

## THE DEVELOPMENT OF PEDAGOGICAL SKILLS OF FUTURE TEACHERS OF HIGHER EDUCATIONAL INSTITUTIONS

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### ABSTRACT

The Strategy for the Further Development of the Republic of Uzbekistan in five priority areas in 2017-2021 as one of the priorities for the integrated development of the higher education system defines the task of continuously improving the quality of professional skills and the level of teaching staff, and special attention is paid to the development of pedagogical skills of future teachers

**Keywords:** Pedagogical excellence, teacher, higher educational institutions development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The problems of the development of pedagogical skills of teachers were analyzed by such researchers as B.A. Abdykarimov, V.I. Andreev, G.V. Bragin, I.A. Zyazyun, N.N. Nikitina, V.V. Davidov, V.E. Zhabakov, L.V. Zanina, S.B. Elkanov, M.N. Ermolenko, M.V. Korepanova, A.E. Kondratenkov, N.V. Kuzmina, Yu.N. Kulyutkin, I.D. Lushnikova, V.A. Mizherikov, I.P. Rachenko, V.P. Simonov, N.N. Tarasevich, A.K. Markova, A.P. Chernyavskaya, S.D. Yakusheva and others.

Despite the fact that scientific research related to the problem of the development of pedagogical skills of future teachers was carried out by representatives of various fields, the issue of further improving the pedagogical system for the development of pedagogical skills of future teachers in modern conditions of informatization of the training system, globalization, and rapid development of science and technology has not been specifically studied. , information and communication technologies.

Theoretical and conceptual approaches to the development of pedagogical skills of future teachers, a system of qualities related to the development of professional skills of teachers, and psychological and pedagogical features of the organization of a personality-oriented educational process are determined. The responsible tasks facing the teacher require him to be a master of his craft, the ability to educate students, mastery in determining the ways to comprehensively develop their interests, abilities, talents, beliefs, practical skills.

Based on the results of the study, philosophical, historical, psychological and pedagogical factors for the development of pedagogical skills of future teachers are described. In the creative heritage of prominent Renaissance figures Abu Nasra Forobi, Abu Rayhon Beruni, Abu Ali ibn Sino, Unsurul Maoliy Kaykovusa, Abul-Kosim Umar Az-Zamahshari, Shaikh Sadi Sherozi, Alisher Navoi, Abdurahman Jami, Zholiid Davis Kholid Aliyeva and others. the formation of pedagogical thinking, requirements for future educators are recognized as important sources. The problems of improving the professional skills of teachers were reflected in the writings of European scientists like Y. A. Komensky, Zhon Locke, G. Pestalozzi, A. Dysterweg and others.

Features of the criteria for teacher pedagogical mastery associated with Gnostic, creative, behavioral, intellectual, oral speech and other qualities undoubtedly determine the level of pedagogical mastery as rich, dynamic characteristics of intelligence. So, it should be emphasized that the question of the conformity of teacher training to the level of pedagogical skill is very complex.

In accordance with its levels and characteristics, pedagogical excellence has external and internal factors. Correspondence of the content of the process of the formation of pedagogical mastery to the characteristics of the profession, the quantitative and qualitative components of professional training and retraining of future teachers, the form of the educational process, the conformity of the material and technical base with the educational tasks to be solved and the requirements of the time are external factors.

Internal factors include the expression of pedagogical mastery from a physiological point of view organized by leading analyzers or personality temperament, characteristics of the nervous system, strong personal socio-psychological qualities that come from the characteristics of pedagogical mastery, the close connection of pedagogical mastery with all mental activity and some dynamic characteristics of a person, dependence of the development of pedagogical mastery by the characteristics of the nervous system and the temperament of the teacher.

The study lists the positive qualities that a modern teacher should possess: a high level of mastery of a future teacher in a higher educational institution by modern knowledge, best practices and pedagogical skills, the ability to form a set of research methods appropriate to the tasks of pedagogical research, mastery of the skills of conducting theoretical research and practical experiment, skills creation and practical application in professional activities of educational programs, textbooks and teaching aids, electronic textbooks on the subjects taught.

