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THREE ASPECTS OF DETERMINING PEDAGOGICAL SKILLS (RESEARCH, EXPERIENCE AND RESULTS)

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ABSTRACT

The article deals with three aspects of determining the skills of a teacher - the personal characteristics of the teacher, his competence and upbringing, the level of knowledge of the subject he teaches. The topic was covered based on the results of experiments and research conducted at the Shahrisabz branch of Tashkent state pedagogical university

KEYWORDS: *Pedagogue, Skill, Competence, Education, Upbringing, Mental Labor, Cerebral Hemisphere, Stress, Mental Labor, Nerve Cells, Fatigue, Fatigue, Knowledge, Enlightenment ...*

Education is for us life or death, salvation or destruction, whether it is happiness or disaster...
Abdulla Avloni

INTRODUCTION

Human society has emerged that education and upbringing are one of the main issues that are causing controversy. Alisher Navoi, the Sultan of Poetry, wrote the following about schools and schoolchildren (teachers) in the eighteenth chapter of the first part of Mahbub ul-Qulub (mentioned by the people of Dabiristan):

"Maktabdor begunoh ma'sumlarg'a jafokor. Atfol azobig'a rog'ib va alar ta'dibig'a murtakib. Zoti bemadoro, dimog'i po'lod va ko'ngli xoro. G'azabdin qoshida chin, gunahsizlar bila oyini xashmu kin. Ko'pragida tab' g'ilzati va tama' illati padidor va aql qillatig'a giriftor. Ammo tavsani atfol ta'bini jafo bila rom qilg'uvchi, nohamvor sig'or tavrig'a siyosat bila andom

berguvchi. Agarchi xo‘ylari durushluqda namoyondur, ammo atfol nohamvorlig‘i islohig‘a irik suhondur” [Navoi, 1998: 22].

So, according to Navoi, the teacher (schoolboy) is a tormentor, a tormentor to young innocents. He was prone to torture babies and began to discipline them. He (the educator) is uncompromising, beandesha, angry and hard-hearted. His forehead is furious with rage, and his habit with the innocent (young children) is bitterness and enmity. Most were dark, greedy, and mentally retarded. But he is the one who subdues the taste of naughty and rebellious babies by harassing them, and the one who regulates the behavior of disorderly children (cows) with politics.

Therefore, the pedagogue (teacher) is a specialist who carries out educational work with students in secondary schools, academic lyceums and vocational colleges in various fields. Because a teacher influences the formation of members of society, his or her personal qualities are more important than his or her professional qualities. Because it shapes the image of society today and tomorrow. Therefore, it is not enough for a teacher to be professionally mature. His spiritual world must be saturated with the noble human qualities intended to be inculcated in the students.

Modern pedagogy notes that the teacher has such functions as practical, research, organizational, mediating, executive. Only a teacher who fully fulfills these tasks can influence the formation of today's young generation as harmoniously developed individuals. Decision-making of such features in teachers of the independence period is a factor in ensuring the development of the country [Encyclopedia, 2000: 79].

We continue with Navoi's description of teachers:

“Aning ishi odamdin kelmas, qaysi odamki, dev qila olmas, har qattig‘ kishini bir tifl muhofazati ojiz etar, ul bir surukka ilm va adab o‘rgatgay, anga ne yetar. Oncha borkim, ul qavmning idroku fahmi oz tushar, andoq kishiga yuz muncha mashaqqat ne bushar. Har taqdir bila atfolg‘a haqqi ko‘pdur, agar podshohliqqa yetsa va anga qulluq qilsa xo‘bdur. Shogird agar shayx ul-islom, agar qozidur, agar ustod andin rozidur – Tengri rozidur”[Navoi, 1998: 22].

As you can see, Navoi is pointing out how difficult the teaching profession is. Navoi deserves a description of the profession, saying that not only a strong and energetic man, but also a giant can not stand the hardships of a teacher who introduces black and white to a child who has not yet realized anything. Therefore, a teacher "has a great right to a child with any destiny, and it is good if he reigns and serves him." According to Navoi, a student needs the consent of the teacher no matter what career he or she pursues. The approval of the Master is the approval of God.

Navoi's conclusions on this subject are summarized in the following verse:

Haq yo‘lida kim senga bir harf o‘qutmish ranj ila,

Aylamak bo‘lmas ado oning haqin yuz ganj ila[Navoi, 1998: 22].

Although these definitions of Navoi are almost specific to primary education, they are common to educators at all levels. So, teachers are divided into categories that teach pedagogical subjects and other science teachers. The division into such categories is conditional, resulting in two different approaches to the organization of lessons. A teacher of pedagogy uses science topics as an example in the study of a method or technology, the purpose of which is to reveal the method

or technology being studied. Science teachers use pedagogical methods or technologies in explaining a topic of science, the purpose of which is to reveal information on that topic of science.

