



PEDAGOGICAL SKILLS AND WAYS

Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: November 01, 2022, **Accepted Date:** November 10, 2022,

Published Date: November 22, 2022

Crossref doi: <https://doi.org/10.37547/ijp/Volume02Issue11-12>

Karimova Gulchekhra Isakovna

Head Of The Department Of Pre-School, Primary And Special Education Methods Of The National Center For Teaching New Methods To Pedagogues, Namangan Region, Uzbekistan

Eraliev Khalimjon Alimbekovich

Deputy Director Of Education And Methodological Affairs, Uzbekistan

ABSTRACT

This article discusses what pedagogical skills are needed to give high quality education and the ways of how to become a pedagogically skill ful teacher.

KEYWORDS

Pedagogical skill, pedagogue, pedagogical knowledge, pedagogical technique, pedagogical activities, personality of a pedagogue, pedagogical culture, pedagogical environment, creativity, speech culture.

INTRODUCTION

If the professional skills program of the pedagogue is looked at practically, then its integral quality - the teacher's skills - will be in the first place. Despite the fact that there are so many definitions of pedagogical skill, some aspects of the skill are definitely expressed in them.

Mastery is a high and ever-evolving art of training and teaching. A pedagogue is a master of his work, an in-depth knowledge of his subject, well-acquainted with relevant fields of science and art, a good understanding of general and youth psychology in practice, a comprehensive knowledge of teaching and upbringing methodology, and a highly cultured person.

There are two different understandings of teacher skills in pedagogical theory. The first one is related to the understanding of pedagogical work, and the second one is that the personality of the pedagogue plays a key role in education.

To acquire a skill, it is necessary to know and be able to do many things. It is necessary to know the principles and laws of education and its founders. In order to use effective technologies in the educational process and its organizers, it is necessary to know very well how to correctly select, diagnose, anticipate and design the given level and quality process for each specific case. "I became a real master only when I could say ``come to the top" in 15-20 different ways, and I was able to express my appearance and voice in 20 ways," says the great pedagogue A.S. Makarenko.

Pedagogical skill is a set of pedagogical qualities of a person and ensuring effective organization of professional pedagogical activity by the teacher, which means that the pedagogue has reached the highest level of activity skill. The teaching profession is very individual by its nature. The important life role of every teacher is to be a master of his work.

The teacher's skills are visible in his work. First of all, the teacher must have a good understanding of the laws and mechanisms of the pedagogical process. In this sense, the general skills of the pedagogue and his pedagogical technique are of great importance. But skill is a special power. It is not possible to be a Master at a higher or lower level. Mastery may or may not be attained. A real master is beautiful only when he is working.

Pedagogical skills are achieved with certain personal qualities of the teacher. Pedagogical skill represents the development of high-level pedagogical activity, acquisition of pedagogical techniques, as well as the

personality of the pedagogue, his experience, civil and professional status. "Pedagogical skill" as a category has its own scientific basis. In the work of different researchers, the use of different concepts to describe the same phenomenon has different meanings and aspects of content.

The lack of a single, recognized definition of pedagogical skill in the works of various authors is the basis for concluding that it is a living process of research. The diversity of concepts and opinions indicates the complexity and versatility of this phenomenon. All definitions emphasize the individual and thus reflect the social nature of pedagogical skills. I.A. Zyazyun and NA. Lebedniks proved the interdependence of social maturity and professional skills of a person.

The skill is acquired by students in stages depending on their level of social maturity. The components of social maturity have the following ratio with the component of pedagogical skills. The social maturity components of the future pedagogue include:

- * social self-determination - manifestation of one's pedagogical abilities and beliefs;
- * social activity - improving the experience of working with people and educating others;
- * social responsibility - knowledge that becomes a teacher's knowledge.

Pedagogical skill components N.V. Kuzmina, V.A. Slastenin, I.A.Zyazyun, V.I.Zagvyazinsky, G.I.Khozyainov, T.F.Kuzina, A.I.Myashenko, N.P.Lebednik, T.Noyner, Yu.K.Babansky, N.V. Kukharev were studied in the researches. They defined the main directions of pedagogical skills in a certain logical consistency. Pedagogical skill bases include: professional pedagogical knowledge, orientation to



humanism, pedagogical technique, experience of professional pedagogical activities, personality of a pedagogue.

To the stages of skill formation:

- * reproductive (primary),
- * includes creativity, creativity and innovation.

Pedagogical skill levels are a continuation of the teacher's job level:

- * reproductive (extremely low);
- * flexible (low);
- * local (limited)- modeling (moderately satisfactory).

