



PEDAGOGICAL SKILLS AND THEIR ESSENCE

Norboyeva Furuza Rahmatullayevna

Pedagogika fanlari nomzodi, dotsent

Tashkent Perfect University, Pedagogika va psixologiya kafedrası mudiri

Email: norboeva.f@perfectuniversity.uz

Annotatsiya Ushbu maqolada pedagogik mahorat tushunchasining mazmuni, uning tarkibiy qismlari va zamonaviy ta'lim jarayonidagi ahamiyati tahlil qilingan. Pedagogik mahorat — bu o'qituvchining kasbiy faoliyatida yuqori samaraga erishishini ta'minlovchi ko'nikma, bilim va shaxsiy fazilatlarining uyg'unligi sifatida talqin etiladi. Muallif pedagogik mahoratning asosiy komponentlari — pedagogik kommunikatsiya, didaktik qobiliyat, tashkiliy qobiliyat, innovasion yondashuv va psixologik sezgirlik kabi jihatlarni atroflicha yoritib bergan.

Kalit so'zlar: Pedagogik mahorat, o'qituvchi kompetensiyasi, ta'lim jarayoni pedagogik qobiliyat, kasbiy faoliyat, innovasion yondashuv, pedagogik kommunikatsiya, shaxsiy fazilatlar, psixologik sezgirlik, samarali ta'lim.

Аннотация

В данной статье рассматривается сущность педагогического мастерства, его основные компоненты и значение в современном образовательном процессе. Педагогическое мастерство трактуется как совокупность навыков, знаний и личностных качеств, обеспечивающих высокую эффективность профессиональной деятельности учителя. Автор подробно раскрывает ключевые элементы педагогического мастерства, такие как педагогическая коммуникация, дидактические способности, организационные навыки, инновационный подход и психологическая чуткость. Особое внимание уделяется значению личных качеств педагога и его профессиональной подготовки в процессе эффективного обучения.

Ключевые слова: Педагогическое мастерство, компетентность учителя, образовательный процесс, педагогические способности, профессиональная деятельность, инновационный подход, педагогическая коммуникация, личностные качества, психологическая чувствительность, эффективное обучение.

Annotation

This article explores the essence of pedagogical mastery, its key components, and its importance in the modern educational process. Pedagogical mastery is interpreted as a combination of skills, knowledge, and personal qualities that ensure high effectiveness in a teacher's professional activity. The author provides a detailed analysis of the main elements of pedagogical mastery, including pedagogical communication, didactic abilities, organizational skills, innovative approaches, and psychological sensitivity. Special attention is given to the role of a teacher's personal qualities and professional preparedness in achieving effective teaching.

Keywords: pedagogical mastery, teacher competence, educational process, teaching abilities, professional activity, innovative approach, pedagogical communication, personal qualities, psychological sensitivity, effective teaching.

1. Introduction

The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 defines priority areas for the systemic reform of higher education, modernization of higher education, development of the social sphere and sectors of the economy based on advanced educational technologies, raising the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking, to



a qualitatively new level. General aspects of modernizing the teacher training system in accordance with the requirements of the 21st century:

- the main part of teachers began to be trained by higher education institutions, universities, which will raise the teaching profession to the level of other specialists and increase their role in society;
- teachers and other specialists began to be prepared for multi-level and variable pedagogical education at different durations (bachelor, specialist, master);
- Strengthening general education components in pedagogical education. To perform their complex functions, a teacher must be a well-rounded and highly educated, spiritually rich person with a keen sense of human nature.
- training specialists in other fields for teaching and so on.

In general, the main requirements for the personality of future teachers are: professional competence, intellectuality, spiritual maturity.

In the current period, due to the sharp increase in the use of modern information technologies, both teachers and students have to work with very large and diverse information technologies, it is necessary to distinguish the main ones with high knowledge and intelligence. Therefore, the following is necessary for organizing the work and knowledge of teachers:

1. Organization of the future teacher's readiness to work only in the information technology environment. This problem can be considered in the sense of knowledge of information technologies and their use in the educational process.
2. Bringing the teacher closer to a unified information system that allows them to focus their thoughts, save time, and organize teaching methods.
3. Preparation and transition to teaching using information technologies. Such a transition implies the transition of training courses to an information-computer state.
4. Preparation of software and methodological support for the educational process in a unified information volume.