Today, the amount of knowledge and skills that a school teacher needs to know and be able to apply is increasing, as the information is updated hour by hour, not day by day. In any case, the teacher should not underestimate his potential in three areas. These are: knowledge of the subject being taught, pedagogical skills and hygienic standards of education. These three indicators are of equal value, and if the performance of any of them decreases, the quality of the course it forms will not be high.

Science is a human activity aimed at developing and systematizing objective knowledge about reality. This activity is accomplished through the collection of facts, their regular updating, systematization, and critical analysis. New knowledge is created based on the observation of nature, social phenomena, and the disclosure or generalization of their interrelationships, which allows for scientific prediction.

The sum of the results obtained by observing these hypotheses is recognized as a law of nature or society, which is proved on the basis of experiments.

Science is a system of knowledge about the world, one of the forms of social consciousness. It includes both the acquisition of new knowledge and the knowledge that forms the basis of the scientific landscape of the universe, the product of that activity; represents some area of human knowledge.

The immediate goal of science is to describe, explain, and predict the processes and events of that reality on the basis of discovering the laws of reality that are the subject of its study. The first buds of science emerged in connection with the emergence of human society. Early knowledge was of a practical nature [Encyclopedia, 2005: 274].

If we look at history, a lot of data has been gathered through observations, investigations, and experiments. In terms of the specificity of this information, they were closely related to each other and divided into groups. In the future, science emerged at the heart of these groups. As a result of the deepening of a particular science, the directions of that science emerged.

The level of knowledge of the educator means the knowledge of the specialist in the field of science, the ability to apply this knowledge in life and awareness of innovations in the field of science. This is assessed on the basis of his knowledge or level of knowledge. Knowledge is a very broad concept and has different interpretations.

Knowledge is the information that people generate about natural and social phenomena; the reflection of reality in human thinking. Such belief is knowledge if we believe in what is in our daily imagination and this belief does not contradict the events and phenomena (rules) we are accustomed to. In order for our knowledge of reality to rise to the level of knowledge, it must meet the following conditions: first, the relevance of that information to reality; second, to be sufficiently convincing; third, this information must be based on evidence. All three conditions together bring the available data to the level of knowledge. In the process of social development, man moves from ignorance to knowledge, from abstract knowledge to the formation of perfect and concrete knowledge. Man’s knowledge of the material world is relative, it is constantly

evolving. Knowledge is accumulated through daily experience, observation [Encyclopedia, 2000: 29].

Knowledge is the result of understanding that can be logically and evidence-based and tested empirically or practically. Knowledge is the evidence-based product of human thinking, according to modern epistemology. When we talk about knowledge, we mean in this process - the reflection of reality in the human mind. Science and its scientific methods play an important role in gaining knowledge about the structure of objects and phenomena, their interdependence.

The potential of the educator in the second direction is pedagogical skill. If a teacher does not have a deep knowledge of his subject as well as pedagogical skills, the level of mastery of teachers will not be high. The high pedagogical skills of the teacher are the basis for the organization of quality lessons.

Pedagogical skill is a feature that defines such personal (childhood, kindness, humanity, kindness, etc.) and professional (knowledge, intelligence, devotion, creativity, erudition, etc.) qualities of a teacher, which deepens his knowledge and comprehensive knowledge, pedagogical-psychological and methodological training, finding and applying in practice the optimal ways of teaching, educating and developing students. Thus, in order to acquire pedagogical skills, a teacher must know his subject in accordance with the requirements of the time, master the disciplines of pedagogy, psychology, methodology, and strive to incorporate humanity and devotion [Ochilov, 1996: 91].

Any forced activity has a negative effect on the body. This effect is caused by the nervous system. In particular, the teaching process itself is a mandatory activity. In order to maintain the health of students during the lesson and at the same time increase their mastery, the teacher should know the requirements of educational hygiene, classroom and classroom equipment. At the same time, it is necessary to have mastered such concepts as the physiological basis of teaching, the ability of students to work, the hygiene of the nervous system of the student.

In order to prevent the disruption of the functional activity of the student's body, it is necessary to properly regulate the alternation of mental and physical activity during the working day, week and quarters of the school year. When one type of activity is replaced by another, the running cells rest. The norm of the load that a teacher gives to a student is determined by his age, state of health, cognitive ability, type of nerve and teaching conditions. When a student is overworked, his brain gets tired, and the younger the child, the faster he gets tired.