Pedagogical skill components reflect professional activity in terms of skills necessary to perform professional tasks. The following qualification groups that form pedagogical skills components are distinguished:

- * designing;
- * construction;
- * organization;
- * communication;
- * cognition and reflexivity.

In recent years, new approaches to the category of pedagogical skills have appeared. There has also been some deviation from the traditional explanations of pedagogical skills (I.A. Zyazyun, N.V. Kuzmina, VASIAstenin). The Saint-Petersburg school of pedagogic researchers describes pedagogy as a special state of a person - that is, pedagogy, which is a special field of working with people in a broad sense. The basis of pedagogical skill is pedagogical knowledge.

Pedagogical knowledge means an integral professional-personal description determined by the ability and readiness to perform the pedagogical task in accordance with the norms (norms), standards and requirements adopted in a specific historical period.

Pedagogical knowledge implies the ability of a person working skillfully in the field of education to rationally use all the experiences accumulated by humanity in the work of education and upbringing, so he should acquire appropriate methods and forms of pedagogical activities and relations to a sufficient extent. The main indicator of professional-pedagogical knowledge is orientation to the person.

Professional-pedagogical knowledge includes the ability to consistently perceive pedagogical reality and act consistently in it. This feature provides an opportunity to see the logic of the pedagogical process as a whole and together with the entire structure, to understand the laws and directions of the development of the pedagogical system, and to facilitate the construction of appropriate activities.

Knowledge requires the acquisition of modern pedagogical technologies associated with three situations that are extremely important for a teacher:

- * to interact with people, to be in cultural communication;
- * to be able to receive information in the field of science and process it according to the teaching content and use it for independent study;
- * to be able to give educational information to others.

Professional-pedagogical knowledge is mainly characterized by four components:

- * orientation to the person, the person;

- * consistent perception of pedagogical reality;
- * direction in the field of science;
- * acquisition of pedagogical technologies.

In current educational conditions, professional-pedagogical knowledge is supplemented by three more components:

- * knowledge, in general, the ability to organize one's activities on the basis of experiences developed at the level of world pedagogical culture and to be able to integrate into it and the pedagogy of our country;
- * (the ability to effectively interact with peer experience and innovative experiences;
- * is manifested in the ability to summarize one's own experiences and give them to others.

Professional knowledge of a teacher is characterized by creativity. Creativity is the desire and competence to create a new pedagogical reality at the level of goals, content, technologies, a way of professional life, a multifaceted educational process and system. Creativity helps the teacher to adapt to the flow of innovative changes. A professional scholar at any level is capable of pedagogical reflection. Reflection is a special way of thinking, which is a review of pedagogical reality, historical-pedagogical experience, and one's own personality as the bearer of a certain professional position. All the above components of professional-pedagogical knowledge form a complex structure, form the "ideal model" of a specialist, and finally become closely united and determine the description of the activity of a teacher.

Knowledge is manifested and evaluated only in the course of activity and only within the framework of a specific profession. The term pedagogical culture is

usually used to evaluate the teacher's activity in the pedagogical environment. Pedagogical culture is connected with the individual content of professional activity. Pedagogical knowledge ensures that the teacher achieves high results. Pedagogical culture gives an aesthetic form to activities and relationships. Pedagogical activity serves as a factor in the analysis of the concept of pedagogical culture. Pedagogical culture is a manifestation of culture in general. Culture means a social phenomenon that covers all the actions of the subject in the process of mastering the objects of the world as a process and result. Culture unites all phenomena created by man, as well as by what tools and methods. Pedagogical culture, as in culture in general, has subject-product and technical-technological aspects. Pedagogical culture has a number of system-forming elements.

Pedagogical design culture. It is the ability to correctly choose the goal, determine the tasks, plan the stages of their solution, and choose the necessary weapons, comparing the objective possibilities with the demands and wishes. Demonstrating a culture of design is also the ability to be creative, that is, to create extraordinary new things, to go beyond the boundaries of established norms and patterns.

Knowledge culture. It means the diversity of pedagogical knowledge and the acquisition of this knowledge by the pedagogue.

Worldview culture. In most cases, its level is determined by the process and results of the interaction between the pedagogue and the teacher. The existence of different types of worldviews, in particular, spontaneous, systematic, scientific and mystical, irrational, optimistic and pessimistic, dogmatic and critical, religious, atheistic, rational and pedagogical activity subject also requires that there are several models. Worldview culture is formed during



acquaintance with elements of spiritual culture such as science, philosophy, religion.

Another element of pedagogical culture is the culture of thinking. The culture of thinking arises in the course of everyday life both in ordinary means and in special means (which includes the study of formal logic).

Feeling culture. It is the result of the wide harmony of people's higher experiences, without which communication in the pedagogical process is impossible.