The study provides the main goal of pedagogical mastery, which consists in the formation of future teachers' professional skills, creative skills, communication culture, skills of educational technology, the primary potential of teacher mastery; pedagogical skills teach observation, creativity, the secrets of self-mastering advanced pedagogical experience, distribution skills in the process of study and training; competencies for the management of knowledge, skills and mental state.

Today, the training of competitive personnel that meets all the requirements of a developing economy and a free labor market requires teachers to have perfect pedagogical skills. Scientists-educators who carry out activities in our country and in developed countries of the world pay serious attention to the development of the direction of pedagogical excellence as a special problem.

The study pays special attention to the self-determination of their status in the professional and personal aspect, self-education, self-improvement, self-development, the essence and importance of self-awareness as a "specialist of the perfect level, mastery of multifaceted techniques of pedagogical skill, as an important task of the future teacher.

In modern pedagogy, the task of realizing all the knowledge, experience, and pedagogical skills of a teacher based on mutual communication, which assumes the interests and needs of students, and collaborative activities, is recognized as important, paying particular attention to the implementation of personality-oriented lifelong education.

In the pedagogical literature and scientific works of many authors, the terms “communication” and “communication” (or communicative ability) are used as synonyms. As a result of the analysis of scientific literature, the following three meanings of the term “communication” can be emphasized (Greek *kommunikare* - to connect, communicate):

- 1) the direction of information;
- 2) form or means of communication (for the media);
- 3) the type of transmission of information (information) and communication.

Communication and communication are distinguished by the following aspects:

1. Communication has practical, material, spiritual, informational and practical-spiritual characteristics.
2. Communication is a mutual exchange of information through communication of the subject with another object (people, animals, equipment), by transmitting information.

The dissertation emphasizes the need to meet the level of pedagogical skill and moral character with modern requirements, to form them in accordance with international standards, to have a teacher know the organization at the optimal level of training forms, to enrich the theory of education of a harmoniously developed personality with various new ideas, and to guarantee the teacher is the main responsible person ensuring the quality of training highly qualified personnel for the success of reforms implemented in the educational system our country.

In the pedagogical process, reflection is the process of bringing oneself into line with the development conditions of participants in the subjective pedagogical situation: students, teachers, participants in the pedagogical process, environment, essence, content, pedagogical technologies, etc. in the current pedagogical situation. Professional reflection is defined as chosen based on its the personal “I” and its capabilities, a profession, in particular, the harmonization of ideas about it with the required factors. Speaking of pedagogical professional reflection, this term is supposed to be similar to any professional reflection, but the reflection is essentially special, related to the peculiarities of pedagogical activity and personal pedagogical experience. Studying the process of reflection in a teacher’s professional pedagogical activity, the majority of researchers prefer his communicative and cooperative types, these methods are more manifested in the teacher’s pedagogical activity and his communication with students.

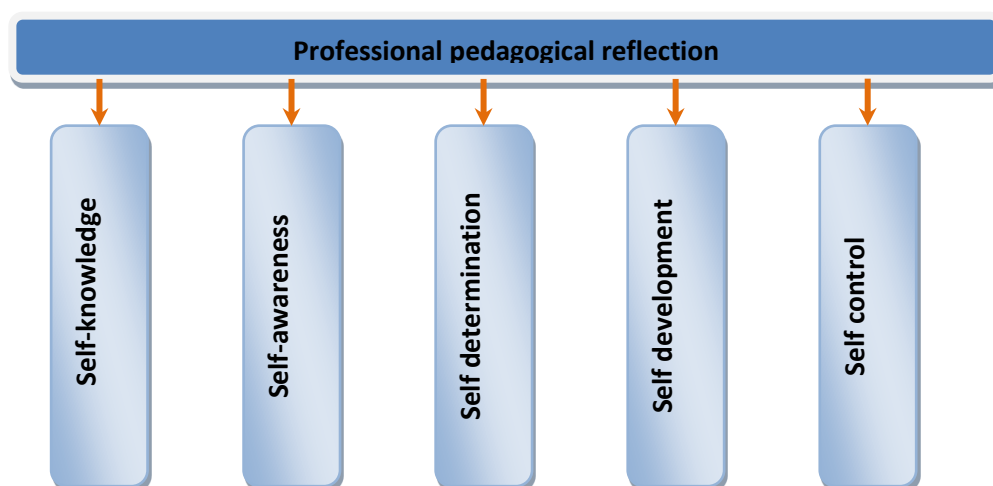
It is noted that the assimilation of reflection mechanisms even in the process of teaching students in pedagogical higher educational institutions opens up new opportunities for the professional training of future teachers. Interpretation of the personal professional self-knowledge of the future teacher in psychological and pedagogical conditions serves as the initial theoretical basis and schedule. Professional reflection of the future teacher can be developed on the basis of individualization of the process of training and education in higher educational institutions.

