



PECULIARITIES OF FORMATION OF TEACHER'S PEDAGOGICAL SKILLS AND PEDAGOGICAL TECHNIQUES

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Abstract

The article discusses the importance of the teacher's work in education, pedagogical skills, the role of the use of new interactive and non-traditional pedagogical technologies, pedagogical techniques and responsibilities of the modern teacher. It also includes issues such as the teacher's personal qualities, professional qualities, the study of mental characteristics, the ability of the student to work with the teacher, research and focus on achieving learning goals as a result of determining whether the acquired knowledge is personally interesting and necessary for the student. . In this regard, it was emphasized that the main issue is the correct interpretation of the content of the concept of pedagogical skills of the teacher and the expediency of their work based on the essence of the content.

Keywords: Global cooperation, interactive and non-traditional pedagogical technologies, innovation or interactivity, communication technologies, personal qualities of the teacher, professional skills, modern information, pedagogical techniques, duties, responsibilities.

**"A bad teacher just tells the truth, and a good teacher teaches him to find it."
A.F.Disterveg - German pedagogue [1]**

INTRODUCTION

Today, the fulfillment of the tasks set by the state in the field of education depends in many respects on the teacher. Based on the Law of the Republic of Uzbekistan "On Education", the National Training Program and the demands of society, today teachers have a number of responsibilities. Article 5 of the Law on Education states that "persons with relevant education, professional training and high moral qualities have the right to engage in pedagogical activities"[2].

The nation, which is not indifferent to its future, sees its bright and prosperous days in the future of its young generation, pays special attention to education.

To increase the efficiency of the education system:

- First, the definition and introduction of professional directions based on the prospects of regional development;
- second, the professional orientation of educational institutions was designed;
- third, the material and technical base of education has been strengthened;
- fourth, educational institutions are provided with highly qualified teachers and pedagogical engineers;



- Fifth, the effective use of state budget and sponsorship funds in the activities of educational institutions;
- Sixth, labor supply and demand have been coordinated to ensure continuity between educational institutions and the labor market.

The ongoing socio-economic changes and innovations in the country serve as a solid foundation for the fate of our students and their bright future. In this regard, on the basis of the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030" defining priorities for the systemic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high moral qualities, modernization of higher education, development of social and economic sectors based on advanced educational technologies special attention is paid to the issues[3].

As the President said: "We are facing an urgent issue, such as providing educators with modern knowledge, improving their knowledge and skills. In my opinion, this is the main problem in mastering the education system. We demand that the teacher give our children modern knowledge. But in order to impart modern knowledge, first of all, the coach must have such knowledge. Two important indicators of the ongoing reforms in the higher education system - quality and efficiency, are inextricably linked to the potential and professionalism of teachers. His demand (prossio-gram) is growing day by day [3].

The role of the teacher in the upbringing of a fully mature, perfect person, which is required by our society, is invaluable. Teaching is an honorable but very complex profession. Mastering pedagogical theory alone is not enough to be a good teacher. In this regard, the great thinker Bedil's statement that "if the architect does not lay the first brick correctly, the wall will remain crooked even if it reaches the stars" is also of great importance in human education[5].

"If you think a year in advance - plant rice, if you think five - six years ago - plant a tree. If you think for the rest of your life, teach, educate, guide people to the profession," he said.

The nation, which is not indifferent to its future, sees its bright and prosperous days in the future of its young generation, pays special attention to education. It seems that in order to talk about a teacher, we have to refer to a number of words, phrases, sentences, glossaries. In this regard: Education, upbringing, skills, attitudes, manners, pedagogical techniques and others. If we do not fully understand the essence of their content, we will not be able to fully explain the importance of these phrases in the work of the teacher, so we must dwell on each of them separately. This requires the teacher to have extensive knowledge, thorough practical training, high pedagogical skills and creativity, management skills. So what is pedagogical skill?

II. MATERIALS AND METHODS:

Pedagogical skills - are the organization of all forms of the pedagogical process in the most convenient and effective way, directing them towards the goals of personal development, the formation of a broad outlook and abilities in students, as well as arousal of activity necessary for society. Sources



analyzed on teaching skills include “pedagogical skills” - “pedagogical ability of a teacher-educator”, “culture of teacher behavior and speech” [5], “pedagogical decency, etiquette and ethics”[6] “attitude to different pedagogical situations”[7], “own -self-education and scientific-creative work on oneself”. Thus, pedagogical skill is characterized by professionalism, personal, general cultural, special qualities of the teacher, as well as his professionalism and kindness. "A teacher," says al-Farabi, "must have a clear mind, a beautiful speech, and be able to fully and clearly express what he wants to say to the students[7].

