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# The Concept of the Teacher's Pedagogical Technique

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**Abstract:** The article considers pedagogical technique as the most important tool of a teacher, the possession of which carries out effective interaction with students in various pedagogical situations. Mastery of technology most fully reveals the moral and aesthetic positions of the teacher, reflecting the level of general and professional culture, as well as the potential of his personality.

**Keywords:** pedagogical technique, verbal communication, nonverbal communication, poses, gestures, voice, articulation, breathing, rhythmic sand tempo, intonation, pause, pantomimic and mimic.

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Modern pedagogical science notes that the role of pedagogical technique in the system of pedagogical skill is invaluable. Because he serves as a programmer in explaining to the teacher how to master his body - facial expressions, pantomime, control his emotions, hobbies, abilities, speech techniques and their application in educational activities, in the process of extracurricular work. Thus, pedagogical technique is a combination of such professional and personal competencies that serve as the main factor in establishing the pedagogical activity of a teacher, influencing pupils, organizing and managing them.

What is meant by teacher pedagogy?

What qualifications does the pedagogical technique of a teacher consist of?

What role does he play in the organization, implementation and educational impact of the educator on educational work?

Observation of the experience of the work of advanced teachers and innovators, the study of the activities of schools of excellence indicates that the full mastery of pedagogical technology, the formation of skills in it contribute to increasing the effectiveness of education and upbringing, improving the upbringing of students and, on this basis, moving up the ladder of pedagogical excellence.

It is recognized that in the system of culture of pedagogical activity of a teacher, the role of the components of pedagogical mastery of pedagogical technology, pedagogical etiquette, and the culture of pedagogical communication is great. L.I. Ruvinsky, noting the special importance of pedagogical technique in the system of pedagogical skill of a teacher, writes:

“The pedagogical technique of a teacher is such a set of skills that allows the teacher, through what pupils see and hear, to convey their thoughts and soul to them”

N.N. And Tarasevich, discussing pedagogical technique in his treatise "Pedagogical technique as an element", says: "mastery is a pedagogical technique, consisting of a set of methods, emotions, mental states that explain the internal and external manifestations of the teacher's activity."

Indeed, observations of the activities of teachers who perform pedagogical tasks at a high level show that pedagogical techniques play an important role in organizing the cognitive activity of students and the educational impact on them. Because he teaches the teacher the

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ability to control emotions (emotions), master passions, abilities, speech techniques and apply them in educational activities, in the process of work.

Thus, pedagogical technique is a set of certain professional and personal competencies that act as the leading factor of influence in the process of pedagogical activity of a teacher, organization and management of educational work.

Scientists studying and implementing the theory of pedagogical excellence believe that pedagogical technical qualifications are divided into two groups:

The first group of qualifications consists of the teacher's ability to master the technique of speech, mimic and pantomimic expressions, manage their emotions and mood, acting and directing skills.

The second group of qualifications of pedagogical methods consists of professionally related qualifications, which include Gnostic qualifications, design qualifications, constructive ones (the ability to organize the creative work of a team, professionally related qualifications in the upbringing, training of pupils

A teacher, who loves the children's team, feels it, works according to his vocation, must have both a whole range of personality traits that ensure a high level of self-organization of professional activity, and constantly improve the art of education and training. He must possess pedagogical skills, since only skill can provide effective results of the teacher's work.

The foundation for the development of a teacher's professional skills, which gives him depth, solidity, meaningfulness of actions, is professional knowledge, pedagogical technique. The means of pedagogical technique are verbal and non-verbal communications. Communication is one of the most important mechanisms that allow a person to navigate in his environment. It is impossible to imagine the life of a modern person without communication.

Verbal communication is the sound language we are accustomed to, that is, communication through speech.

Non-verbal communication - such means of communication as facial expressions, gestures, postures, touches, intonations, changes in the circumstances of communication - that is, those that are carried out without the use of words. These are tactile, visual, auditory, olfactory and other sensations and images received from another person. No matter how paradoxical it may seem, words convey only 7% of information.

The use of non-verbal communication techniques in the classroom contributes not only to a deeper understanding of the educational material, to activating the attention of students, but also contributes to the development of the child's communicative abilities, as a result of which he becomes more capable of interpersonal contacts and opens up more opportunities for personal development. It is widely known that during the first twelve seconds of communication when meeting, non-verbal signals account for approximately 92% of the total amount of information received.

Among the means of non-verbal communication, the following main components can be distinguished: intonation (monotonous-monotonous, changeable-mobile); diction (clear, unintelligible); speech rate (slow, moderate, fast); the timbre of the singing voice (clear, voluminous, beautiful, deaf, flat); speech timbre (euphonious, deaf, sonorous); facial expressions (static, mobile, expressive); eye contact (observed, not observed); gesticulation (moderate, restrained, excessive); - postures (relaxed, constrained, free); appearance (aesthetic, not aesthetic).

Consider the main components of non-verbal communication.

