

POSSIBILITIES OF TEACHER'S USING PEDAGOGICAL ARTISM

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ABSTRACT

The article describes the possibilities of the teacher's use of elements of pedagogical artistry, the educational policy pursued in the Republic of Uzbekistan, its prospects. A comparative analysis of the fact that the current education system in general secondary schools is not based on individualization and the activation of personal development mechanisms of students, their weak connection with their inner life, emotions, diverse needs and requirements, resulting in the manifestation of individual characteristics and creativity .

KEYWORDS: *School Education, Education System, Learning Process, Knowledge, Skills, Qualifications, Competence, Teacher, Student, Creativity, Pedagogical Artistry, Independent Work.*

INTRODUCTION

The work on the development of the education system in the country is based on the principle of “investment in the future”.

President of the Republic of Uzbekistan Sh. Mirziyoyev said in a critical video conference on January 28, 2022 on the development of school education, “... teachers’ teaching skills are insufficient. They can only teach students what they know little about. The reason is that teachers do not have an effective system of independent work and motivation. The teacher strives for more hours, not for quality lessons” [1]. This indicates the need for teachers to work on themselves on a regular basis.

The policy of the Republic of Uzbekistan, which is actively integrating into the world community, is aimed at forming a purposeful and responsible person who is able to successfully perform various life roles in a modern pluralistic changing world. This requires a subtle and precise adaptation of the education system to the current and future needs of the market, the formation of the ability to work productively and socially.

The development of education in our country is, in practice, a condition for the development of other sectors of the social sphere. Today, education determines the dynamics of qualitative development of society. It is a national reconciliation, one of the influential areas of social integration, a unifying, social factor capable of stopping criminogenicity in the youth environment, a process of spiritual purification of people.

In the context of the public nature of the teaching profession, the state and society are interested in training the future teacher and creating appropriate conditions for his full professional realization. It is no secret that the fate of each nation, and ultimately of world civilization, depends on the successful pedagogical activity of the teacher.

The professional activity of a teacher is one of the types of activities that are performed on a regular basis. Its uniqueness lies in the fact that it affects students, taking into account their age, individual and genetic characteristics, needs, interests, spiritual world, as well as the purposeful management of the cognitive process and personal development [2].

The set of pedagogical-psychological components of the activity could be considered the basis of professionalism decades ago. Today, different types of educational institutions need a teacher who can enter the teaching profession, who has a wide range of thinking, who works on the principle of humanism, which is interesting for the student in the educational process [3]. He must be able to choose ways of thinking and acting that will allow him to show understanding and tolerance towards other religions, cultures, and worldviews, and that will contribute to the preservation and development of human culture. In addition, he must be willing to cooperate with his students, to be a reference, unique, atypical person for them.

The modern educator must be able simultaneously express fragments of educational content in different forms: words, gestures, facial expressions, pantomime, etc. and what is going on in the human mind in a related way. The acquisition of these qualities, their application in educational practice is an example of art, which based on the creative individuality of the teacher, and this does not deny that he has mastered the pedagogical technique.

We know that science has three laws:

I. The actual development of a person and his success depends in many respects on his personal “emotional coefficient”.

II. Positive emotional power is one of the leading conditions for the rapid and successful assimilation of knowledge (only 16% of indifferent information and about 80% of emotionally influential information are recreated).

III. While the intensity of the teacher’s personal positive impact is large, the mental state of the learners in the classroom is also positively oriented [4].

All three laws show that no matter what paradigm a teacher works in, the ability to enrich the process of communication and interaction with learners with a variety of emotions is his most important professional quality, that is, every educator must possess such qualities as emotional expressiveness.

The ability of the teacher to express his actions, gestures, demeanor, facial expressions, fluency in the course of the lesson testifies to his high level of pedagogical artistry. This allows to express not only the personal characteristics of the teacher, but also his scope of thinking, the subject he teaches and his attitude to various social (spiritual, civic, artistic) values, his attitude to colleagues, students and other members of society, as well as his experiences in the current situation.

According to psychologists, the teacher should speak in such a way that each word evokes imagination in the students, and if the speech is over, then the eyes continue to speak. In this

situation, students are prevented from having limited understanding of the world, inability to feel and wonder, and the learning process is focused on enriching and developing the learner's intellectual field.

The current system of education in general secondary schools (explanatory-illustrative and reproductive methods of education) is not based on individualization and the implementation of mechanisms of personal development of students, weakly connected with their inner life, emotions, diverse needs and requirements, resulting in individual characteristics and creativity prevents it from appearing.

This paradigm of education is based on the presentation of ready knowledge, model-based, inductive logic (from private to general), mechanical memory, verbal narration of learning material and reproductive reproduction of information received from the teacher.

