

**PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF COGNITIVE-
PRAGMATIC COMPETENCES OF FUTURE PRESCHOOL EDUCATION TEACHERS**

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Abstract: This article provides a scientific and theoretical analysis of the role and importance of cognitive-pragmatic competencies of future preschool teachers. The article highlights the issues of improving students' communicative competence through cognitive-pragmatic competencies.

Keywords: competence, educator, non-traditional, activity, psychological, ability, cognitive, pragmatic, reflexive, adaptive, critical, experience, interactive, fluent speech, competence, activity.

Enter. In the modern world, the rapid pace of social development, the globalization of information systems, the widespread use of the Internet, and the increasing need for rapid receipt and transmission of information require the formation of an interactive educational environment on a large scale. This makes it an important and urgent task to develop students' speech competence, strengthen their fluency, create technologies for goal-directed management of creative thinking, and conduct scientific research in these areas. The educator performs a responsible task, along with the important and honorable work of preparing our younger generation as worthy children of our people. The political maturity of the educator helps to realize his responsibility to the people and society for the quality of raising children, to creatively approach educational tasks, to constantly improve his skills and to help his colleagues grow. Therefore, the educator must, first of all, be educated, understand the laws of life, nature and society in which he lives, be socially active, understand general and preschool pedagogy, the psychology, physiology and age characteristics of children. Also, the educator's scientific approach to the analysis of pedagogical phenomena determines the success of the comprehensive development of the child.

The concept of “competence” has come to social life as a result of psychological research. Therefore, competence means “non-traditional activities, how a specialist behaves in any situation, enters into dialogue with colleagues, takes a new path in relationships with colleagues, performs ambiguous tasks, uses conflicting information, has a plan for action in consistently developing and complex processes.” “Competence” is a Latin word, and in Uzbek it means “a person who knows well”, “has experience”. Therefore, a competent person in a certain field is considered to have the appropriate knowledge and skills to reason about this field and work effectively in it.

In acquiring professional and pedagogical competence, it is important for the educator to improve his knowledge, skills and qualifications, to work on himself and develop himself. The tasks of self-development are determined through self-analysis and self-assessment. Work on himself is the organization of practical actions by the educator to consistently develop his professional knowledge, skills, qualifications and personal qualities. Work on himself is manifested in the following:

- improving professional knowledge, skills, qualifications;
- a critical and creative approach to activity;
- achieving professional and creative cooperation;
- developing work skills;

- eliminating negative habits;
- mastering positive qualities.

Analysis of literature on the topic. In the world, the development of a quality preschool education system is being identified as an important investment in ensuring success in social life. Practical projects are being implemented in the USA, England, Germany, Finland, Japan, France, Korea and Russia to prepare children for school by developing their concentration skills. "The UN Sustainable Development Goals until 2030, as well as the UNICEF Strategy for the Development of the Preschool Education System, include indicators for increasing the coverage of quality preschool education from an early age and improving the preschool education system based on innovative approaches as one of the main indicators" and this is being intensively implemented in practice. As such indicators, preparing preschool children for school by developing their concentration skills is of particular importance.

In our country, regulatory and legal documents have been created on the material and technical base and theoretical and methodological foundations of improving the system of preparing preschool children for school. "Today, the issue of radically improving the activities of preschool educational organizations, increasing the coverage of preschool children, creating a modern system in all respects, studying advanced foreign experience, is relevant. The "Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030" identifies the issue of creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children as one of the priority tasks."

Discussion and results. In the process of creating the article, a number of methodological methods related to scientific research were used. The main goal was to determine the importance of the correct and effective use of language tools in the process of developing a culture of pedagogical communication in students and to scientifically study their impact. The theoretical basis of the study was the methods of systematic analysis and comparative comparison. Initially, scientific research conducted by scientists on the issue of communicative and pragmatic competence, as well as communication, was studied and their views were compared. On this basis, similarities and differences in existing scientific approaches were identified, and the novelty of the idea put forward in the article was substantiated with scientific evidence. As a result of this approach, the impact of cognitive-pragmatic competence on pedagogical communication was assessed not only as a factor in cognitive processes, but also as a factor in the formation of moral and communicative culture.

In conclusion, the effective integration of cognitive competence into the educational process forms in students not only the processes of knowing the person, but also the ability to use language tools appropriately, correctly select the purpose of speech, and effectively implement types of mental activity. Therefore, the development of cognitive-pragmatic competence is considered an important condition for improving the culture of pedagogical communication in the era of globalization today. The methodological recommendations developed in the article are of practical importance in the higher education system in terms of cognitive processes, namely, thinking, understanding, remembering, analyzing, comparing, drawing conclusions, and solving problems, and it is recommended to integrate them into educational programs. Cognitive-pragmatic competence is an important means of forming a culture of pedagogical communication in students. The main result of forming a culture of pedagogical communication is the ability to use language tools appropriately, that is, to correctly select the purpose of speech and express it in a way that is appropriate to the situation.

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