Evaluative culture is the ability to make qualified judgments of moral, aesthetic, political, legal, religious or philosophical nature on one or another cause and phenomenon.

Communicative culture is the most important component of pedagogical culture, and it covers the culture of the pedagogue's communication with students, parents and persons occupying leadership or subordinate positions, as well as with all people outside the scope of pedagogical work.

Organizational culture is also included in the system of pedagogical culture and it provides an opportunity to organize the teaching and upbringing process at different levels of the pedagogical framework (in society, educational institutions, children's groups).

2. Components of pedagogical skills.

The components of pedagogical skills include:

- * The ability to know the development of life content that is relevant for every student, the student's ability to act in this stage of development, the opening and realization of his life path, with what knowledge the teacher can help him;

- * the ability of some teachers to "see" a group of students (audience, etc.) in the process of its development and acquisition of content as a sympathetic organism, which is considered an integration of the content and cross-section of development;

- * the ability to perceive the integral content and integral development section;

- * high awareness of one's organism. The ability to distinguish the real information necessary for the audience, the student in terms of their desires, motives, preferences;

- * distortion of perception from various disorder situations that arise as a result of personal characteristics;

- * management with a high sense of the means of the possibilities of subtle differentiation of their senses;

- * a wide management repertoire, various management methods, mastering "weapons" of information transfer: voice, gestures, facial expressions, etc.;

- * a wide collection of professional methods and methods;

- * mastering the methodology.

3. Pedagogical ability

The professional activity of a teacher requires extraordinary general and special abilities. The success of professional-pedagogical activities depends on individual pedagogical skills. The following groups of pedagogical skills are distinguished:

- * sensitivity to the object (student);

- * Communicativeness - approach to people, benevolence, politeness;
- * perceptive abilities - professional maturity, empathy, pedagogical feeling;
- * personality dynamics - the ability to influence the will and logical persuasion;
- * emotional stability - self-control;
- * creativity - ability to work creatively.

The pedagogue's special abilities include the activity of acquiring knowledge, skills and abilities, and the ability to educate a person. Teaching, learning and teaching skills include:

- * the ability to see and feel the student's understanding and to establish the level and nature of such understanding;
- * the ability to independently select educational material and determine effective methods and methods of teaching;
- * the ability to adequately describe the material and ensure its comprehensibility to all students;
- * the ability to organize the teaching process taking into account the individuality of students;
- * the ability to use pedagogical technologies in the teaching process;
- * the ability to organize the development of students in large steps;
- * the ability to improve his pedagogical skills;
- * the ability to share his experience with others;
- * the ability to learn and improve independently.

Pedagogical skills focused on the pedagogical process include:

- * the ability to correctly assess the internal state of another person, to sympathize with him, to empathize with him (the ability to empathize);
- * the ability to be a model for analysis;
- * the ability to take into account individual characteristics in the process of education;
- * the ability to find the appropriate communication style and place, to agree;
- * the ability to gain respect, that is, to gain authority among students.

Pedagogical communication skills stand out among pedagogical skills. Communicative ability is the ability to communicate in a unique way within the framework of pedagogical interactions. In the literature on psychology, several groups of communicative abilities are distinguished:

1. A person's knowledge of another person. In this group of abilities, to evaluate a person as a person, a person's special appearance, motives and actions, to assess the ratio of a person's external appearance, behavior and inner world; such as being able to "read" gestures, gestures, mime, pantomime are covered.
2. A person's self-knowledge. He intends to evaluate his knowledge, abilities, his character and other aspects of his personality, as well as the way that people from outside and around him should evaluate him.
3. Being able to correctly assess the communication situation. This is observing the situation, choosing its most informative signs and drawing attention to it; is

the ability to correctly perceive and evaluate the social and psychological content of the situation.

5. Speech culture of the teacher

Before commenting on the teacher's speech culture, oratory and ability to express his opinion orally and in writing, it is necessary to mention some information about language and speech. Speech culture is of particular importance as a very important integral component of society's life and culture, as a specific reality and manifestation. It includes daily, constant, necessary processes such as exchange of ideas, communication, speech, "manages" them, becomes a reality through them, and has the power to influence. Language and speech are dialectically related socio-historical, socio-psychological phenomena, language exists as a tool of communication, and speech as a method of communication.