Prolonged cessation of muscle movements during the lesson impairs the child's ability to work mentally. As a result, the child's attention is distracted and his muscles begin to relax. Kindergarten children fall asleep when they are tired. When Hadeb engages in the same type of mental activity, the child's interest decreases and he falls asleep. Excessive fatigue or exhaustion can lead to decreased appetite, headaches, lethargy, memory and attention deficits. When a person is severely tired, the functional state of the nervous system changes and braking occurs.

During the course, students are influenced by many external and internal factors. Deviation of any of these factors from the norm becomes a pathogenic factor and harms the health of the student. For example, the height of the desk does not correspond to the height of the student, the lighting in the classroom is below or above the norm (norm 175-350 lux), the temperature is low

or high, the air circulation and composition in the classroom is disturbed, the teacher deviates from hygienic norms.

All mental processes are closely related to the neural processes in the large hemispheres of the brain, because at the heart of each mental process are the neural processes: excitation, inhibition, distribution, concentration, dominance, and others. In addition, mental processes are formed on the basis of speech [Sodiqov, 1992: 82].

It is necessary for educators to create and practice all types of internal braking in the education of children and adolescents. It is important to keep in mind that the learning process will only be effective if the methods of comparison and contrast are used. Demonstrating colorful, shiny visual aids in the teaching process can create a dominant focus in the cerebral cortex by stimulating children to an exciting, delightful level, improving attention, and increasing the interest of the learning material. On the contrary, the same effect, the same conditions, the same tone of speech causes children to fall asleep, to lose interest.

Mental work is the result of the activity of cortical cells in the cerebral hemispheres. Therefore, when you work hard mentally, the nerve cells of the brain become exhausted, and the person becomes very tired.

Fatigue is the inhibition of brain cells. Fatigue is manifested by distraction, lethargy, drowsiness. If fatigue is not prevented, it leads to fatigue, in which the child has a headache, dizziness, decreased appetite, or the person becomes very impressionable, speaks in his sleep, wakes up, and so on. The lesson does not enter the brain well, the materials are not very memorable. Fatigue often occurs when the workload is increased, the schedule is disrupted, the child is less in the fresh air, and he does not eat properly.

Workability refers to the ability to do a job over a long period of time without compromising quality. Working ability varies from person to person and depends on age, health, strength, mood, work experience, exercise, team and family relationships, responsible approach to work, and many other factors. The ability to work varies from day to day, week to year, year to year. When the student wakes up from sleep, the ability to work is not so high, the body gradually begins to transition to a state of work. As the work progresses, it gradually increases, reaches a certain peak, then remains in this state, then subsides.

If a person works without getting enough rest on time, he will get very tired. It adversely affects the functions of the body, especially the central nervous system, resulting in deterioration of mood, increased sensitivity, insomnia, decreased interest in work, decreased ability to work.

The student's mental activity in the classroom is divided into 5 periods:

- ✓ Start-up period - lasts a few minutes in the classroom, the student adapts to the working conditions;
- ✓ optimal period of work - a period of stabilization of mental work;
- ✓ full compensation period - the first signs of fatigue begin to appear, but they are compensated by the willpower of the person and do not appear;
- ✓ Unstable compensation period - an increase in fatigue is characterized by a decrease in performance.

- ✓ period of progressive decline in labor activity - this period is characterized by a rapid increase in fatigue, a sharp decrease in labor productivity;

In order to ensure high productivity of mental work in the classroom, to prevent fatigue, it is necessary to carry out the following activities:

- ✓ visit and fill in the journal at the time of commencement of work;
- ✓ Explain the new material when the student has the optimal working ability;
- ✓ In the first half of the lesson, using active methods of teaching, the student explains without keeping his attention on one subject for a long time;
- ✓ change the method of teaching;
- ✓ Extensive use of visual aids, didactic and technical teaching aids in explaining the course material;
- ✓ Conducting physical minutes between lessons;
- ✓ high mood of the teacher when explaining new material, the teacher speaks in different tones [Aripova, 2010: 103].

In conclusion, the knowledge of the teacher means not only the knowledge he has acquired in his subject, but also the ability to convey this knowledge to the student, that is, his knowledge of pedagogical skills and the organization of lessons in accordance with the rules of hygiene is understood as a set of knowledge in the field of health care. Therefore, the disciplines of pedagogy and hygienic standards of education are taught in universities that train teachers.

In the process of preparing the article, we conducted an experiment to determine the knowledge of teachers of the Shahrisabz branch of Tashkent State Pedagogical University named after Nizami. 350 students participated in our experiment. The students commented on the 35 teachers who have been teaching them. The experiment (student response) was based on a questionnaire survey. In our questionnaire for teacher evaluation, the following four qualities of a teacher were highlighted:

1. Personal characteristics of the teacher.

2. Competence and education of the teacher.

3. The level of knowledge of the subject taught by the teacher.

4. Knowledge of educational hygiene.

The first quality is the personal characteristics of the educator. This teacher's voice timbre, temperament, majesty and so on ...