Spatial structure of communication. Let us dwell in more detail on the norms of approaching a person to a person, described by E. Hall

- intimate distance (from 0 to 45 cm) - communication of very close people;
- personal distance (from 45 to 120 cm) - partnerships between people of the same social status (colleagues, students among themselves);
- social distance (from 120 to 400 cm) - formal communication (director and teacher, head teacher and young specialist);
- Public distance (from 400 to 750 cm) - when speaking in front of a large audience.
- The relationship of interlocutors:
  - position face to face, opposite each other - indicates a tense and aggravated relationship;
  - The position "the interlocutors sit side by side" - indicates cooperation, friendship.

Mimic. Facial expressions play a special role in the transmission of information. The face is the main source of information about the psychological state of a person, since mimic expressions are controlled consciously many times better than the body. It is a well-known fact that up to 10-15% of information is lost when the teacher's face is fixed.

There are six basic emotional states - joy, anger, fear, surprise, disgust and sadness. In the mimic expression of these states, all facial muscle movements are coordinated. The main load is on the eyebrows, the area around the eyes and the look itself. Psychologists note that the direction of gaze in the process of communication depends on individual differences, the content of communication and on the previous development of these relationships. When a person forms a thought, he most often looks to the side, when the thought is ready - at the interlocutor.

Visual contact indicates a disposition to communicate. You noticed that the students are looking at you attentively - an indicator of interest in the lesson, a good attitude towards you and what you say and do. And vice versa. With the help of the eyes, the most accurate signals about the state of a person are transmitted, since the expansion and contraction of the pupils are not amenable to conscious control.

For example: the student is interested, in high spirits, his pupils expand four times. On the contrary, an angry, gloomy mood causes the pupils to constrict.

Pose. - "Closed" (a person tries to close the front of the body and take up as little space as possible in space) - means distrust, disagreement, opposition, criticism.

- "Open" (standing - arms open with palms up; sitting - arms outstretched, legs extended) - trust, consent, goodwill, psychological comfort.

Gestures. An important element of non-verbal communication are gestures, such as farewells, greetings, attracting attention, as well as affirmative, negative, gestures of trust, confusion.

With the intensification of experiences, the number of gestures increases, and general fussiness arises.

Voice. Such characteristics of the voice as timbre, pitch, loudness, accents create an image of a person, as well as a teacher and his emotional state:

- ✓ High voice - enthusiasm. Joy.
- ✓ A soft, muffled voice - grief, sadness, fatigue.
- ✓ Slow speech - depression, grief or arrogance.

✓ Fast speech – agitation, anxiety, experiencing personal problems

Tactile influences. These include handshakes, pats, touches, kisses, etc. More than other non-verbal means, they serve as an indicator of role relations. It is difficult to imagine the communication between the teacher and students only with the help of words. Gesture, facial expressions, look, posture sometimes make a stronger impression than words. The American psychologist F. Selzhe believed that during a conversation, the significance of words is only 7%, intonation - 38%, and gestures and facial expressions - 55%.

The problem of non-verbal communication has been considered in psychology since recent times. H. Mikkin, I.N. Gorelov, A. Pease, and others. It is also relevant for the modern school and is part of pedagogical communication. An analysis of the literature shows that non-verbal behavior:

- enhances the emotional richness of what was said;
- is an indicator of role relations;
- creates an image of a teacher and a student;
- Maintains an optimal psychological climate in the classroom.

Components of pedagogical technology. The extreme variety of pedagogical situations requires creative behavior from the educator. Pedagogical technique is the same set of skills and abilities of the teacher, which is aimed at the best creative behavior of the teacher, in other words, at the effective taste of the pupil in any pedagogical situation. Developed pedagogical technique helps the teacher to express himself deeper and brighter in pedagogical activity, to bring into his personality all the good, professionally significant, when he deals with children. Perfect pedagogical technique frees up the teacher's time and energy for creative work, allows him, in the process of pedagogical interaction, not to be distracted by searching for the right words in communication with children or explaining the tone of an unsuccessfully delivered speech. A teacher who has mastered pedagogical technique will not suffer from the fact that his voice is choking or he is not able to forget some of his experiences that are not related to work. Consequently, the mastery of pedagogical techniques can and should lead to an increase in the level of teacher satisfaction with their professional activities. A holistic consideration of the qualifications of pedagogical technique is needed.

So, what are the common features of these qualifications that ensure their unity?

The first important feature is the direct interaction of the educator with the pupils. The same applies to the manifestation of the qualification of pedagogical techniques, to some extent due to the situational tact arising as a result of an internal cause that suddenly arose. Developed pedagogical technique allows the teacher to quickly and accurately find the right word, tone of speech, look, gesture when communicating with students, to remain calm and able to think clearly, analyze in the most acute and unexpected pedagogical situations. At the same time, all the skills of the teacher in the field of pedagogical techniques are simultaneously manifested in the real pedagogical impact. Speech occurs with the help of gestures, facial expressions, movements, continuous self-control allows you to choose effective means of influence, successfully carry out correction

The second important feature of the qualifications of pedagogical methods is that they all have a pronounced individual-personal form, that is, the content based on the individual mental and physiological characteristics of the teacher.