Speech is the process of using a unique socio-individual weapon called language, the manifestation of language units and possibilities in a necessary and permanent relationship with objective existence, thinking and the situation. Speech is a formal language. In a broad sense, it consists of words, phrases and sentences. The concept of striving to speak culturally has existed in all nations since ancient times. This concept is related to certain linguistic norms, ethical and aesthetic requirements. Hence the speech. The concept of culture is an ethical and aesthetic category, a phenomenon that defines (indicates) the spirituality of each national language and nation. Speech culture is not only actions aimed at conscious and purposeful standardization of the literary language (processing and enrichment), but also an activity that serves to raise the general culture of the nation and educate a certain "language taste" in people. The term speech culture in linguistics refers to three different phenomena:

- 1) the name of a cultural speech, that is, a speech event;
- 2) the name of the scientific problem related to the concept of cultural speech and referred to as speech culture;
- 3) the name of the field dealing with the study of the problems of speech culture, the department of linguistics.

Each of the three mentioned phenomena has its own complex manifestations and aspects, which should not be confused with each other. Thus, the most important definitions of speech culture are:

1. Speech culture is one of the characteristics of literary language development (Prague Linguistic School).
2. Speech culture (language culture) is an activity that consists in helping the formation and smoothing of literary language standards, that is, a conscious intervention in language development (Prague Linguistic School).
3. Speech culture is the ability to consciously understand the language and its rules, to make a clear, clear, expressive speech (A. Gurevich and others).
4. Speech culture consists of complete and deep thinking among people, careful acquisition of all possibilities and means of language (B.N. Golovin and others).
5. Speech culture is not only correct speech, but also fluency and eloquence (G.O. Vinokur and others).
6. Speech culture is the art of speaking and writing appropriately using language tools (A.I. Efimov).
7. The culture of speech is, first of all, the culture of thinking. (D.E. Rosenthal and others).

8. The speech that is distinguished by its national identity is a cultural speech (M. Agafonova).

The conclusion is that speech culture is an attitude towards the use of language, a tool of communication and intervention. The higher the attitude to the possibilities of this unique weapon, other factors in its use: thinking, consciousness, existence, various situations and circumstances, the higher the attitude to the goal, the higher the level of speech culture. If it is the other way around, it is inevitable that the speech culture will be at a low level.

5. Requirements for a teacher:

Serious requirements are placed on the personality of a teacher of a high school. They have been thoroughly studied by pedagogues and psychologists. The most important requirement for a teacher is his high qualification. Perhaps it is impossible to do pedagogical work without it. A teacher of a high school should also meet such requirements, in which the requirements raise him to the level of a person who forms a future specialist at a high level. The following important and permanent requirements are imposed on the teacher of the higher school:

- * able to correctly assess the political, social and economic directions of the development of society;
- * having mastered the standards of formation of the future specialist necessary for the society in a certain period of development;
- * loves pedagogical activity;
- * have special knowledge in their field;
- * to be intelligent;
- * pedagogical sense;

* high maturity;

* high level of general culture and morality;

* skillfully mastering pedagogical technologies.

Additional requirements for a teacher: ability to enter, artistry, cheerfulness, good taste, etc. The above-mentioned are not innate qualities characteristic of the pedagogue, but they are brought about as a result of the pedagogue's regular and personal work and great services.

REFERENCES

1. Azizxo'jaeva N.N. Pedagogik texnologiya va pedagogik mahorat.-T.: TDPU. 2006 y.
2. Sayidahmedov N. Yangi pedagogik texnologiyalar. -T.: "Moliya " nashriyoti, 2003 y. – 171 b.
3. Ochilov M. Yangi pedagogik texnologiyalar. - Qarshi. "Nasaf", 2000 y.-80 b.
4. Tolipov U., Usmanbayeva M. Pedagogik texnologiya:nazariya va amaliyot.-T.: "Fan". 2005.
5. Farberman. B.L. Ilg'or pedagogik texnologiyalar.-T.: 2001
6. Klarin M.V. Pedagogicheskaya texnologiya v uchebnom protsesse.-M.: Znaniye.
7. Pityukov V.Yu. Osnovi pedagogicheskoy texnologii. - M.: Gnom-Press, 2007 (uchebnoe posobie).
8. Ishmatov Q. Pedagogik texnologiya. Ma'ruza matni.Namangan, NamMPI.-2004.-95 b.
9. Alimov N.N., Turmatov J.R. «Pedagogik texnologiyalar». -Jizzax, 2007. - 87 bet.
10. Dadamirzaev G'. Pedagogik texnologiyalar bo'yicha izohli tayanch so'z va iboralar. Metodik qo'llanma. - Namangan, NamMPI, 2008 yil, 30 bet.
11. Seytxalilov A., Raximov B.X., Majidov I.U.Pedagogicheskiy slovar-spravochnik. – T.: «OPTIMAL LIGHT», 2011.-704s.», 2011.-704c.
12. www. ziyonet.uz



13. www.tdpu.uz



OSCAR
PUBLISHING SERVICES