## THE TECHNOLOGY OF USING EDUCATIONAL PROJECTS AND DIDACTIC TOOLS IN THE DEVELOPMENT OF COGNITIVE ACTIVITY OF FUTURE TEACHERS BASED ON AN INNOVATIVE APPROACH

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**Annotation:**
In this arncle information is given on projects for the development of knowledge activity of future pedagogical personnel based on an innovative approach, the use of didactic tools, active methods of foreign scientists, and modernforms of active teaching This article can be used by students, masters, primary school teachers, researchers.

**Keywords.** methods and teaching tools, games, teaching technology, new team, active teaching methods, ssmulation, traditional teaching globalization

Uzbekistan in the Republic done being increased one of the main reforms - this young generation in every way to educate as perfect people. Of course when called a perfect parson Spiritually mature, for the hestory, present and future of his Motherland who cares, and the socio-economic development of the society to educate aperson who |s passionate about contr buting is in tune with today's demand. Analyzing this concept, how colorful complex and universal itis values can be perceved.

In the training of specialists of various profiles in the higher educational institution games are often used to teach cognitive activities. The use of a system of methods and educational tools changes the traditional nature of the lesson, and the main elements of the methodology include preparing students for active perception of the educational matenal, asking questions and creative tasks, conducting various forms of consolidation. requires doing. Such an approach activates the work of the teacher and student, increases the ability of the teacher as an organizer, coach, frees him from a large amount of purely technical work in the classroom, and increases time for creative work.

Therefore, active teaching technology requires active preparation for the lesson, but it pays off with high training efficiency, increases the teacher's creative potential, and increases the student's interest in learning.

From the point of view of pedagogy, active learning methods can be divided into three groups that are the most interesting for controlling and using the formation of thinking. These methods are: a) programmed education, b) problem-based education and c) interactive (communicative) education. According to Galperin and N.F. Talyzina, it is not included in this classification either as a separate group of methods or as a part of any of the above, although this learning theory was considered by the author to be one of the leaders in the psychology of education. The methods of implementing the ideas of P Ya. Galperin and his students and followers are not classified into a special group of active methods, but only into programmed educational methods, that is, into the first group.

So, with this condition, the following are active methods like V. Ya. Laudis we can distinguish three groups of methods:

1) programmed educational methods,

2) problem-based learning methods,

3) interactive (communicative) educational methods.

Active training methods, which are one of the most promising methods of improving the training of specialists based on the principles of problem solving and modeling of professional activity, have characteristic features that distinguish them from traditional, passive, mandatory training.

Firstly, active teaching methods are specific to the educational process actively activates students' thinking with technology.

Second, the activity taught by the methods of active learning methods is long and stable.

Thirdly, active teaching methods serve to make creative, emotionally colored and motivationally based actions and decisions by students on their content.

Fourth, regardless of which of the active teaching methods is used, the learning process in these cases has a collective basis (interaction with the teacher and other students) and follows a certain algorithm will be built.

Fifth, active learning methods are intensive methods, which increase the effectiveness of learning by the depth and speed of its processing, not by increasing the volume of processed information.

Non-imitative active learning methods include: problem-based lecture, problem-active-practical or laboratory exercise, active seminar, independent course and diploma design, industrial practice-workplace practice, training application of learning management machines and programs, active group counseling, olympiads, student scientific conferences, social testing and questioning, etc. All of them are characterized by their orientation to problems, increased logical and cognitive activity of students, but at the same time they do not imitate real situations in a conditional situation.

Among students of higher education institutions, there are invisible obstacles in the process of receiving information, assimilation and learning in a new community. Within the framework of our research work, several factors preventing the increase of cognitive activity of future teachers in teaching 3rd grade mother tongue classes were highlighted. As a result, students cannot behave freely in the team, they cannot fully show their talent. Such a situation is manifested in the following negative aspects:

1. I'm smart and | don't need to lern anything;

2. I will not become a teacher;

3. I don't need to pay attention, if you need to attract yourself take;

4. I didn't want to study - my parents wanted it;

5. Even if I don't study, there is a job in my father's company;

6. It doesn't benefit me, financial benefit is more important to me, knowledge is second;

7. It's all talk, nothing to do not allowed.

To overcome such conclusions among students, a strong trainer teacher, unique knowledge, new ideas and wide use of engagement methods are required. Among the students selected for the purpose of developing active learning skills, the initial skill that is intended to be formed in the course of the seminar-training is to arouse positive thoughts and enthusiasm in them. These are the following:

1. I am always ready for cooperation;

2. I must learn this knowledge, it will help me in the future helps;

3. I will make a good teacher;

4, My activity is open and clear,

5. I have the right financial resources to carry out the right activities must leam to spend;

6. For complete information about the structure of state and educational institutions must have;

7. I have to learn to manage people and teach;

8. In order not to waste the time spent on studying and learning { have to learn something;

9. I believe in myself and I can do everything.

Different methods can be used to form small groups among students. There are modern forms of active teaching methods, tools based on digital technologies, and today it is difficult for a person who has not adapted to the rapidly developing changes to adapt to the needs of the times. Modern forms of active learning methods include the following.

