive activity carried out by a single person; - Group cognitive strategies built on organizing the activity of several individuals; - Social strategies related to public associations, representatives of a particular generation, and cultural experience

- Group cognitive strategies built on organizing the activity of several individuals;
- Social strategies related to public associations, representatives of a particular generation, and cultural experience

CONCLUSION

In conclusion, the development of scientific-philosophical cognitive strategies in future educators is a key factor in shaping their critical and systematic thinking during the educational process. Research indicates that the successful implementation of such activity requires a step-by-step approach—from motivation to the stage of innovative analysis. Through these strategies, future pedagogues acquire the ability to comprehend scientific methodology,

analyze pedagogical situations based on philosophical concepts, and propose integrated solutions to modern educational challenges.

Moreover, the enhancement of scientific-philosophical cognitive strategies deepens future teachers' professional competencies and prepares them to adapt to the needs of contemporary society. Therefore, the integration of philosophical thinking and scientific cognition, along with strategies for their effective application in practice, should be given significant emphasis in teacher training curricula.

REFERENCES

1. Пилигин А.А. Познавательные стратегии школьников: от индивидуализации – к личностно-ориентированному образованию: Монография / А.А. Пилигин. – М.: Твои книги, 2012. – 27 с.

2. Педагогика энциклопедия. I жилд. / Масъул муҳаррир Р.Сафарова. – Т.: "Ўзбекистон Миллий энциклопедияси" Давлат илмий нашриёти, 2015. –48 б.

3. Ахметов М.А. Алгоритмы познавательной деятельности, познавательные стратегии, познавательная активность // Международный журнал экспериментального образования. – 2013. – №4. – С. 27.

NEXT SCIENTISTS CONFERENCES