The close relationship between the qualifications of pedagogical techniques and the individual personal characteristics of the teacher is manifested not only in the fact that these

qualifications are in an individual form, but also in how their formation affects the pedagogical personality. As already mentioned, the qualification of pedagogical techniques is manifested to a certain extent in the behavior of the teacher, depending on the situation. In this sense, the acquisition of skills and abilities can be considered as one of the means of organizing the purposeful behavior of a teacher in the pedagogical aspect. The formation of pedagogical techniques has a developing influence on the less noticeable qualities of the individual. Working to make speech expressive, clean, competent, affects the fluency of thinking. Mastering the techniques of self-regulation of technical activity leads to the development of emotionality and calmness, which is a sign of the verb.

The third important feature of pedagogical technique is that through the skills of pedagogical influence, the spiritual and aesthetic point of view of the teacher is more fully revealed to the students. The main ways of mastering pedagogical techniques are classes with a teacher (study of pedagogical techniques) and independent work (professional self-education).

Given the fact that the skills of pedagogical techniques are individual, we can say that professional self-education, that is, activities aimed at developing the student's personal qualities and professional skills of a qualified teacher, plays a leading role in the assimilation and improvement of pedagogical techniques.

Mastering pedagogical techniques also plays an important role in this movement towards a professional ideal. From an organizational and methodological point of view, pedagogical technical classes can be conducted individually or in groups. For example, the necessary knowledge can be obtained at lectures or by independent reading of the relevant literature. Some simple activities related to automation (correct articulation, background breathing techniques, relaxation techniques, etc.) can be demonstrated sequentially. The development of relevant skills requires individual work, first under the supervision and guidance of a teacher, and then independently. In all cases, before the start of individual and group classes, an individual program for mastering pedagogical techniques should be developed. To create such a program, first of all, it is necessary to determine the initial level of formation of pedagogical technical skills. These can be, for example, the natural regulation of breathing and sound, correct pronunciation, expressive speech, mimic and potamimic clarity, and so on.

The presence of such skills significantly contributes to the formation of pedagogical technical skills.

In all cases, some work needs to be done to incorporate these skills into the relevant competencies. Depending on the initial level of formation of the skills of pedagogical technique, the individual program for its development includes exercises or a full set of exercises aimed at developing the missing skills. Listening to and understanding the teacher's speech by students is associated with a complex process of listening. Depending on which muscle is involved, there are 4 different types of breathing:

1. External breathing - it is weak, shallow, carried out by the muscles that raise and lower the shoulders, the upper part of the chest, in which only the upper part of the lungs is involved.
2. Thoracic breathing - is performed by the intercostal muscles, which change the transverse volume of the chest. The diaphragm is less mobile and the exhalation is not as deep.
3. Diaphragmatic breathing - occurs due to a longitudinal change in the volume of the chest, with a slight contraction of the respiratory muscles between the ribs.
4. Diaphragmatic - costal breathing, which is a contraction of the intercostal and abdominal muscles due to a change in the volume of the chest in the longitudinal and transverse

directions due to the contraction of the diaphragm. This type of breathing is considered the most suitable for speech breathing, and it is taken as the basis for speech breathing.

The sequence of normal physiological breathing: inhale, exhale and pause. However, with sound breathing, the exhalation is longer than the breath, and its sequence is different. During exhalation, a speech sound is emitted. Therefore, it is necessary to organize, develop and improve speech breathing.

Sound. The sound apparatus consists of 3 sections: generator, power and resonator. Sound accumulation is observed in the vocal cords, cracks and when the oral cavity is closed, which ensures its tuning to tones and noises.

The resonator system is the throat, larynx and oral cavity, which provide the statics and dynamics of speech.

Entry to the energy system - an external respiratory mechanism that provides the speed and amount of air flow supplied to the phonation organs to produce sound.

Sound is produced when the air we breathe passes through the larynx, where the vocal cords join and separate. Flexibility, mobility of sound. Height variation, high low.

The pitch of a sound is the level of its melody.

The range is the volume. Its limit is determined by the highest and lowest tone. If the range narrows, the sound becomes monotonous.

Timbre is color, brightness, softness, one-year-oldness, individuality of sound.

Speech technique. One of the most important skills of a teacher of pedagogical technology is his speech technique (rate of speech, diction (the ability of sound to make high, medium, low) speech timbre.

Speech as a powerful means of influencing people on each other can convince, call for work, victory, push away from the bad path, please or annoy, and even kill. The thoughts of beautiful, literate, expressive teachers will quickly reach the minds of students and give them great opportunities to master the educational material, students will eagerly wait for the lessons of such teachers.

By sound range, we mean the loudness of a sound. Its boundary is determined by whether it is tall or short, and whether the speaker is fast or slow. Reducing the diapauses results in a low pitched sound. Talking in low tones relaxes and suppresses perception.

Timbre is the clarity and beauty of sound. When the teacher uses the range of sound, associating it with the timbre, his statements come out beautiful, clear, gentle, attractive and attract the audience, as a result, the educational material is well perceived by students.

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