2. Methods

Analysis of international trends in education, in particular in professional pedagogy, leads to a sharp increase in requirements for both professional and personal qualities of a teacher:

A) indicates the necessity of improving the quality of education and the professional competence of the teacher;

B) Teachers have to pose and solve many scientific and creative problems, which leads to an increase in the teacher's scientific and creative qualities. Thus, the future shows the need for the teacher to become a continuously creative person;

C) the increasingly complex upbringing requires a high level of intelligence and increasing spiritual and moral behavior from the teacher;

D) The 21st century demands that teachers consistently utilize advanced teaching and learning technologies and the writings of our ancestors. Pedagogical activity is inherently creative in nature.

It is known that the need for creativity arises only when a person faces a problem. Such is the nature of teaching activity. The main essence of pedagogical creativity is connected with the purpose and nature of pedagogical activity. Pedagogical activity is the process of solving countless pedagogical problems subordinate to the general goal of forming a person's personality, their worldview, beliefs, consciousness, and behavior. Creativity in the teacher's activity is expressed in the methods of solving these problems, in the ability to find ways to solve them.



3. Results

The source of pedagogical creativity is pedagogical experience. Pedagogical experience is very rich in problem situations. By advanced pedagogical experience, we mean the teacher's creative approach to their pedagogical task, the search for new, effective ways and means of educating and raising students. Advanced pedagogical experience is the form of work, methods, techniques, and tools used by the teacher. Through them, the highest results in educational work are achieved. When studying best pedagogical practices, attention should be paid to the following aspects:

- to which areas of the pedagogical cycle of disciplines the general theoretical research belongs:

- theory of upbringing, didactics, social pedagogy, etc.
- in the direction of individual topics;
- recommendations (or on the implementation of recommendations).

Based on the content and essence, advanced pedagogical experience can perform the following main functions.

- Scientific knowledge should be ahead of practical experience, that is, science creates innovation, but it has not yet fully reached educational practice. However, in essence, the dialectic of pedagogical theory and practice should complement each other and be based on the principle of the unity of theory and practice.

- The advancement of scientific knowledge over practical experience, theoretical research, and the solution of theoretical problems.

- Testing pedagogical concepts and best practices in various conditions based on the provided recommendations.

- Mass implementation of "reliable, scientifically based" experiments into educational practice.

Pedagogical experience is the sum of the knowledge and skills acquired by a teacher in the process of educational work. This is the teacher's pedagogical skill and technique, which is considered the initial factor in the development of pedagogical science.

System of accumulating pedagogical experience:

1. Set a goal (what will I learn).
2. Analysis, generalization, conclusion.
3. Identification of achievements.
4. Information gathering.

From our country's first steps on the path of independence, enormous creative work has been carried out in the education system to restore and further elevate our great spirituality, improve the national education system, strengthen its national foundation, and bring it to the level of world standards and skills based on harmonization with modern requirements. The Law "On Education" in the new edition is declared a priority area in the social development of the Republic of Uzbekistan and defines the following basic principles of state policy in the field of education:

- the humanistic, democratic nature of education and upbringing;
- continuity and consistency of education;
- compulsory general secondary, as well as secondary specialized, vocational education;
- secondary specialized, vocational education;
- voluntary choice of study in an academic lyceum or vocational college;
- the secular nature of the education system;



- accessibility of education within the framework of state educational standards;
- a unified and differentiated approach to the selection of educational programs;
- encouraging knowledge and talent;
- harmonization of state and public administration in the education system.

At the heart of these principles lies the main essence of the teacher's pedagogical activity, the implementation of which is entrusted to teachers. Since the teacher is the main responsible person for ensuring the quality of training highly qualified personnel, their pedagogical skills should also be formed at the level of modern requirements, in accordance with world standards. The tasks of the subject "Pedagogical Mastery" are defined by the requirements of the Law "On Education." Its tasks are:

- updates and reforms being carried out in the education system
- conducting in accordance with the principles of humanism and democracy;
- ensuring the enrichment of the content of education based on the prospects of the country's social and economic development, the needs of society, and modern achievements of science, culture, technology, and engineering;
- development and implementation of operational methods and techniques for the effective use of national customs and traditions, rich literary heritage in the development of the spiritual and moral worldview of future teachers;
- enrichment of the educational and upbringing process with regulatory documents, educational and methodological literature, material, technical, and informational base to ensure the priority, quality, and guarantees of sustainable development of the educational process at the level required by teachers in the future;
- raising the quality of the high level of professional training, qualifications, knowledge, cultural and spiritual-moral level of future teachers to the level that meets the requirements of the time;
- training future teachers to raise the prestige and social status of pedagogical activity by training highly qualified personnel.