" He continued, “The role of a teacher and a leader is like the role of a wise head of state, so a teacher must remember everything he has heard and seen, have intelligence, beautiful speech, and be able to fully and clearly express his thoughts to young people.

At the same time, he must respect his dignity and be fair. Only then will he have a high level of humanity and reach the peak of happiness.

“Pedagogical skill -is not an innate talent or a hereditary trait, but a product of research and creative work. At the heart of this multifaceted pedagogical activity lies creative work [6]. Therefore, pedagogical skills are not a standard method for all teachers, that is, they are formed and developed in the process of each teacher's own work, creative work. it is necessary to enrich its activities with advanced experience. The pedagogical skills of the teacher are most evident in the classroom. Because teaching is, by its content and essence, the main work of a teacher in an educational institution. Therefore, it should be scientific, ideological and popular, connected with life and the level of preparation of students[15].

From the above it can be said that pedagogical mastery is the highest achievement in all aspects of educational work, creatively using the experience of the teacher in the study of science. Nasriddin Tusi, in his book On Teacher Education, writes: “The teacher conducts debates, he must be able to prove it to an irrefutable degree, he must believe in the correctness of his ideas, and his speech must be absolutely pure, and his sentences must be logically expressed. A teacher’s speech can never and nowhere be poisonous, rude, or harsh.

The teacher's inability to behave during the lesson can ruin the work, ”he said. Therefore, in the educational process, the teacher must use pedagogical skills wisely, use management mechanisms. The term “management” is generally understood to mean an active influence on the system of a controlled object or subject to achieve a specific goal.

Today, several areas can be distinguished in terms of the meaning of management. According to the first direction, the meaning of management is activity. For example, Henri Fayol, one of the founders of the theory of management at the time, who conducted scientific research on the management process, described management as: - visionary; - organizer of activities; - perceiving the organization; - coordinator of activities; - a powerful weapon that controls the execution of decisions and orders[7]. Management in the second direction is considered to be the influence of one system on another, the influence of one person on another person or group. S.N. Tidor describes the meaning of management [10] - coordination of the object in the direction of the target; - influence on the object to achieve the goal;



- vertical coordination of influence on the organization of the system in the direction of achieving the goal³.ent as follows:

M.Sharifkhodjaev explains that "Management is a choice that requires a high level of art and skill, the process of decision-making on the basis of this choice and control over its implementation"[12]. Henri Fayol in the early twentieth century distinguished five functions of management: planning, organizing, commanding, coordinating, controlling [9].

Today, it is important to fulfill the requirements of our state and society to educators. Teachers are responsible for solving the development of the republic. There are a number of requirements for a teacher, such as mastering his profession, developing the ability to lead a team of students. Where does the management of the pedagogical process begin?

Planning of the educational process in educational institutions is determined by the organization, decision-making on the learning situation, the achievement of a guaranteed result, control, coordination of professional activities.

This means that the teacher needs to constantly improve their skills, research on themselves, work diligently. For this purpose, the management system is deeply taught at the Institute of retraining and advanced training of teachers. The use of management skills is also important in improving pedagogical skills. There are current issues in education management:

In this case, the pedagogical activity must meet the following conditions:

- be able to influence the upbringing and students;
- demanding;
- take responsibility;
- to have a reputation;
- justify the trust of the teaching staff;
- correct understanding of student activities;
- be able to observe, evaluate and, if necessary, criticize the results of education.

