

Features Of The Classical Approach In The Formation Of Pedagogical Skills

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Abstract – Pedagogical skill is a high level of professional activity of the teacher. Externally, it is manifested in the successful creative solution to the most diverse pedagogical tasks, in the effective achievement of the methods and objectives of educational work. This article discusses specific classical rules for increasing pedagogical skills.

Keywords – Professional Activity, Education, Independent Work, Pedagogical Work.

I. INTRODUCTION

Pedagogical skill is a high level of professional activity of the teacher. Externally, it is manifested in the successful creative solution to the most diverse pedagogical tasks, in the effective achievement of the methods and objectives of educational work. Its more specific external indicators are: a high level of execution, the quality of the teacher's work; expedient, adequate pedagogical situations of the teacher; achieve the results of learning, education, independent work of students; The development of their ability to independently learn, mined knowledge, attracting research on independent scientific research.

II. MATERIALS AND METHODS

On the inside, pedagogical skill is a functioning system of knowledge, skills, skills, mental processes, personality properties that ensure the implementation of pedagogical problems. In this regard, pedagogical skills - the expression of the personality of the teacher, its capabilities independently, creatively, qualifying to engage in pedagogical activities.

The inner side of the pedagogical skill includes knowledge, skills, skills, professionally important qualities of the teacher, a positive attitude towards pedagogical work, interest and love for it, pedagogical and organizational abilities, adequate to the requirements of the profession of character traits, temperament manifestation, features of mental processes, psychological readiness (long-term and situational) to activities. Since education, training, management act in the activities of the teacher in unity, pedagogical skills has its psychological basis of a knowledge system, skills, skills, professionally important qualities necessary for the successful and creative solution to the tasks of education, learning, managing students' mental activity and organizations of their independent work. "Master of the Pedagogical Cause - writes V.A.Suhomlinsky, - so well knows the alphabet of his science, which

is in the lesson, during the study of the material, in the center of his attention is not the content itself of what is studied, and students, their mental work, their Thinking, difficulties of their mental work".

The skills of the teacher are automated components of its pedagogical activity, actions; Those who have reached a high degree of perfection and do not require special effort and focusing in their implementation.

The most important skills of the teacher are:

- skills for studying students, their activities, states and qualities, relationships in groups, success, achievements, difficulties, errors in study and so on. This includes the skills of observing the behavior of the audience and individual students, for the external expression of attention, fatigue, interest, and the like;
- training skills and various forms of classes (skills to study the literature, preparation and use of abstracts, skills of attention distribution, time estimation and so on);
- speech skills (building phrases, free use of expressive means of language, pronunciation, stress);
- the skills of managing the collective and individual activities of students (management of attention, thinking, mental states), organizational skills (maintenance of discipline, distribution of tasks and so on);
- skills of high cultural external behavior (possession of pose, gesture, facial expression, expression, pedagogical tact in training and so on).

The teacher's skills are one of the conditions for his work. With a lack of skills, for example, novice teachers may have mental tensions, stiffness or disordered activity. Skills of presentation, by conclusions of experienced professors, are very close to the skills of the artist.

The skills of the teacher (primarily complex, and not initial) manifest themselves in the right use of knowledge and skills, especially in new and complex pedagogical situations. The skills make it possible on the basis of acquired knowledge and skills to perform certain types of activity in changing conditions. What is the perfectness of the teacher's ability, the freely he owns various actions, of which his pedagogical activity is developing.

III. MAIN PART

The main skills of the teacher should include the following: the ability to transfer knowledge, integrally express material, monitor and evaluate the results of labor and their own labor; the ability to form skills, students' quality, consider individual and their other features;

- the ability to manage the mental activity of students, organize their independent work and self-education;
- the ability to own themselves, its mental state, an external expression of emotions and feelings, to show pedagogical tact and others.

The teacher has to be provided in difficult situations and solve hard pedagogical issues in classes. They arise unexpectedly, and from how quickly they will be solved, it depends so much. Once, a young teacher at the beginning of the classes distributed proven testing and began to answer students. A student came up to his table and asked why she had a twice for the test work. The teacher answered her and began to talk with the second student. Suddenly the first loudly stated that she disagree with a twos and would not leave the table until he would receive a positive rating. Students laughed and began to expect a response of the teacher, and he looked at her glimpse and returned to the interrupted conversation. It is difficult to say why a student sat in place. It may have affected the laughter or influenced the teacher's reaction, or rather, its noticeable external absence, in any case, the incident was exhausted. Apparently, in this situation, the teacher found the right decision.