The second quality is the competence and upbringing of the teacher. The following were used to study these traits:

1. To what extent can the teacher organize lessons?

2. Teacher's pedagogical skills.

3. Level of audience management.

4. Fluency of speech (speech without parasitic words).

5. Justice during supervision.

6. Level of knowledge of ICT.

7. Graduality of speech.

8. The level of organization of lessons ...

The third characteristic is the level of knowledge of the subject taught by the educator himself. This quality of the teacher was determined on the basis of the following parameters:

1. The level of knowledge of the teacher of his subject.

2. The level of ability to apply knowledge in practice.

And finally, the teacher's knowledge of educational hygiene. This quality was determined by:

1. Sanitary condition of the classroom.

2. Suitability of equipment for student height.

3. Conduct the lesson in a high mood.

4. Ability to keep students from getting tired during class.

5. Features such as distraction skills when signs of fatigue appeared were reflected in the questionnaire.

Our experience based on this questionnaire, as we have noted, was organized within the framework of the activities of 35 professors and teachers. However, as part of the article, we divided them into three categories (associate professors, senior lecturers, and teachers).

The result is as follows:

Position	**Qualities**	**Excellent**	**Good**	**Medium**	**Unsatisfactory**
Associate professors	Personal characteristics of the teacher	59%	27%	9%	5%
	Teacher's competence and education	68%	18%	9%	5%
	The level of knowledge of the subject taught by the teacher	86%	9%	5%	0%
	Knowledge of educational hygiene	68%	27%	5%	0%
Senior teachers	Personal characteristics of the teacher	19%	49%	25%	7%
	Teacher's competence and education	10%	56%	32%	2%
	The level of knowledge of the subject taught by the	29%	51%	17%	3%

	teacher				
	Knowledge of educational hygiene	32%	54%	12%	2%
Teachers	Personal characteristics of the teacher	3%	53%	27%	17%
	Teacher's competence and education	10%	43%	24%	23%
	The level of knowledge of the subject taught by the teacher	13%	43%	20%	34%
	Knowledge of educational hygiene	33%	40%	14%	13%

The conclusion of our experience on associate professors is that 59% of students gave a grade of "5" to the personal characteristics of the teacher; 27 percent of students received a "4" grade; 9% of students received a grade of "3" and 5% of students received a grade of "2". It is obvious that the percentage of students who gave associate professors a grade of "5" in all four areas of the questionnaire was high.

Our summary of senior teachers is as follows:

19% of students rated the teacher's personal characteristics as "5"; 49 percent of students received a "4" grade; 25% of students received a grade of "3" and 7% of students received a grade of "2". As you can see, the percentage of students who gave senior teachers a "4" in all four areas of the questionnaire was high.

Our conclusion on teachers is as follows:

10% of students rated the teacher's personal characteristics as "5"; 53 percent of students received a "4" grade; 27% of students received a grade of "3" and 17% of students received a grade of "2". As it is known, the percentage of students who gave "4" marks to teachers in all four directions of the questionnaire was high, but we can see that the percentage of students who gave "3" and "2" marks was relatively high.

Also, during the experiment, we tried to clarify the average pedagogical experience of associate professors, senior lecturers and teachers and how many times they improved their skills. As a result, the indicators of the participating professors and teachers in this area are as follows:

Scientific position	**Average pedagogical experience**	**Pedagogical experience in higher education**	**Average training**
Associate Professors	20	16	5 times
Senior teacher	12	11	2 times
Teacher	3	2	Unqualified

The data in these tables show that the majority of those who are highly rated by students are professors and teachers with many years of teaching experience and academic titles. So, as a result of our research, it can be seen that a teacher with scientific potential has proven to be a quality teacher. He analyzes the material throughout the lesson, shapes it in his imagination, and digests it himself. The effectiveness of the lessons organized by such educators will be high.

Our observations also found that teachers with no academic degree had a relatively low level of analysis and synthesis of materials around the topic. They are accustomed to accepting material as it is in the scientific literature. The result casts a shadow over the full scope of the subject. Lessons organized by a teacher in this category may have some degree of shortcomings. This has a negative impact on lesson effectiveness.

Another important aspect of our experience is that teachers have the opportunity to learn about the achievements and shortcomings of university professors based on the assessment given by students, and to discuss this information individually with their participation.

So, the discussion based on the results of the experiment with the participation of professors and teachers gave good results. Participating professors understood and tried to work on what aspects of themselves they needed more.

This experience has proven to be a catalyst for professors to work on themselves. After all, there is no doubt that only experienced teachers will be able to develop experienced and talented teachers in the future.

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