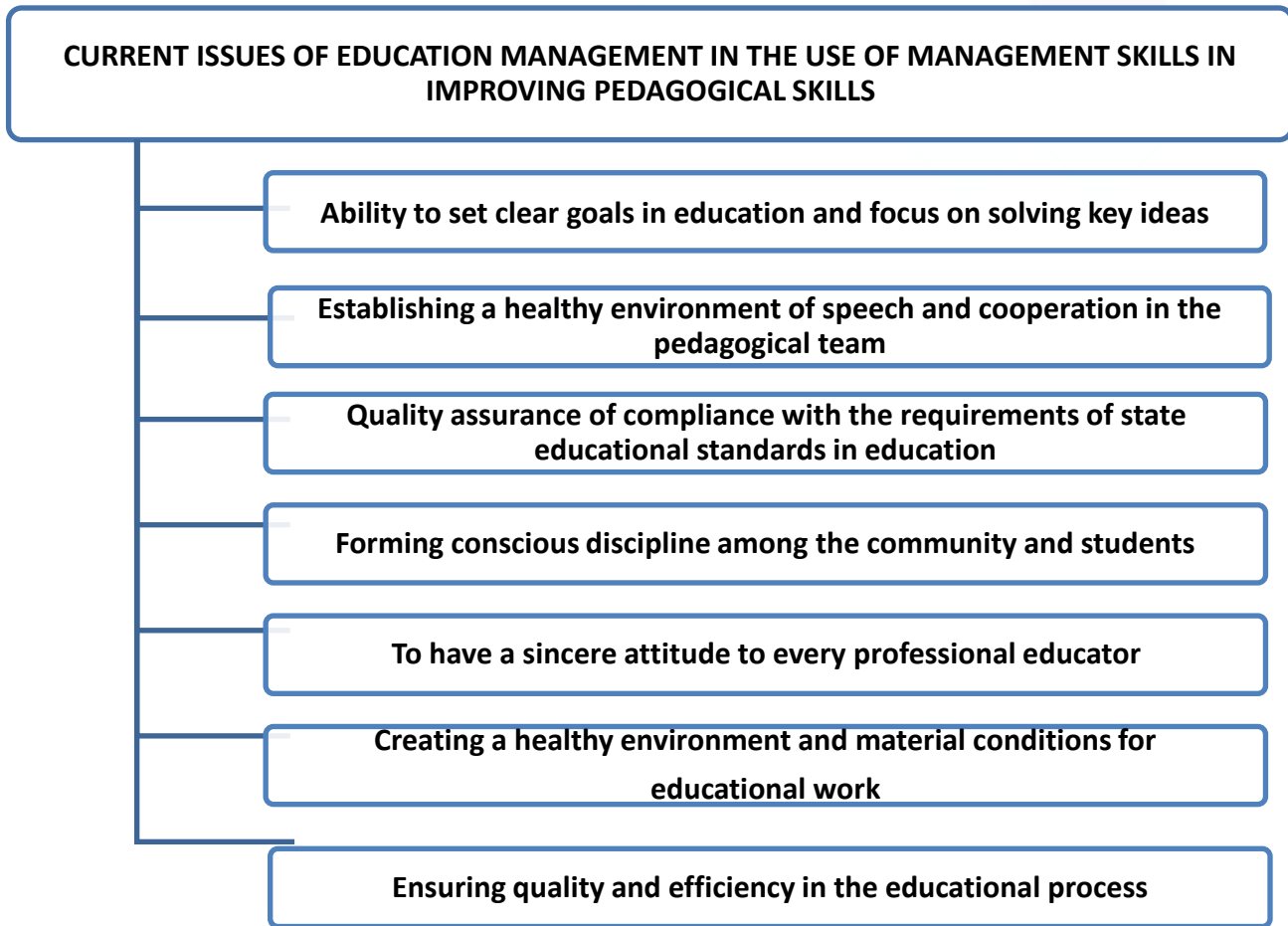


Figure 1. Current issues of education management in the use of management skills in improving pedagogical skills [5]

These ideas, especially in the teachers of higher education institutions, are desired by all leaders, students and parents who hope to give their children to these schools as qualified personnel, perfect people, our future foundation and pride. For this reason, teachers are required to have pedagogical skills in their areas of specialization and specialization. This, in turn, consists of a set of general pedagogical skills that a teacher needs in both academic and extracurricular activities.

RESULTS AND DISCUSSION

Thus, a teacher's pedagogical technique is a set of skills that allows a teacher to convey his thoughts and heart to students through what they see and hear. The same skills of the educator in dealing directly with children are reflected in his behavior. Pedagogical technique is a similar set of teachers' skills that helps to effectively influence the best creative behavior of the teacher, in other words, the pupils in any pedagogical situation..



A.S Makarenko appreciates pedagogical technique with the idea that "the educator must know how to organize, walk, joke, be cheerful, angry, he must behave in such a way that his every action is educated."

Therefore, mastering pedagogical techniques can and should lead to an increase in the level of satisfaction of teachers with their professional activities. Advanced pedagogical techniques allow the teacher to interact with students, to find the necessary words, speech, tone, gestures, quick and clear, to maintain composure and the ability to think clearly and analyze in the most acute and unexpected pedagogical situations.

If the teacher's speech is low, poor and chaotic, if for some reason he gives free rein to his feelings, if he is aesthetically conscious, then both the "most appropriate" words and the most "necessary" actions affect neither the intellect nor the feelings of the pupils. does.

Teachers working in the higher education system are simultaneously - teachers-coaches-educators. One of the most important tasks is to start teaching, if it requires professional skills in the field. Especially when it comes to teaching and educating the younger generation in the process of implementing the system of continuing education, this extremely complex and multifaceted task can be carried out only by qualified teaching staff.