Researchers believe that if a student does not work independently on 80% of the information they hear in class, that information will be forgotten that day; 20% of the above information is stored in memory for a longer period depending on the level of relevance for the reader [5].

Today we need to apply modern methods and techniques to develop students' skills of independent, critical thinking, analytical and problem-solving tasks, setting new tasks independently, defining non-standard ways to solve them and creative use in practice. Only then can all participants in the pedagogical process, which consists in ensuring the growth of creative abilities and capabilities of each learner, define personal development as their central task. To do this, as noted above, every teacher working in general secondary schools must have mastered pedagogical artistry.

For example, when a teacher talks about the Pythagorean Theorem, he should be able to impress students with his childish story about the extraordinary theorem of the great Greek scientist Pythagoras, who "traveled in absentia to that time". In this way, the teacher delights the students with news on the topic, can arouse their interest in the topic and surprise them.

Methods and techniques of pedagogical influence chosen by the teacher should be systematic, consistent, coordinated, mutually coordinated; the personality of the student and the characteristics of the student community should also be appropriate to his or her creative individuality. It reflects the components of pedagogical artistry: freedom of behavior, naturalness, expediency and harmony, its assessment of the current situation and its relevance to the high level of education.

In the process of education, the development of student forces in a certain direction should play a key role, not a product that is presented to students in the form of knowledge of a particular skill or content. To do this, all conditions in schools must be adequately provided.

Therefore, the main task facing general secondary schools today is to form and develop in students an independent, creative, critical thinking that is adequate to the modern labor market and the laws of competition. A creative intellectual activity has a unique meaning in its entirety and includes:

- ❖ be able to independently apply knowledge, skills, competencies and competencies to an unexpected unusual situation;
 - ❖ create new problems in familiar situations, look for ways to solve them;
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- ❖ to be able to see what the object is capable of and all its functions, to understand the serious or non-serious proportions of its elements;
- ❖ be able to change certain methods of activity to new ones;
- ❖ alternative thinking, i.e., possible solutions to an existing problem, being able to identify different ways of solving it;
- ❖ to find a comprehensive solution to conflict situations, to find new ways and means of resolving them, etc.

The above indicates the need for a critical review of the existing practice of teacher training in pedagogy, the development of a modern concept of pedagogical education based on new requirements for education and best international practices, radical reform of the teaching system and the development of future teachers.

At the same time, the need for teachers who today have a wide range of emotional reactions, who perfectly master pedagogical artistry, who can creatively convey to students the richness of human values and culture, is stronger than ever.

It is well known that in any space and time, the teacher is faced with the task of competing with other sources of information that are rapidly spreading and becoming increasingly convenient for learners. In this struggle, the competitiveness of the teacher in many respects requires that students be able to engage in their subject, to solve specific problems and tasks of the subject, to correctly choose the content and environment of communication and approaches to the organization of pedagogical activity. Pedagogical communication with the teacher should be bright, colorful, encouraging free creativity and self-improvement for students.

According to E.R. Russkaya, “Adults, educators, and parents often lose focus not because they don’t have something to say, but because it’s not fun to listen to them. If you asked us today, “What was your favorite subject at school?” No matter what the name of the subject, there will be one similarity in our answers: this science was our favorite because we liked the teacher” [6]. Our observations, questionnaires, and interviews confirm E.R. Russkaya’s conclusion about the correlation between a favorite subject choice and a teacher’s attitude.

The aesthetic approach to the pedagogical process, which is denied by many educators, leads to the development of creative potential and the discovery of their individuality through emotion, is a unique opportunity to revitalize and inspire the pedagogical impact. It is it that must become a personal-professional quality that allows us to feel through intuition that it is a living language of communication, a language of creativity and reflection that leads to knowledge and education in today’s rapidly changing world.

The stage of “self-determination” of professional training, in which professional pedagogical orientation, the formation of knowledge, skills and abilities that help to solve pedagogical tasks, is the most optimal period for awakening their abilities, learning to combine imagery and logic in thinking and behavior [5]. If the favorable conditions for the development of the teacher’s creativity are purposefully created, then the elements of pedagogical artistry will be widely used.

The acquisition of the teaching profession and the development of creative individuality depend on a number of personal and professional qualities. These include descriptions that form the basis of pedagogical artistry: emotion, intuition, empathy, imagination, observation,

improvisational ability, and more. A teacher who has mastered pedagogical artistry freely realizes the unique features of his creative individuality in his work, and students' interest in the subject taught by the teacher increases.

In conclusion, a teacher does not become a creator by mastering new pedagogical and information technologies. To do this, he must master the ways and means of implementing pedagogical and information technologies, have a deep understanding of the elements of pedagogical artistry.

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