After class, the teacher shared his impressions with his colleagues. One of them immediately said that she would read the student as it should. It is not known how it would end, objected another, such a student would not have stayed in debt, and added that he would allow her to stand, but he would pay her attention to the fact that standing at the table, she will obscure the board, but if it goes away To the wall or passes into the angle, then there it will not interfere with anyone and can stand as much as you like. The third expressed dissatisfaction with the fact that only a student condemns: the teacher, in his opinion, created the conditions for a

breakdown, distributing test work at the beginning of the classes, and not at the end; In addition, he obviously gave his previous behavior to such a rest.

This example is an illustration of various ways to solve the pedagogical task. Knowledge, skills, the skills of the teacher make up the system and manifest themselves depending on its individual characteristics. Moreover, this dependence is so great that the qualities and features of the individual can determine the level of skill. What is more specifically detected by this dependence?

First of all, in the fact that without a communist orientation, the Marxist-Leninist worldview of the teacher unthinks his success as an educator, teacher, mentor. It is interesting to remember that A.V. Lunacharsky in 1919 he said that he would not imagine a teacher who would not be a socialist. Mastery is achievable only with the positive motivation of the activities of the teacher: interest, sense of responsibility and others. Such traits, such as independence, organization, honesty, hard work, observation, attentiveness, resourcefulness, exposure are of great importance. Mastery is impossible without ability to dialectically process educational material, to work something unusual, new, interesting, accessible and expressively explaining and express learning issues, adequately to use expression, adequately and evaluate the behavior of students, to be convinced, to instill and demand. A.M. Danchenko showed in his study of pedagogical abilities that teacher needed to succeed: pedagogical imagination, thinking, tact, demanding, sensitivity, self-criticality.

How are the level of skill and temperament of the teacher?

Studies of Soviet psychologists suggest that the temperament affects the methods, the style of the teacher's activity, but this is not an obstacle to achieving the skill. In other words, teachers with different temperaments can become masters of pedagogical labor.

Thus, pedagogical skill is a peculiar expression not only knowledge, skills, skills, but also developed in accordance with the requirements of the profession of psychological processes, states and property properties.

It should be especially allocated to several more details to characterize such a significant part of the pedagogical skill, which is the possession of pedagogical equipment and pedagogical tact. Pedagogical technique is a combination of methods and techniques that increase the effectiveness of the principles applied, funds and methods of education and training. K.S. Stanislavsky said that little talent was needed technics. The teacher is obliged to have impeccable technique of speech. In addition to the wide range of both height and the strength of the sounds used in conversation, the teacher must have a clear diction, a pleasant timbre and expressiveness of speech. During classes, the teacher, as a rule, speaks louder than usual. The voices intensity of a healthy teacher is usually within 65-74 decibels. The teacher's speech should differ with clarity, expressiveness, clarity and availability of presentation. Too loud, crying does not contribute to the mobilization of the attention of students, students begin to conduct foreign conversations, in general attention is more distracted. A quiet speech creates a more business environment, forces students better listen to the teacher. In addition, it makes it possible in some cases to raise the tone, and the resulting contrast attracts the attention of students. Such a speech gives a rich opportunity of various intonations, which makes it more expressive.

The individual boundaries of endurance voices are very different. Some faces are kept without taking the conversation for many hours daily. In another 2-3 hours of continuous conversation, hoarseness appears, pain in the throat and spasms. The reason for this may be the congenital inferiority of speech organs or the overall weakening of the body. But it is impossible to think that the teacher's voice remains unchanged that it cannot be trained and developed. The task of each teacher consists in training a voice, the correct statement. Great importance of the pedagogical technique was given by A.S. Makarenko. He wrote: "It can not be a good tutor who who does not own a fairytale who cannot give her face the necessary expression or to keep his mood. The educator must keep himself so that every movement he brought up, and should always know what he wants at the moment and what does not want".