In the field of education, the adoption of modern information and computer technologies, the Internet, modern methods of digital and wide-format telecommunications, such advanced achievements that determine the current level of development, not only in schools, lyceums and colleges, universities, but in every family. We need to understand that [10].

The study of the mental characteristics of the student shows that the acquired knowledge must be personally interesting and necessary for the student, otherwise they will undoubtedly be rejected. If this situation is expressed figuratively, knowledge becomes subjective in individual thinking, while individual imagination and personal thoughts have an objective significance, knowledge is acquired as a result of conflict of views, debates, interaction, which organizes the learning process in the traditional way. requires important forms of communication (debate, interaction).

The teacher should create conditions in the lesson so that the object, which was initially neutral for the student, unexpectedly acquires a subjective character. As a result, the student collaborates with the teacher, searches, and the teacher achieves the learning objectives. Person-centered technology of education differs from traditional learning technologies in that the main purpose of training is to organize the process of thinking, knowledge, skills, abilities are formed as a product of student activity. The power of the process of thinking is higher than the power of knowledge, it manifests itself as an element of personal self-development. As a result of creative research, this process itself is very important, it inspires students and teachers to creative joy, innovation, independent research and creative activity. encourages the organization.

Since the quality and effectiveness of education and upbringing depends on many factors, it is impossible to give a single and powerful advice or guidance in this regard. It should be borne in mind that there are specific and appropriate criteria for the use of modern pedagogical or information and communication technologies. Even those who raise the banner of non-traditionalism, innovation, or



interactivity should not deny the thousand (perhaps, million) years of tradition and experience of teaching, the vast pool of experience accumulated.

The multiplicity of methodological methods, and especially their combination, demonstrates the creative initiative and pedagogical skills of teachers. A creative educator discovers new styles, changes known styles, and achieves better educational results.

One day, on the shores of the lake, a hungry man came across a wise man who was fishing and said to him, "I am hungry, help me!" The sage replied, "I can give you fish, you will be satisfied quickly, and after a while you will be just as hungry again, and you will ask me for help again. I can give you a hook, but it may break someday, and you will have to contact me again. Better yet, I'll teach you how to make a hook, it's long and hard, but then you won't need my help. Choose your path... »[1]

The conclusion to be drawn from the above narration is that a good teacher should teach a student to "make a hook" and a smart student should learn it. The faster and more robustly students learn to "make a hook," the more they will be able to "hunt" without needing anyone. New interactive and non-traditional pedagogical technologies are very useful in the implementation of such tasks.

At the same time, it is important not to stop the activities of modern teachers, as well as to constantly monitor their knowledge. Because the assessment of teachers' knowledge, professional development and improvement of pedagogical techniques, pedagogical skills is aimed at monitoring the modern education system.

Resolution of the President of the Republic of Uzbekistan dated June 5, 2018 No PP-3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country" the issue of forming a modern system of assessment of skills was considered.

In this regard, the powers of the State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of Uzbekistan in the field of educational process, teaching staff, implementation of state policy on quality control of training and retraining are defined. the task of systematic analysis was noted as one of the priorities. Clearly, it is necessary to develop a system for assessing the pedagogical and professional skills of teachers in improving the quality of education and the formation of international rankings of higher education institutions, taking into account existing best international practices in this area, and ensuring flexibility of these criteria.

Based on these priorities, our institute has conducted experimental work on the development of a diagnostic system of professional competence of teachers of higher education institutions. The purpose of this experiment is to develop a diagnostic system of pedagogical skills (competence) and pedagogical techniques and competencies of higher education institutions in accordance with the qualification requirements in the field of education.



Criteria and diagnostic map for the assessment of pedagogical skills and pedagogical techniques of teaching staff of higher education institutions[16]

Figure 2. Criteria and diagnostic map for the assessment of pedagogical skills and pedagogical techniques

Criteria	Indicators	Integral diagnostic technologies
Informational	Knowledge of normative and legal documents of the teacher in the field of management and activity, social activity	Tests, essays, project work, assessment assignments, trainings
	Independent search, analysis, selection and fielding of information on pedagogical and managerial activities	Assessment assignments, expert assessment based on open lesson analysis, synergistic analysis
	Use of AK and PT in solving management and professional pedagogical tasks	Expert assessment based on tests, creative assignments, analysis of open lessons, trainings
	Development of industry-oriented foreign language skills	Communicative methods, authentic analysis
Analytical	Decision-making based on a systematic analysis of pedagogical and managerial tasks	Situational assignments, interviews, case analysis, decision tree
	Professional development, managerial skills	Reflexive technologies, trainings, SWOT analysis, project work presentation, acmeogram
	Self-personal and professional development, educational and methodological activity	Analysis based on the results of scientific work,

It is known that scientific research in the pedagogical direction is based on its organizational and methodological basis. In this process, the diagnosis of the level of development of the professional competence of teachers is carried out on the example of indicators of educational activity and mastery of students by teachers of higher education institutions. In doing so, we evaluated it using the NIPP - (needs study, input, process, and end result analysis) model based on a modification of the American researcher Stafflbima (Stufflebeam) model [12].

