

## COGNITIVE FLEXIBILITY OF THE EDUCATOR

Ibragimov Alamjon Amrilloevich,

Associate Professor of the Samarkand Regional Center for Retraining and Advanced Training of Public Educators, Doctor of Philosophy in Pedagogy

### Annotation:

This article gives an idea of the cognitive flexibility of the teacher, its features, skills that should be developed and the results obtained.

**Keywords:** cognitive adaptability, adaptability, skills, e-learning environment, online learning. The World Economic Forum (WEF) has identified cognitive flexibility as one of the key skills needed to succeed in the workplace [3].

Based on the analysis of different interpretations of the term cognitive flexibility, the founder of this theory, it can be recognized that the definition of R.Spiro is clear and successful. The researcher described cognitive flexibility as "The ability to reconstruct one's own knowledge from Aries in different relationships in accordance with the requirements of a sharply changing situation" and also understood as one of the basic functions of cognitive acquisition. [2] The theory of cognitive adaptability emphasizes the need for teaching to be precise, designing knowledge and developing students' personal perceptions about informational opportunity to be created.

While the continuous development of Education dictates the change of its philosophy, paradigms and values, unconventional relations with educational technologies, the cognitive adaptability of the educator, who is also the main participant in this process, becomes increasingly important. Because, these changes are the priorities of each educator for the development of his competence, creativity, independence, application to his activity by analyzing educational innovations, as well as rapid adaptation to the existing conditions for continuous improvement of professional training.

Cognitive flexibility implies the complete mobilization of the teacher in order to effectively apply his or her knowledge, experience and intellectual abilities in various pedagogical situations, to achieve the goal set for his or her activity. In the definition of Dj.Braun and E.Langer, cognitive flexibility is expressed in the form of the ability to give different meanings to an individual's personal experience and to engage in a multifaceted relationship with the environment. D.Zavalishina evaluates flexibility as a fundamental feature of a person who is a master of her profession [1]. This means that the teacher must constantly develop his knowledge so that he can operate at a high professional level and take advantage of it effectively in voluntary situations shows his level of cognitive adaptability. The level of cognitive flexibility of the educator indicates the need for the development of the following skills in it:

- quick adaptation to changes, new or unexpected situations;
- being able to come to a common opinion and interact effectively with colleagues and students;
- to see the problem situations in advance, solve them, suggest alternative approaches, demonstrate their communicative abilities;
- independent construction of continuous professional development training;
- correct analysis of activities, painless introduction of changes if necessary and acceptance of the views of others;
- to set serious goals for oneself, to realize them, to give motivation to himself or herself and those around him or her;
- ability to evaluate emotional and intellectual tensions and constant readiness for them;



- creativity, positive orientation, development of new ideas, implementation and persuasion of others.

In this regard, it should be borne in mind that the basic principle of developing cognitive flexibility is lifelong learning (LLL). Allows you to answer questions such as: Because what is this principle my pedagogical mission? What else do I know or need to know? What other knowledge, skills and qualifications should I have in my life or activity? How do I develop and manifest myself? That is, only after the continuous acquisition of new knowledge can the educator remain in a state of cognitive flexibility, make effective decisions and develop his professionalism.

Let's consider in one example the need for cognitive flexibility of the educator. In conditions of a pandemic that threatens the whole world, the education sector has been forced to make changes to its traditional teaching system. The application of training to e-learning, online training and telemarketing forms, which have not been sufficiently developed in our country, has shown the need to create favorable conditions for retirement, but also to quickly adjust the skills of pedagogical staff working with information communication technologies in the system.

Unfortunately, it was found that the teachers of secondary schools did not have enough knowledge and skills in this area in the questionnaires and observations conducted with the listeners of the qualification courses. Experience-69% of the 230 listeners who participated in the test work has an idea of e-learning. It was also found that about 35% of electronic learning software systems, about 61% of open and closed networks, about 21% of content creation and its deployment, about 27% of systems that support the learning environment interactively have relevant knowledge. But, in this regard, one should pay attention to the fact that the results of the interview with the audience who participated in the questionnaire, they understand that they need a continuous increase in their professional knowledge, skills and qualifications and are in a positive attitude. This suggests that they have a tendency to exactly cognitive flexibility. The results of short-term courses on online training with test participants proved our hypothesis, and there was a significant increase in the above indicators.

In conclusion, we can say that the development of cognitive flexibility in pedagogy leads to the emergence of difficulties in the process of work, the decline in the effectiveness of professional activity, the inability to accept innovations, the emergence of complexities in the interaction with students. This situation leads to inertia, rigidity, conservativeness, hardening in professional development and crisis in the teacher along with hindering the formation of students as harmonious, independent, critical thinking and competitive.

#### **LIST OF REFERENCES:**

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