The teacher's pedagogical tact is the feasibility of its actions and actions in relationships with students. He manifests itself in the right approach to the audience, to individual students, in the skillful accounting of their state, in compliance with the measure of demands. Tact is incompatible with arrogance, barbecue, coat, formalism, ill-gratefulness. For pedagogical clock, humanism needs, respect for the other, sensitivity, justice, optimism, naturalness, sincerity, attentive attitude to students.

K.D. Ushinsky said that the pedagogical beat, without which the educator, no matter how he studied the theory of pedagogy, will never be a good educator, there is, in essence, no more than a psychological tact. The teacher should be reckoned with the fact that students highly appreciate not only a new and deep scientific thought, but also a bold, truthful, sharp word, sometimes relating

to the students themselves, their scientific growth, moral appearance, attitudes towards educational and social work, production practice and other their duties. They listen fairly with great attention, even sharp criticism in their address, especially if it comes from the teacher respected by them.

Thus, pedagogical skills are based on a knowledge system, skills, skills, closely related to the professionally important qualities of the teacher, allowing it to carry out its activities at a high level of execution and effectively achieve the goals of education and student learning.

A.S. Makarenko argued that pedagogical skills is not the property of only talented people. The teacher reaches skill in a few years of work. How to accelerate the process of achieving pedagogical skills, how to form it in future teachers who have begun pedagogical activities in the university?

The prerequisites for this is the career guidance, the right choice of the future teacher of his profession, scientifically based selection of applicants for pedagogical work, as well as, and this should be emphasized, mastering the system of necessary knowledge, skills, skills, the formation of professionally important qualities, abilities and readiness for work in the university. Z.F. Esareva brings interesting data related to teachers' pedagogical skill. Professors and associate professors at the highest level are the ability to plan their course, taking into account the specialty of students and establish links between it and related sciences. Both skills are the result of the deep and comprehensive knowledge of their subject and related scientific disciplines. Professors at a higher level than in associate professors and assistants are the ability to relate taught material with the development of students' identity, less than all it is formed by the assistants, and this suggests that they are less successfully implementing the state purpose of education of future specialists. With a low level of this skill, correlated and low levels of assistants define the most rational activities of students and lead them by independent work.

A comparative analysis of the degree of formation of various design skills in teachers of different levels of experience has shown that it is more difficult for the ability to constantly relate their pedagogical activities with the ultimate goal of training and education in the higher educational institution. In the perception of students' response to their teaching, professors are inferior to associate professors and assistants. Perhaps some stereotype affects pedagogical activities, it is increasingly difficult to overcome with an increase in the experience and an increase in the age of the teacher.

Actually, the design activities of the university teacher are related to the preliminary obsessing of the future pedagogical process, as well as with the implementation of a specific task at each occupation. These studies show that Professor pay more attention to the selection and composition of theoretical material, allocate nodal concepts and patterns and less attention - the method of presenting material, will not always foresee the onset of fatigue among students. The development of pedagogical skill, its growth depends on the characteristics of the person and is characterized by the transition from a simple application of knowledge during the solution of pedagogical problems (initial level) to active and initiative embodiment on the basis of a deep study of specific conditions for teaching their subject, states, experience and qualities of students (second level). And then it usually occurs pedagogical creativity, independence, originality, the most optimal use of their capabilities and opportunities of students (third level). The formation of pedagogical mastery of the university teacher is associated with the constant improvement of scientific content and methods of lectures, the accumulation of experience in conducting seminars, practical classes, and so on. A deep understanding of the needs of students play a considerable role, the ability to cause confidence and location.