In mastering pedagogical skills, acquiring theoretical and practical knowledge related to the profession, constant communication with the pedagogical team yields positive results. Consequently, in such an environment, there is an opportunity to exchange opinions, compare personal opinions with the views expressed by others, be convinced of their correctness and truthfulness, enrich existing knowledge, identify errors or shortcomings, and find ways to eliminate them. The great German pedagogue Adolf Dietzwerk, speaking about the teacher's constant engagement in studying subjects, said: "A teacher should regularly engage in science. Otherwise, it will become like a withered tree and stone. Just as a dried tree and stone cannot bear fruit, no results can be expected from such a teacher in the future."

4. Discussion

At a time when modern science and technology are developing rapidly, and the weight of modern information technologies is sharply increasing, it is important to improve the teacher's pedagogical skills. If previously a major discovery occurring in a particular field of science was considered a productive and barely believable event for almost fifteen years, now new discoveries are being made in science and technology every year, even monthly, and previously unknown new directions of knowledge are emerging. People's thirst for knowledge is growing tremendously. Therefore, today a teacher is required to know the innovations not only in their subject, but also in areas close to their subject. As we know, the spiritual wealth of a citizen of an advanced society,



especially a teacher, is assessed by their broad worldview, ability to think deeply, literacy, and richness in high human qualities. "All vices come from ignorance," said the Greek philosopher Socrates.

Therefore, we are all responsible for ensuring that the younger generation possesses high knowledge and intellect. This responsibility lies mainly with teachers. Indeed, the primary means of ensuring teachers' reputation is their level of upbringing. Firstly, a teacher must be spiritually healthy and capable of broad thinking, deeply knowing their national values, traditions, and the creative heritage of our nation's great figures. Consequently, they must have conducted research in their chosen field of specialization and science, be well-versed in the lives and works of scholars, and possess logical thinking. This plays an important role in the formation of a teacher's pedagogical skills.

In particular, providing deep knowledge to the younger generation, who are the great future of our state, based on our national traditions, customs, and values requires high ability and diligence from teachers. During the formation of the teaching profession, their pedagogical skills are constantly improved. He conducts educational activities with students with various psychological characteristics. Encounters various conflicts. This, in turn, compels them to constantly create, find and skillfully apply various means and methods of upbringing. To achieve the goal set as a result of upbringing, teachers work based on years of accumulated experience and skills. All the achievements and positive results of students in their theoretical and practical activities are the main means of demonstrating the teacher's pedagogical skills. A teacher must know the components of pedagogical mastery and utilize its limitless possibilities. The main components of the science of pedagogical mastery, presented below, can be further supplemented in the current era of global development, based on our national traditions and customs. The main components of the science of pedagogical mastery are:

- 1) Perfect mastery of speech skills and techniques.
- 2) Clear, impressive expression of thoughts and feelings in words.
- 3) Use of mimic and pantomimic movements appropriately.
- 4) Looking with a meaningful and open gaze.
- 5) Being able to control one's emotions in emotional, psychological, and accidental situations.
- 6) Managing the creative mood characteristic of the educator in various situations.
- 7) Recognition of sincerity in laughter and smiles.
- 8) Always maintain a positive and encouraging attitude towards students.
- 9) Speaking literate and pure literary language.
- 10) Ability to use precise gestures appropriately.
- 11) Ability to apply creative pedagogical abilities.
- 12) Access to high modern information technologies and the portal system.

5. Conclusion and recommendations.

The system of accumulating pedagogical experience is an important stage in improving the teacher's professional skills by testing theoretical knowledge in practice, planning, conducting, and analyzing the lesson process. This system serves to ensure quality in the training of pedagogical personnel, the introduction of innovative approaches, and the improvement of the quality of students' education.

Main results:

Students consolidated theoretical knowledge in practice;

Skills of working in real conditions of pedagogical activity were formed;



Lesson development, classroom management, and assessment methods were tested in practice;

Experience in working individually with students and solving problem situations was gained.

In conclusion, it can be said that the system of accumulating pedagogical experience plays a decisive role in the professional formation of future teachers. They develop practical skills based on theoretical knowledge and learn to effectively apply modern pedagogical technologies. Also, a reflexive (self-assessment) approach is developed by analyzing the problems that arose during the experiment and finding solutions to them. This contributes to their formation as competitive, responsible, and qualified teachers.

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