

MASTERY OF THE TEACHER-GARANT OF STABLE DEVELOPMENT

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ABSTRACT

This article discloses the content and essence of pedagogical skills. Particular attention is paid to the performance of the teacher, manifested in the level of student performance, his ability to teach everyone without exception to the student. The structure of pedagogical skills includes the main pedagogical skills: the ability to see the pedagogical problem, select, adapt and convey to students didactic material, based on a parity dialogue to organize creative training cooperation. Since "pedagogical skills" is a system, then it is important not to simply characterize the set of components, but to trace their relationships. Any system has a system-forming factor, that rod, a frame that permeates the entire system.

KEYWORDS: *Teacher, Pedagogical Skill, Criteria For Pedagogical Skills, Factors Of Pedagogical Skills.*

INTRODUCTION

Today, the teacher's professionalism is a leading factor determining the quality of training of specialists of any profile, therefore, the formation of pedagogical skills seems to be an essential pedagogical problem.

The teacher-master is the perfect sample of a high culture specialist, deeply knowing his item well acquainted with the relevant branches of science or art, practically understanding general psychology, perfectly owning the methodology for upbringing and learning. Pedagogical skills - a high level of mastering pedagogical activities, a complex of special knowledge, models and skills, professionally important personal qualities, allowing the teacher to effectively manage the educational and educational activities of students and implement a targeted pedagogical impact and interaction. [1]

The problem of the formation of teacher's pedagogical skills in our pedagogy is examined quite actively. Pedagogical skills is such a high level of professional-pedagogical activity, which achieves the unity of skills and skills to apply psychological and pedagogical theory in the practice and formed personal properties of the teacher, which cause the effectiveness of the pedagogical process. Pedagogical skills appears primarily in pedagogically expedient actions and actions of the teacher, in the deposit of the ability to an effective organization of educational and educational activities of students and the formation of pedagogical communication with all participants in the educational process, as well as in the skills and skills of self-improvement of their pedagogical abilities and other significant Vocational-pedagogical properties and qualities.

Such an understanding of the essence of pedagogical skill is of great importance. It allows you to comprehend pedagogical skill as a very complex work and personal phenomenon of the teacher, to disclose its internal structure in more detail and correctly schedule the ways of its effective formation.

But in modern education, the criteria for evaluating efficiency are generated and new requirements for the methods of building pedagogical activities are being developed. Pedagogical activity, as well as other spheres of human activity, in the early twentieth century changes undergoing. In these changes, modern researchers identify the following trends: teachers seek the self-analysis of activities, the process and results of their activities, the scientificness of pedagogical activity increases and at the same time there is a creative position of the teacher in professional activities. [2]

The identified trends were reflected in the new state standards of higher professional education: for bachelors who are awarded the teacher's qualifications, the following requirements are presented to the graduate: the scientific foundations of the organization of the educational process in the university, a pedagogical college; Must be able to solve the tasks corresponding to his qualifications; Must be able to apply progressive teaching methods, various forms of creative activity, methods of psychological and pedagogical research, processing and analysis of materials, methods for their design.

The purpose of the study: systematization of the theoretical and methodological material on pedagogical skill.

Research tasks:

- Theoretical analysis of the conceptual foundations of pedagogical skills;
- Empirical studies of the formation and development of pedagogical skills.

In this situation, the teacher seeking to work professionally, creatively needs to rethink its own activity with the aim of its improvement, to seek and discover effective paths and methods of pedagogical activity.

Research Hypothesis: The fundamental study of the foundations of pedagogical skills and the implementation of these knowledge in practical activities will contribute to the establishment of a master teacher.

The structure of pedagogical skills includes the main pedagogical skills: the ability to see the pedagogical problem, select, adapt and convey to students didactic material, based on a parity dialogue to organize creative training cooperation. Among the most important pedagogical skills include the ability to understand the inner position and the state of students and on this basis to individualize the educational process. The most important feature of the teacher-masters is the presence of a distinctive individual style, as a system of receptions and methods of educational work, adequately corresponding to the characteristics of the individuality of the subjects of educational activities. [3]

Mastery is a complex of personality properties, providing a high level of self-organization of professional activities. Such important properties include: the humanistic focus of the teacher's activities, its professional knowledge, pedagogical abilities, pedagogical technique.