The skill of the university teacher is more successful if mastering the theoretical arsenal of the Soviet teacher, the necessary skills, skills, pedagogical technique, is accompanied by the creation of in consciousness from visual and conceptual elements of a holistic image of the master of pedagogical labor. "I often ask myself, staying alone with my conscience," writes A.A. Kosmodemyansky, - Do I have the right to be called a teacher of the Higher School in a great scientific legal sense, called a briefly teacher? And I resurrect my best mentors in my imagination, selecting and synthesizing their pedagogical finds and discoveries, draw mentally the appearance of a real teacher. I am sure that the teacher innovation is necessarily. This novel may arise and grow out of the depth of understanding of this science, from the creative contribution and the large intellectual content of the personality of the scientist teacher, from the ability to captivate to the tops of science and show those "White Spots", the study of which the teacher trusts and instructs its disciples. I think that, climbing the department and communicating with a young student audience, the teacher must sincerely believe that among his listeners there are high-detachable personalities that are more capable of this science than he himself. The teacher should enter the audience of the passion and emotion of genuine creative inspiration, warmth and love of his heart. You need to be able to see the pupils and the ability of students donated to them by nature, and awaken their

desire for independent actions (that is, a specific scientific reflection), causing the rapid growth and improvement of a talented human person. The teacher should know that among student youth there is always "Platonos" and "fast minds of Newtons", born on Earth of the Russian, and its most important task is to wake up their intellect, convince to believe in their talents and calling, and also try Make a daily, systematic work with higher pleasure. The teacher is a developed man who trained by reflections of the mind, great love for humanity, and in particular to his student - one (but with his specific features) from millions of our students". Comparison of yourself and its real actions with such a model, the establishment of similarities and differences, amendments to its activities - one of the prerequisites for the self-improvement and formation of pedagogical skills. Such a model can be an example of authoritative teachers - masters of pedagogical labor, outstanding teachers - A.S. Makarenko, V.A.Suhomlinsky and others.

To develop the speech of the teacher, it is required to analyze the samples of the speech of outstanding speakers and records on the tape recorder of their speeches, an increase in the active stock of words, improving pronunciation, attention to the language of their subject. Particularly important factor in the formation of pedagogical skills is active activity of both the future teacher, and the teacher himself, the study of them of psychological, pedagogical, methodical literature, acquaintance with the works of K.D. Ushinsky, A.S. Makarenko, V.A.Suhomlinsky, S. L.Rubinshtein, A.N. Lyontieva, B.G.Ananiev and others.

Comparison of the work of experienced teachers with the work of young people shows that the formation of the personality of the university teacher and improving the efficiency of its activities is closely associated with the growth of his knowledge in the field of pedagogy and psychology, psychological and pedagogical understanding of personal experience of teaching and experience of other teachers.

Completely in the order of the Minister of Higher and Secondary Special Education of the USSR "On improving personnel training with university education and to improve the role of universities in the Higher School system" in order to increase the theoretical level of teaching public, humanitarian, natural and other sciences in universities, regardless of their departmental Subordination, the recruitment of the department is invited to produce, as a rule, from among those with university education or a degree in the relevant specialty. This means that you should pay the most serious attention to the theoretical training of future teachers who need to know the psychology, pedagogy, to own the methodology for teaching relevant disciplines in the higher educational institution. He gives a lot to the growth of teachers, the work of a cathedral team for improving pedagogical skills. A.S. Makarenko noted that the teacher, as a rule, becomes a real master of his case in a good pedagogical team. The team occurs mutual enrichment of pedagogical experience, clarifying methods for solving pedagogical problems. This is facilitated by the meetings of the Department, Methodological Commissions, visiting and lectures, methodological conferences, seminars, and so on.

In some universities, there is a seminar of psychological and pedagogical knowledge, designed for 72 hours per year. Currently, the role of retraining courses of higher educational institutions has increased. In the forefront of the Higher School Bulletin (1974, No. 4), it is emphasized that in conditions of turbulent scientific and technological progress, the significance of periodic retraining of scientific and pedagogical personnel is continuously increasing. The state system of raising their qualifications has been today an indispensable element of the life of higher education. The new link in this system was the seminars of the leadership of universities - rectors and vice-rectors, as well as heads of departments.

In conclusion, it is necessary to emphasize the importance of an individual approach, accounting for the individual features of the future teacher (teacher himself) to increase its pedagogical skills, accelerated formation of positive traits, on which compensation for deficiencies in pedagogical work depends.

IV. CONCLUSION

Thus, to form pedagogical skills, it is necessary to master the sum of knowledge, skills, skills, the development of professionally important personal qualities, which is achieved in the process of active activities, independent work, accumulation of teaching experience, conducting special events on the scale of the department, higher education institution, and so on.

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