
Concept of Pedagogical Skills

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Аннотация: In this article we are talking about pedagogical skill - a set of pedagogical qualities of a person and about ensuring the effective organization of professional pedagogical activity by a teacher, which is aimed at achieving the pinnacle of pedagogical skill.

Keywords: professional excellence, pedagogical theory, pedagogical excellence, social, reproductive, adaptability, local, modeling, knowledge, culture of knowledge.

If we consider the program of professional skill of a teacher in practice, then in the first place will be its integral quality - pedagogical skill. Despite the fact that there are many definitions of pedagogical excellence, some aspects of excellence are definitely expressed in them.

Mastery is a high and constantly evolving art of teaching and learning. A teacher is a master of his craft, a deep knowledge of his subject, a good acquaintance with the relevant areas of science and art, a good understanding of general and youthful psychology in practice, a comprehensive knowledge of teaching and upbringing methods, a highly cultured person, a specialist.

In pedagogical theory, there are two different understandings of teacher skill. The first is connected with the understanding of pedagogical work, and the second is that the personality of the teacher plays a key role in education.

Чтобы приобрести навык, необходимо знать и уметь многое. Необходимо знать принципы и законы воспитания и его основоположников. Для того чтобы использовать эффективные технологии в образовательном процессе и его организаторами, необходимо очень хорошо уметь правильно их выбирать, диагностировать, предвидеть и проектировать процесс заданного уровня и качества для каждого конкретного случая. «Настоящим мастером я стал только тогда, когда мог сказать «иди сюда» 15-20 разными способами, а свою внешность и голос смог дать 20 способами», — говорит великий педагог А.С. Макаренко.

Pedagogical skill is a set of pedagogical qualities of a person, which ensures the effective organization of professional pedagogical activity by the teacher independently, which means that the teacher achieves the highest level of activity skill.

But skill is a special power. It is not possible to be a Master at a higher or lower level. Mastery may or may not be achieved. A real master is beautiful only when he works.

Pedagogical mastery is achieved with certain personal qualities of the teacher.

Pedagogical mastery is the development of a high level of pedagogical activity, the mastery of pedagogical techniques, as well as the personality of the teacher, his experience, civil and professional status.

"Pedagogical excellence" as a category has its own scientific basis. In the works of different researchers, the use of different concepts to describe the same phenomenon has different meanings and aspects of content.

The basics of pedagogical skills include: professional pedagogical knowledge, orientation to humanism, pedagogical technique, experience of professional pedagogical activity, personality of the teacher.

To the stages of skills formation:

reproductive (primary),

includes creativity, creativity and innovation.

The levels of pedagogical skill are a continuation of the level of work of the teacher:

reproductive (extremely low);

flexible (low);

local (limited) - modeling (moderately satisfactory).

The components of pedagogical excellence reflect professional activity in terms of the skills necessary to perform professional tasks.

There are the following qualification groups that form the components of pedagogical skills:

design;

construction;

organization;

communication;

cognition and reflexivity.

The Petersburg school of researchers-teachers describes pedagogy as a special state of a person, that is, pedagogy, which is a special area of work with people in a broad sense.

Pedagogical knowledge is the basis of pedagogical skill.

Pedagogical knowledge presupposes the ability of a person who skillfully works in the field of education to rationally use all the experience accumulated by mankind in the work of education and upbringing, therefore he must sufficiently master the appropriate methods and forms of pedagogical activity and relations.

The main indicator of professional and pedagogical knowledge is the orientation to the person.

Professional pedagogical knowledge includes the ability to consistently perceive pedagogical reality and act consistently in it. This feature makes it possible to see the logic of the pedagogical process as a whole and together with the entire structure, to understand the patterns and directions of development of the pedagogical system, and to facilitate the construction of appropriate activities.

Knowledge requires mastering modern pedagogical technologies associated with three extremely important situations for a teacher:

in interaction with people, in cultural communication;

be able to receive information in the field of science and process it according to the content of training and use it for independent study;

be able to give educational information to others.

Professional pedagogical knowledge is mainly characterized by four components:

orientation to the person, to the personality;

consistent perception of pedagogical reality;

orientation to the field of science;

mastery of pedagogical technologies.

In modern conditions of education, professional and pedagogical knowledge is supplemented by three more components:

All the components that make up the above professional and pedagogical knowledge form a complex structure, form an "ideal model" of a specialist and eventually become closely related and determine the characteristics of the teacher's activity.

Knowledge is manifested and evaluated only in the process of activity and only within the framework of a particular profession.

The term pedagogical culture is usually used to evaluate the performance of a teacher in a pedagogical environment.

Pedagogical culture is a manifestation of culture in general.

Culture means a social phenomenon, covering all the actions of the subject in the process of mastering the objects of the world as a process and result. Culture unites all phenomena created by man, as well as by what means and methods.

Pedagogical culture, like culture in general, has subject-product and technical-technological aspects.

Pedagogical culture has a number of backbone elements. These include:

Culture of knowledge. This means the diversity of pedagogical knowledge and the acquisition of this knowledge by the teacher.

Worldview culture. In most cases, its level is determined by the process and results of the interaction between the teacher and the teacher.

The existence of various types of worldviews, in particular spontaneous, systemic, scientific-mystical, irrational, optimistic and pessimistic, dogmatic and critical, religious, atheistic, rational-pedagogical, the activity of the subject also requires the presence of several models.

The ideological culture is formed by getting acquainted with the elements of spiritual culture, such as science, philosophy, religion.

Another element of pedagogical culture is the culture of thinking.

The culture of thinking arises in the course of everyday life both by ordinary means and by special means (which include the study of formal logic).

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