

THE ROLE OF PEDAGOGICAL SKILLS IN IMPROVING THE EDUCATIONAL PROCESS

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Annotation

This article is about the importance of pedagogical skills in the organization and improvement of the educational process of the teacher. The article also reflects the requirements of today's teacher.

Introduction

There are serious requirements for the morale, intellectual potential and professionalism of teachers in our country. In this regard, the first President of our country IAKarimov said: "We are facing an urgent problem, such as educating educators themselves, raising their knowledge ... In order for teachers and educators to provide our children with modern knowledge, first of all, the coach himself he must have that knowledge. " From these points of view, it is not difficult to understand the importance of the requirements for the personality of today's teacher.

An educator who educates the younger generation is a person with deep pedagogical, psychological and professional knowledge and high quality. Therefore, a modern teacher should have the following qualities. He has a thorough knowledge of his specialty, regular work on himself, knowledge of educational pedagogy and psychology, the basics of physiology, the organization of activities in the classroom, taking into account the age and psychological characteristics of children Teachers must know how to effectively use effective forms, methods and tools in the educational process. He must have a high level of pedagogical skills, including communication skills, deep knowledge of pedagogical techniques, speech, facial, arm, leg and body movements, facial expressions, gestures, pantomime. the educator must be able to observe children, correctly analyze the causes of their behavior, and use the means to influence them. It is necessary to use new pedagogical

technologies, to have a culture of speech, and to reflect the following characteristics in order to inform the younger generation of the necessary knowledge, skills and abilities.

- ☐ Accuracy of speech
- ☐ Willpower of speech
- ☐ Purity of speech (it is free from various dialects and words, expressed only in literary language, slang (words specific to a particular profession or field), barbarism (speech in the language of a particular nation, the language of other nations) (improper use of words), vulgarism (words used in swearing) and clericalism (speaking in a formal speech in inappropriate situations) and the teacher's speech is simple and fluent. and should be understandable.
- ☐ Fluency of speech
- ☐ Richness of speech (ability to use wise words, proverbs, quotations in the process of speaking).

In order to fulfill the task assigned to him, today's teacher must be able to arouse children's interest in the activity, to attract their attention and increase their activity, to be able to realistically assess the behavior of children. Be able to prepare the necessary material for each activity in advance, to connect the new knowledge with the acquired knowledge. The knowledge, skills and competencies that children need to acquire should be appropriate to their age. He should be able to determine the mental and physical condition of the children and take it into account in the educational work he does with the children.

The educator will also have to hold regular conversations with parents, hold meetings, and acquaint them with the content and methods of work on educating children. He should be kind to children and create a comfortable emotional environment for each child, be able to comfort the child when he is upset, be able to share his joys and sorrows, be kind, considerate, firm, patient with a small group of children -be tolerant, gentle, a little humorous, confident in the child's ability to power.

Pedagogical skills play an important role in the work of today's teachers. He selects from life the real factors of human behavior, which correspond to the tasks of pedagogically

purposeful organization of children's lives, and uses them as methods of pedagogical influence in educational work.

The methodology of pedagogical influence consists of a system of tools that serve to organize the socially useful activities of children in a pedagogically appropriate way. These tasks are focused on the individual, stimulate children's behavior, turn difficult and complex tasks into a source of joy, creative pleasure, the personal interests of each child.

The main methods of pedagogical influence are persuasion, demand, perspective, encouragement and punishment, public opinion.

The result of interaction is persuasion. It is divided into real and fake. Confidence consists of 3 components: 1. Knowledge; 2. Emotion; 3. Behavior. It is accomplished through understanding - experience - acceptance.

Forms of persuasion can be defined as the age characteristics of school-age children: conversation, storytelling, proof, demonstration, personal example.

Pedagogical demand is one of the most widely used methods in the educational process, which is reflected in the personal relationship between the teacher and the student.

It is important to distinguish between the requirement of a method of pedagogical influence and a single pedagogical requirement as a method of team building. If the uniform pedagogical requirements provide the content of stimulating socially useful activities of children, ways to achieve unity of actions of teachers and children in team building, the requirement consists of norms of behavior and activity, ways of implementation in children's behavior and work.

Incentives and punishments are the most traditional method of education, which provides correction of the behavior of the pupils, that is, additional incentives for useful actions and the cessation of inappropriate behavior of the pupils. expands or restricts their rights, duties, and uses them to influence them morally.

Incentives and punishments are unique and should be used with extreme caution.

Great success in education cannot be achieved without perfect mastery and skillful use of pedagogical methods of influence.

In the theory of social psyche and in pedagogical practice, interaction in the exchange of ideas takes place in two ways: persuasion and influence. The Russian educator K.D. Ushinsky said, "The most important way to educate a person is to convince him, and a person's faith can be influenced only by persuasion."

Trust is the result of interaction. There are two types of trust: real and fake. True faith meets the requirements of real life, which makes a person valuable and dignified. Childhood should be treated with great respect. False beliefs are based on negative experiences and opinions of oneself and others. Educators work hard to change false beliefs in children. Confidence is a powerful force that binds people together. To do this, one must trust and be devoted to others. Honesty, justice, pure conscience, purity, words and deeds are the criteria of trust.

In man, trust consists of three components: knowledge - emotion - behavior. Confidence is based on the following formula: understanding - experiences - acceptance - performance (experience and experience of others).

Persuasion creates or changes new perspectives and relationships.

Forms of persuasion include: discussion, debate, conversation, narration, and example.

Persuasion must meet the following pedagogical requirements in order to be most effective in collaborative interactions.

- the content and form of persuasion should be appropriate to the child's level of development;
- take into account the individual characteristics of children in persuasion;

The effect of persuasion on the interaction is that:

- The strength of the interaction depends on the reputation of the persuasive and the content of the event;
- In persuasion, the intellectual and emotional state of the believer must correspond to the state of the believer. For example, when a child is overwhelmed with excitement, when negative emotions dominate, it is ineffective to influence him by pointing out his behavioral flaws.

Analyzing the essence of pedagogical skills, being aware of it and applying it in practice depends on the knowledge, experience and creativity of the teacher. This means that pedagogical skills have a special place in the pedagogical activity of a teacher today.

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