



Fundamentals of Pedagogical Skills

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Abstract: This article talks about the essence of pedagogical skills, the purpose, tasks, and achievements of applying innovative technologies to pedagogical processes. In addition to the above, valuable recommendations and opinions about ways to increase the effectiveness of the pedagogical process are highlighted.

Keywords: skill, pedagogical skill, components of pedagogical skill, pedagogical deontology, communicative competence of a pedagogue, types of pedagogical communication, pedagogical communication styles, pedagogical tact, conflict, pedagogical conflict, types of pedagogical conflict, ways to resolve pedagogical conflicts.

The concept of "pedagogical skill" began to be taught as an independent subject in HEIs based on scientific and pedagogical aspects in the 80s and 90s of the last century. When the subject of "Pedagogical Technology" began to be taught, the basics of "Pedagogical Skill" were incorporated into its content. In the system of retraining pedagogues and improving their qualifications, it is appropriate to familiarize students with the basics of pedagogical skills based on the "Innovative educational technologies and pedagogical competence" module. After all, it is necessary to introduce the structural elements of pedagogical skills by the listeners, assimilation of information about the pedagogical technique, speech culture, pedagogical deontology, communicative competence, pedagogical conflict, as well as the image of a modern pedagogue and the acquisition of the necessary skills based on this knowledge, to improve the quality of the pedagogical process organized in higher educational institutions, guarantees the effectiveness.

In the process of introducing students to pedagogical skills and its structural elements, the following tasks are solved in the module "Innovative educational technologies and pedagogical competence":

Arming listeners with theoretical knowledge of the components of pedagogical skills; develop in them the skills and competencies of rational organization of pedagogical activity, effective implementation of the pedagogical process; ensure that listeners have pedagogical and speech techniques; content of pedagogical deontology and pedagogical culture in them; to ensure sufficient mastery of pedagogical communication, pedagogical control (tact) and pedagogical influencing skills by listeners; formation of pedagogical culture qualities in them.

Before talking about the professional skills of pedagogues of higher education institutions, it is appropriate to get acquainted with the essence of the concepts of "skill" and "pedagogical skill".

Skill (a. "skill" - skill, mastery, dexterity) - performing a job or activity at a high level, without any difficulty, with great skill. Pedagogical skill is the ability and competence of the pedagogue to organize and manage the pedagogical process in an organizational, methodical, mental and subjective sense.

The skill of the teacher is directly visible in professional and pedagogical activity. Therefore, he should be able to deeply understand the general nature of the pedagogical process, be aware of the laws that gain priority in this process, and master the mechanisms of effective organization of pedagogical activity. Pedagogical skill of a pedagogue who is an active participant in the educational process is evidenced by his personality, work experience, civil status, position as a specialist, sufficient acquisition of pedagogical techniques by him, individuality of professional activity.

Pedagogical deontology is important in pedagogical activities. Pedagogical deontology (pedagogical obligation) is the requirement and moral guidance and instructions imposed by the society on the teacher's person, the fulfillment of pedagogical obligations by him.

In the organization of professional activity, a pedagogue must be able to fulfill the following obligations: perform specific work tasks, mainly mental work tasks; proper organization of interaction with students, their parents, colleagues; deep understanding of his personal attitude to his chosen profession, students and pedagogical team, and society. Among the pedagogical obligations, there is also a creative attitude to the organization of professional activities, self-demanding, striving to enrich professional knowledge and improve pedagogical skills, establishing a respectful and demanding relationship with students and their parents, mastering the skills of positive resolution of complex pedagogical conflicts. also takes place. 2. Communicative competence of the teacher. The communicative competence of the pedagogue is manifested in the process of communication with the student body, parents, colleagues and management. In this, the interaction of the pedagogue with the student body is especially important. The teacher strives to communicate with students and make it effective.

1. Pedagogical communication has the power of spiritual and psychological influence. Therefore, it is a great responsibility of the pedagogue to ensure that the communication process is positive during its organization. If the properly organized pedagogical communication causes fear, insecurity, attention, memory and work ability in the student, the violation of speech norms, on the contrary, the theoretically-pedagogically and practically correctly organized communication causes the opposite of the above situations. As a result, students' interest in reading and independent learning and thinking increases. Pedagogical communication is also considered a unique socio-psychological process. The following tasks are performed in this process:
2. 1) study (knowledge) of a person; 2) exchange of information; 3) organization of activities; 4) to be sympathetic
3. The ideas expressed by the student during the dialogue, his views create an opportunity for a closer study of the person. Getting to know the student's personality closely, being aware of his inner experiences, thoughts, feelings, hopes, goals and life aspirations ensures a methodical and psychologically correct organization of the pedagogical process. After all, in this process, pedagogy organizes activities taking into account the age, psychological and personal characteristics of the student. The exchange of information in the process of communication ensures the exchange of information about the progress of social processes and personal development of the student. Establishing cooperation between teachers and students creates conditions for effective exchange of information between them in any situation. In this process, the pedagogue becomes the closest adviser, guide and leader of the students. During communication, it is necessary to pay serious attention to ensure that students adequately assess their personality, "me", value and strive forward with life goals in front of them. In the process of communication, the task of information exchange is solved based on the following tools:
4. 4) speech; 2) paralinguistic (from Greek "pará" - "close", verbal and ideological information is transmitted together with non-verbal means in communication) and extralinguistic (from "exterior" - "outside", German "linguistic" - directly related to the social functions of the person speaking depending on the organization of speech - speech breaks, laughter, coughing, breathing, crying, seizures, etc.) systems; 3) organizational scope and time of communication; 4) communication organized with the help of eye gaze; 5) optical-kinetic system of signs (mimicry, pantomime, gestures - hand and foot movements).

5. Communication is also important in the organization of educational activities and educational activities based on the teacher's leadership or his guidance and instructions. At the same time, the function of organizing activities of communication is manifested. Until recently, the leadership of the pedagogue, his direct leadership was a priority factor in the organization of activities, but in modern conditions, the exchange of roles has taken the leading place. Now, in most cases, students themselves have the opportunity to independently organize educational and educational processes. However, this does not mean that the place and role of the pedagogue is absolutely not reflected in the period of organizing educational and educational work. In this process, the pedagogue appears as a leader, leader, consultant, expert, and directs students to organize pedagogical processes in a scientific-theoretical, organizational-methodical way. Another important task of pedagogical communication is the ability of pedagogues and students to empathize with each other (pedagogical empathy).

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