

IMPROVING THE COMPLEX OF PEDAGOGICAL PROBLEMS OF TEACHERS

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ABSTRACT

Today there is an urgent necessity to improve the system of teacher training. In this regard, it is important for teachers to identify pedagogical and psychological features and factors of the level of development of pedagogical skills, to improve the integrated methodological system. This article presents the scientific views on the mechanisms of improving the pedagogical skills of teachers in educational institutions.

Keywords: Education system, educational institutions, teachers, pedagogical skills, creative approach, professional skills, professional competence, students, communication skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Reforms in the country are aimed at strengthening the material, technical and information base of educational institutions, providing high-quality educational literature and advanced educational technologies, establishing close cooperation with leading scientific and educational institutions of the world, expanding opportunities for professional development and improvement of pedagogical skills. The best practices and research results contribute to the internationalization and modernization of the content of modern professional education, the creation of an innovative learning environment based on competencies, the widespread introduction of interactive methods and technologies of training, as well as the effectiveness of pedagogical activity of teachers.

Researches of scientists-pedagogues N.Shodieva, O.Musurmonova, Kh.Ibragimov, Sh.Sharipov, N.Egamberdieva, Sh. Shodmonova dedicated to social activity of teachers, the methods and forms of forming critical, creative thinking in teachers, disclosed existing pedagogical conditions, didactic support and educational content.

Creating personalized learning environment, promoting creative self-organization of teachers through creative innovation, information and communication technologies, and the creation of creative designs (products) substantiated on the scientific works of A. Slastenin, G. Chijakova, Y. Kruglova, J.Yuldoshev, N. Azizkhodjayeva, U. Tolipov.

In the field of pedagogy, there are many directions and networks in this field using identical definitions of the concept of a teacher's professional abilities. They cannot be interchangeable in systematic analysis. This approach was not implemented in the theoretical and experimental study of problems of pedagogical abilities. The requirements for a holistic, holistic approach will be replaced by an increase in the number of components or networks. Taking into account that based on such a basic (simple approach) in the construction of the definition of pedagogical competence, we cannot decide to collect a wide range of data on factors of pedagogical abilities that are not integrated into any system in theory and practice.

Thus, one can conclude that in any modern study in the field of pedagogy, the term "pedagogical ability" is a term used to determine the effectiveness of pedagogical activity. This definition is consistent with a general understanding of pedagogical ability. This is the case, and the need to use a strict definition of pedagogical competence requires the search for key terms and grounds for research. Pedagogical abilities are one type of ability that determines a person's ability to participate in and be successful in pedagogical activities.

On the basis of scientific research in the field of pedagogy and psychology, we believe that the following classifications of teacher's pedagogical abilities have been determined: didactic, academic, perceptual, speech, organizational, reputational, communicative, psychological diagnostics (diagnostics), constructive, gnostic, skills to overcome difficulties.

Teacher's pedagogical culture implies the following personal qualities: personal orientation, professional and moral qualities, attitude to pedagogical work, interests and spiritual needs, multiplicity of spiritual needs and speech culture. Communicative competence is a person's ability to acquire social and communicative experience. Communicative experience is manifested, first of all, in the use of speech stylistically, including the mechanism of changing views. The basis of this change is to change the role dialogue between the participants of the dialogue.

"Communicative competence" is the ability of a person to determine the direction of communication in different situations based on his knowledge and emotional experience; it is the ability of a person to act effectively with those who surround him, and this is achieved by understanding himself and others, the quality of interpersonal communication, and the constantly changing social and psychological conditions of life.

The concept of communicative competence of a teacher requires the integration of the necessary competencies necessary for the following actions: interpersonal perception and evaluation of communicative (perceptual component) situations; self-analysis and self-assessment in the process of communicative communication (reflexive component); selection of suitable means for interpersonal communication; management of communication process and corresponding human behavior (ethical component).

Communicative competence is:

- First of all, it is the sum of human competencies in the field of communication, which are necessary for the implementation of certain activities;
- secondly, it is part of the human experience gained as a result of interaction with other people, independent activity in interpersonal situations;
- thirdly, it is the social and personal characteristics of man that regulate the whole system of his interaction with the universe, as well as with himself;
- fourth, it is a function that determines the capabilities of a person in various activities, but also corresponds to a certain type of activity;
- Fifth, it is a person's desire to organize the process of communication in accordance with the above components in real life situations. The presence of these components is a prerequisite for successful productive and professional work in a particular field.

In the process of joint and collaborative work, there is a partnership between the teacher-listener and the listener-listener created to achieve the learning objectives. In interactive lessons, students share their ideas and conclusions and learn from the opinions of others, and to some extent they become a teacher and a group as a single, joint and collaborative team.

In this context, educational activities that facilitate interaction between teacher and student, as well as students and trainees, are called interactive learning. In interactive learning, interaction between teachers and trainees, as well as trainees, usually takes the form of discussions on how to solve a specific problem, suggestions for decision-making and final decision-making.

Interactive methods cover a wide range of issues and interactions. However, regardless of how to effectively learn the material, the personal experience of trainees is the main source of education. In the process of interactive learning, students interact with the following processes: teacher, intern (based on pairs), members of small groups, members of large groups, audience groups, invited persons and some technical means.

Interactive learning has a number of methodological advantages that are different from traditional education. Such training is primarily based on an active, intensive, responsive dialogue of the trainees with each other or with the teacher. The use of interactive methods in the educational process increases the effectiveness of training:

1. To align students with the goals and objectives of the interactive method (game, master class, exercise). The essence of the selected interactive method is that the teacher has to play a role (organizer, communicator, observer, expert) in the training process.

2. The teacher's ability to influence groups. In this process, the teacher must have the confidence and determination to interact with the audience in a dynamic, effective way of communication, discussion, effective organization and, of course, achieving results. Communication in interdisciplinary communication is important in its areas (dialogue, monologue), content, leading ideas, participants' worldview, knowledge, ideas. Conversations, dialogues in the form of "subject-specific" dialogues allow participants to express their trust in each other if necessary. It is this condition that ensures an effective learning process.

Communication, interpersonal communication and their effective use in accordance with scientific, pedagogical, psychological conclusions and recommendations are the most important, if not the most important factors in the organization, conduct, management of interactive learning process.

Special targeted teacher development programmes have been developed for teachers. The aim of this program was to develop teachers' pedagogical skills through the targeting of pedagogical activities. The feature of the program is that it develops special abilities in the teacher so that the teacher can see all pedagogical actions in front of their parts.

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