- the first stage - the analysis of the expected results and needs of students in the educational process on the basis of online surveys;

- In the second stage - online - the results of tests were studied. In accordance with these criteria, a diagnostic map of the level of development of professional and pedagogical skills of teachers in higher education institutions was developed. This diagnostic map reflects the requirements for the level of professional pedagogical skills of teachers, which serves not only to reflect the diagnostic indicators, but also to determine the level of effectiveness of future activities. The results of such analysis are evaluated on the basis of levels of integral development.

They are: Evaluated on a 100-point scale at the lower, basic, productive, and creative levels.

In this regard, in the process of diagnosing the professional pedagogical skills of teachers of higher education institutions, special attention was paid to the following aspects:

1. In assessing the professional pedagogical skills and techniques of teachers, analytical conclusions were formed not only on the level indicators based on the evaluation criteria, but also taking into account the analysis of previous diagnostic results.

2. Along with determining the level of development of professional pedagogical skills in the diagnostic



process, the art of leadership in this area and the individual-professional development opportunities and trajectory of the teacher were identified.

3. The study of the level of development of professional pedagogical skills of teachers and pedagogical staff also served to determine their independent self-assessment, the formation of a personal-reflexive approach, the motivation for professional self-development.

4. Based on the assessment of the professional skills of teachers and educators, the need to develop modern strategies for the implementation of modern mechanisms for its development, as well as the development of its own strategy based on the corporate goals of integrated monitoring.

Currently, modern teachers have the following requirements (shown in Figure 3):

Figure 2. Requirements for modern teachers [14]

REQUIREMENTS FOR MODERN TEACHERS:	
1	A teacher is, first and foremost, a responsible educator, an experienced speaker, and a promoter of culture and enlightenment.
2	The teacher should be able to love students by nature, to connect their love and feelings with the inner world of students at any time, to earn their love and respect.
3	The teacher must have a deep understanding of the changes taking place in the social life of society, the essence of the ongoing socio-economic reforms and be able to provide students with accurate and reliable information in this regard, making an objective assessment.
4	The modern teacher is required to be aware of the latest developments in science, technology and information and communication technologies.
5	The teacher must have a deep and thorough knowledge of their specialty, master the integration of all disciplines, while conducting continuous research on themselves.
6	The teacher must have a thorough knowledge of the basics of pedagogy and psychology, organize educational activities, taking into account the age and psychological characteristics of students
7	The teacher should be able to effectively use the most effective modern forms, methods and tools of education and training in professional pedagogical activity
8	A teacher is a creative person, an initiator of educational activities and a person responsible for the future of the younger generation
9	In the process of professional activity, the teacher must have a high level of pedagogical skills, communicative ability, in-depth mastery of the rules of pedagogical techniques (speech, facial, limb and body movements, facial expressions, pantomime, tact)
10	The teacher must have a culture of speech, his speech should reflect the following features: free from various dialects and expressed only in literary language; the teacher's speech should be simple, fluent, and understandable
11	The culture of the teacher's dress is unique, that is, simple, neat, well-groomed, does not use various ornaments (gold, silver jewelry) that quickly attract the attention of the student in the educational process, season, age, body structure, facial expressions, and even, it is required to dress according to hair color and style
12	The teacher is the main organizer of the class community in the educational institution and the most active participant in the ongoing reforms in the field of education



CONCLUSION

Thus, the experimental work aimed at improving the professional pedagogical skills and pedagogical techniques of teachers and educators was carried out in accordance with a specific program and plan, to achieve the set goal and achieve the expected results.

Today, first of all, a teacher must be spiritually sound and broad-minded, have a deep knowledge of their national values, traditions and the creative heritage of the great figures of our nation. Therefore, he must be well versed in the life and work of scientists who have conducted research in his chosen field of specialization and science, and have a logical mind..

This plays an important role in the formation of a teacher's pedagogical skills. In particular, imparting in-depth knowledge to the younger generation, which is the great future of our state on the basis of our national traditions, customs and values, requires high skills and diligence from teachers.

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