Modern forms of active leaming methods

Simulation active learning methods, in turn, outside the game and divided into games. Non-game simulation active learning methods include case studies, simulation exercises for students to find solutions known to the teacher, and teaching methods. The essence of these methods is free games, variables and role-playing. consists of simulating real objects and situations without performing their functions.

Game simulations include business (management) games, role-playing methods of active learning. As the name suggests, the main difference between these methods is that they are based on the functional basis of the game, i.e. game elements, connections, and relationships.

There are different types of games both for educational purposes and for solving real problems (scientific, industrial, organizational, etc.). These are educational, simulation, role-playing, organizational, operational, business, management, military, routine, innovative, etc. They are often not strictly classified as distinct and overlapping for various reasons

A.A. Verbitsky defines the business game as a form of — modeling of the subject of the future professional activity _ of the specialist and the system of relations typical of this activity. This recreation is achieved through symbolic tools, models, and roles played by other people. With the correct organization of the game, the student performs professional activities and educational activities based on their results and main content. Compared to traditional forms of teaching (for example, lectures), the high efficiency of educational business

games is not only due to a more complete reproduction of the real conditions of professional activity, but also a more complete personal involvement of the student in the game situation. is based on the presence of vivid emotional experiences of success or failure, increased interpersonal communication. Unlike discussion and teaching methods,experiences of success or failure, increased interpersonal communication. Unlike discussion and teaching methods, here is an opportunity to purposely arm the trainee with effective tools to solve problems posed in a game style, but reproduces the entire context of the important elements of professional activity. Therefore, the name "character-contextual learning' is typical for higher education, where various forms of complex relaxation of future professional activity conditions are widely used. The two-dimensional nature of game methods, that is, the existence of a conditional game plan and a curriculum that makes the game conditions as close as possible to the real conditions of professional activity, requires a constant balance between the two extremes. The predominance of conditional moments over real ones causes players to be overwhelmed by excitement and ignore the core curriculum of the business game by trying to win at all costs. The predominance of real components over the game leads to a weakening of motivation and the loss of advantages of the game method over traditional ones. Active learning methods are widespread in various educational systems, and this trend is enhanced by the use of business games outside of the classroom, on their own.

Today, as aresult of the rapid development of science and technology, the volume of scientific knowledge, understanding and imagination is increasing dramatically. In such a society, the need for pedagogic personnel with quality knowledge is increasing, and it requires them to have a high level of personal competence.

The importance of higher education is considered important in the modern education process. We can see that the beginning of the achievements, the undeniable intellectual potential, which is important to the strategy of any developed country, was realized through the reform of the education system.

The processes of globalization in the world, the need for an innovative society, scientific and technical development, while creating many opportunities for

young people, place many demands on them, such as making quick decisions, forming innovative thinking, and increasing intellectual potential.

Reforms in the educational system, innovative changes, training of highly qualified specialists, creation of necessary and sufficient conditions for the participants of the educational process in order to improve the quality and efficiency of education. It also assigns great responsibilities to its leaders and professors.

Major reforms are being carried out in order to fundamentally change the educational system of the new Uzbekistan, integrate it with international standards, train qualified personnel that meet the requirements of the labor market, and bring up a new generation that will implement the idea of the Third Renaissance.

It would be true if we say that the training of young people with educational competence, who are able to show creative skills in professional and daily activities, is the foundation for a new renaissance in Uzbekistan - the Third Renaissance. In the words of our President, "Today's Uzbekistan is not the Uzbekistan of yesterday. Our nation today is not the nation of yesterday".

In this sense, the current stage of the development of society both in our country and abroad is defined as the period of active search for new methods of personal development, development of his creative initiative, independence, desire to know, mobility.

Each individual has potential learning, knowledge, and development needs. He aspired to make his and his people's future great  there is a person who must always create and discover himself anew.

On December 25, 2020, our President Sh.M. Mirziyoyev visited the Youth Forum of Uzbekistan and in the process of meeting with the youth expressed his confidence that today's youth is a great force for the nation's future. We rely on your enthusiasm and determination. You all know very well that today we have set great goals in front of us. We have begun to create the foundation of the Third Renaissance in our Motherland. "We consider them to be the most important links of the future renaissance. That is why we are implementing fundamental reforms in these areas. | believe that our selfless and patriotic young people like you will actively participate and make a worthy contribution in creating a new foundation for the development of our country." speech.

These ideas are to educate the youth in our society to be competitive in all aspects, to respond to world changes in a lively way, to contribute to the development of the future of the great country with their intelligence, spirituality, culture, organization and entrepreneurship. - it is necessary to educate.

## Conclusion

Based on the conditions of modem reality, it is necessary to consider the development of a person with creative individuality and unique creative thinking as the main goal of developing cognitive activity of future teachers in the conditions of innovative education. Only acquiring special knowledge is not enough to become a good graduate, and it is necessary to take into account the development of the aspects of the person that correspond to the individual nature and creative potential. One of the main conditions for modernizing the system of training specialists, ensuring the effectiveness of pedagogical activity is to develop an individual approach in the learning process.

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