One of the main features of the teacher’s pedagogical mastery is the continuity of its development. In the process of reflection, one should not record the presence (or absence) of the teacher’s pedagogical skills, his professional qualities, but it is necessary to stimulate their development, enrichment, and strengthening. The educational process should serve precisely this purpose, and it is realized only when knowledge, skills and abilities are perceived through an internal appeal to conscious self-improvement.

In our opinion, the achievement of success by a teacher in his pedagogical activity does not determine perfection in the development of reflection, on the contrary, the achievement of

success in training and education, satisfaction with the results of his activities depends on the formed professional reflection of the teacher. Reflection helps the teacher find the sources of professional self-improvement in their knowledge and capabilities, and allows you to study the process of development of pedagogical mastery on the basis of a system consisting of five elements. This provides a deeper understanding of the processes taking place as professional reflection of the teacher develops, and providing on its basis continuous improvement of pedagogical professional skills and self-improvement.

As part of the study, a technology was developed for the development of pedagogical skills of future teachers, including the stages of self-knowledge, self-awareness, self-development, self-control (Fig. 1).



**Fig. 1. The development of pedagogical skills on the basis of professional reflection of the teacher.**

The dissertation indicates the great importance of the development of professional reflection of a teacher to solve the problem of improving his professional pedagogical skills. Professional pedagogical reflection provides not only an increase in knowledge and skills, but also the improvement of professional activities, and serves as the basis for improving activities,

In the conditions of global changes in the modern world, the intensive development of science and technology, information and communication technologies, the future teacher must constantly improve his pedagogical skills, the level of psychological and pedagogical knowledge, skills and abilities for deep knowledge of his subject, have a broad world outlook, and be reasonable.

The main goal of pedagogical mastery is to create professional skills, creative skills, communication culture, pedagogical techniques for future teachers, the formation of the initial potential of teacher mastery; pedagogical skill teaches observation, creativity, the secrets of self-mastering advanced pedagogical experience, forms the skills of distribution of attention in the process of learning and teaching, managing mental states.

The teacher is the main responsible person in ensuring the quality of training highly qualified personnel, the level of his pedagogical skills and moral character should be formed on the basis of modern requirements in accordance with international standards. The teacher should be able to organize at the optimal level the forms of education, enrich the theory of education of a

harmoniously developed personality with various new ideas, ensure the success of the reforms carried out in the educational system of our country.

The content of the problem of increasing the effectiveness of education at the level of modern requirements, measuring the level of pedagogical skill of a teacher on the basis of certain criteria contains the main requirements for the effectiveness of the educational process in educational institutions of our country.

Today, the teacher carries out the ideological and political education of youth, teaches the laws of development of nature, society, public life, thinking; prepares young people for work, contributing to the firm assimilation of the secrets of the profession, and for the prompt, high-quality implementation of social and economic tasks important for society, it is necessary to prepare a solid foundation for the continuous improvement of the level and knowledge of the future teacher.

The teacher achieves mastery thanks to the pedagogical tact, fair assessment of each educational situation, the correct perception of the student's actions, patience and zeal, self-mastery, sensitivity, shame, modesty and other positive qualities. Only a teacher who loves his profession directs all his efforts, energy, kindness of pedagogical activity and achieves positive results.

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