Since "pedagogical skills" is a system, then it is important not to simply characterize the set of components, but to trace their relationships. Any system has a system-forming factor, that rod, a frame that permeates the entire system. This system-forming factor of pedagogical skills is the humanistic orientation of the teacher's personality. The basis of humanistic focus is the mechanism of cooperation, which is characterized by common interests equal to the forces, relationships of confidence and respect. [4]

From the point of view of humane pedagogy, the case of the teacher is not imposed on, but to understand the interests of the student, help him correctly, imprisonly to realize them and express themselves.

The pedagogical orientation of the personality of each multifacete teacher. Its components of value orientations are as follows:

- 1) On itself - self-assertion - to see in me a knowledgeable, demanding, real teacher;
- 2) On the means of pedagogical impact;
- 3) On students, student team;
- 4) On the purpose of pedagogical activity.

For the teacher, the leading focus on the target (humanistic orientation) is important in harmoniously adjusted other types of focus.

The central component of pedagogical skills is considered to be developed psychological and pedagogical thinking, due to creativity in pedagogical activities. Thinking Master of Pedagogical Labor is characterized by independence, flexibility and speed. It relies on the developed pedagogical observation and creative imagination, which are the most important foundation of the foresight, without which pedagogical art is impossible.

The main thing in pedagogical skills is recognized by creativity. Most often, creativity is manifested in abilities with maximum efficiency, each time in a new way and reasonably apply various methods and forms of education and training, professional knowledge and personal qualities in the educational process. At the same time, it is also expressed in the creation of pedagogical ideas, methods of educational activities, and in the ability to solve non-type tasks. As a rule, skill is associated with extensive experience of the employee, perfectly mastered his profession.

The teacher-professional is able to see the pedagogical task, to independently formulate it, analyze the situation and find the most effective means of solutions.

The teacher is not only a profession, the essence of which to transfer knowledge is a high mission of the creation of a person, the statement of a person in man. In this regard, a set of socially and professionally conditioned teacher's qualities can be distinguished: high civil liability and social activity; Love for children, the need and ability to give them your heart; spiritual culture, desire and ability to work with others; readiness to create new values and making creative solutions; need for constant self-education; Physical and mental health, professional performance. [5]

However, the teacher is much higher than the artist, should affect its audience, to promote the formation of the worldview of its wards, give them a scientific picture of the world, awaken the

feeling of the beautiful, sense of decency and justice, make competent and make yourself believe in their words . At the same time, unlike the actor, it is forced to work in the feedback mode: he is constantly asked a variety of questions, including insidious, and they all require exhaustive and convincing answers. This teacher, the teacher with a capital letter is a person whoifies the formative of other personalities (ideally - together with the family). For this, he needs not only attention and respect from his students, from the whole society

Theoretical analysis of literature on the problem of pedagogical skill showed the multiplicity and heterogeneity of approaches to understanding the essence of pedagogical skills, the presence of the problem of its formation and development.

The teacher-master can be brought into the educational process all that new, which is accumulated in theory and practice, taking into account the specifics of specific pedagogical circumstances. A developed pedagogical self-consciousness contributes to the acquisition of its own individual style of work.

Consequently, the foundations of pedagogical skills can be formed by each teacher. And they will serve as the basis, which will give the opportunity to rise to the level of pedagogical skills.

Therefore, this teacher must be in a constant creative method of optimization of both professional and personal potential. Only the teacher-Creator, taking care of the cardinal transformations in education, mastering the highest pedagogical skill - artistry, reaching heights in his pedagogical activities. Summarizing the above, it can be concluded that with the transition to new educational standards, special attention is paid to the development of the creative potential of the teacher, which has modern thinking, knowledge of information technology and personal culture. It is such a specialist who can ensure the introduction of innovative technologies in the educational and educational process of a preschool educational institution.

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