
TECHNOLOGY FOR TAKING INTO ACCOUNT THE WILLFUL QUALITIES OF SHAPING THE CONTENT OF TEXTBOOKS

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Annotation:

The educational institution talked about the content and nature of the technology of taking into account its willful qualities in shaping the content of the textbooks.

Ka'lit words: literature, literature, textbooks, qualities, willful qualities, pedagogy, tactics.

The technology of taking into account the willful qualities of a modern teacher in shaping the content of textbooks requires a special approach to his complexity and serenity at a time when the pedagogical and psychological appearance of a modern teacher is harmonized with socio-economic relationships. Just as several appearances of an individual are analyzed in society, several appearances of a teacher are analyzed. These are teachers, teachers, parents, members of pedagogical society, members of the pedagogical community, and hakazo.

Regardless of which leadership position a person serves in, he directs the work of the public by using pedagogical tactics and styles as a teacher for others, based on his psychological state.

(Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. The leader's achievements reflect his leadership tactics and skills. *But the shortcomings he made in a state he did not realize were due to his individual characteristics. The main reason for this can be seen in the lack of pedagogical skills as a leader and the lack of understanding of the psychological state of employees or the lack of skills in management psychology.*

(Galatians 5:22, 23) Jehovah's Witnesses would be pleased to discuss these answers with you. The appearance of pedagogy is reflected in each behavior, whether it is in a relationship with a single employee or with a team. If the level of understanding of the assignment or task assigned by the supervisor is reflected in the teacher's pedagogical tactics or approaches, the control of the employee's activities is part of his or her management style.

1. Problematic situation:

The work style of the new employee does not satisfy the leader. Rahab recommended that she get acquainted with several publications that helped her question the culture of communication.

(a) What was the disadvantage of a new employee?

(b) Explain the appearance of a leader in this situation.

(c) Give examples of a leader's pedagogical appearance—its positive and positive aspects.—Life, artistic images.

Purpose:

- ✓ Identification of knowledge, skills and skills about the appearance of "pedagogy" in the activities of the supervisor;

- ✓ Formation of vocational knowledge, skills and skills of a teacher in solving the learning problem through the use of modern pedagogical technologies and problematic teaching technologies in improving the quality of education;
- ✓ innovative characteristics of mastering and integrating knowledge; teaching to work on creative, acmeological and reflexive characteristics;
- ✓ development of harmony of research, logical thinking, creative activity, mental perfection.

Work in a Guru/ Presentation

2. Mental attack: In what ways does this method, or problematic teaching technology, prevail over traditional teaching technology?

Purpose: to restore and improve students' professional knowledge skills and skills, relying on the basis of previous knowledge. Developing knowledge and skills about problematic teaching technology by strengthening the ability to use the "mental disorder" method (answers will be obtained)

- Pedagogical personality. . . . (father/ mother/ child/member of society)

The problem is: "A person knows that his children are growing year after year and going to perfection, and he does not know that his parents are sinking year after year and disappearing. Learn From Jesse ' Example of Cana. Khoshimov. "Bits in the Notebook")

Purpose: To identify a teacher's skills and skills as a "person" in his second appearance and to develop the skills to use these characteristics as examples and examples in teaching

To analyze this situation, O. We use Khoshimov's story "Laylak."

"The mother coming behind stared at the chinor, which was illuminated, and the hive that was darkening the king of chinor.

- What's this?,-s my son has stopped.

- Laylak moon, layer.

The mother did not hear well. He walks three or four steps and stops again. Inside something like a basket, something looks gray. Repentance...

- What's my son?,-s eyes piered again.

The boy stopped on the couch. Angry has come. He hurriedly said: "I have a thousand jobs! As the man grew old?,-, he was crushed.

Based on the above situation, we identify the following problematic situations.

1. Are we interested in the "little" world of our own children (our students, members of the community)?
2. Does their problem make us think?
3. Do we know the spirituality and pedagogical situation of young people (students, members of the congregation)?
4. Why do children (students, members of the congregation) not understand our inner world (adults, teachers, leaders)?
5. Why do you think a leader needs pedagogical and psychological knowledge?
6. What abilities do you think these knowledge is important in shaping in your current hierarchy?

We draw attention to the methodology for studying the willful qualities of the following person:

1. I usually speak when I attend a meeting
2. I'm a little jealous of those who "take it out of your mouth and stick it in your mouth"
3. I rarely ask someone for help
4. I'm not in pain (my soul is sweet)
5. Menda optimistikdan ko'ra pessimistic ko'proq
6. I quickly concentrate when necessary
7. I have no specific purpose in life
8. I consider myself a 'heavy caravan'
9. I must be more bold
10. I can't even stand for a short time without my own loved ones
11. Despite difficulties, I can finish the prescribed work
12. My lifestyle is active
13. Music, noises can easily distract my attention
14. As I get to work, I think of it from thread to needle
15. Often I become a leader in itself
16. Once I hear the rejection, it's hard for me to ask again
17. I can't stand at all without work
18. I'm not a focused jam person
19. I know what I need
20. It will be very difficult for me to take the first step.
21. I don't like to rely
22. I feel uncomfortable if I have to go out on a journey alone
23. If I can't handle something from the first attempt, I'll try again and again
24. I often feel my forces will leave
25. It's not hard for me to concentrate
26. I'm not afraid of remote goals
27. I rarely stay late for study, meeting, work
28. I loved answering classes when I was in school
29. I make decisions quickly
30. I like learning something myself without someone else's help
31. I may not go to work or study if I know it's not supervised
32. I can't be called an initiator
33. I like doing everything fast
34. I put my teeth on my teeth and patiently overcome the unpleasant obstacles
35. I can work for a long time without exhausting
36. When I get to work, I work with my whole body
37. I start with the most important things of my work by distributing the work that I do according to the importance
38. I'm a jizzaki man
39. I may be called a little more lightweight
40. I am an influencer

41. I can restrain my anger
42. I am a responsible person
43. In general, I can be said to be a patient person
44. I take home commitments seriously
45. I like the way I handle everything myself
46. I can also do a necessity but not interesting work for a long time
47. It's hard for me to hide my mood from those around me
48. I strive to achieve my goals rigidly

Results analysis: Each "Yes" and "No" answers to the key are evaluated by a score of 1.

1. **Responsibility** "yes" answers 11, 14, 27, 53, 72, 74;
"No" answers 61, 69;
2. **Initiative** "yes" answers 1, 15, 28, 41, 48, 60;
"No" answers 8, 20, 33, 62;
3. **Daring** "yes" answers 29, 63;
"no" answers 2, 9, 21, 34, 49, 54;
4. **Independence** yes answers 3, 30, 75;
"no" answers 10, 22, 35, 42, 70;
5. **Maturity** "yes" answers 55, 64, 71, 73, 76;
"no" answers 4, 36, 43, 68, 77;
6. **Rigidity** "yes" answers 23, 31, 50;
"no" answers 16, 37, 44, 56;
7. **Zealous** "yes" answers 12, 17, 32, 38, 57, 65;
"No" answers 5, 24, 45, 51;
8. **Attentional** "yes" answers 6, 25, 39, 66;
"No" answers 13, 18, 46, 58;
9. **Targeted** "yes" answers 19, 26, 47, 52, 59, 67, 78;
"No" answers 7, 40;

In conclusion, the authors should take into account the harmonization of socio-economic relationships with the pedagogical and psychological appearance of a modern teacher in the process of taking into account the willful qualities of the content of textbooks in shaping pedagogical psychological aspects.

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