

A MODERN APPROACH TO IMPROVING THE PEDAGOGICAL SKILLS OF TEACHERS OF THE RUSSIAN LANGUAGE

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ABSTRACT

The article discusses current issues about modern approaches to improving the pedagogical skills of teachers. Given a list of conditions, necessary for determine the level of competence of teachers. Revealed the essence of the terms “competence” and “competency”, as well as the methodological foundations for improving the pedagogical skills.

Keywords: Competence, competency, pedagogical skill, pedagogical process, innovation, innovative approach, innovative activity, pedagogical activity, professional training, educational content, professional knowledge.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Currently, there are significant contradictions between the requirements for the teaching activities of teachers and the degree of preparedness of graduates of higher educational institutions. Along with this, there is also a trend of inconsistency between the existing system of teacher training and the professional and creative activities of future teachers. As a result, this led to the appearance of barriers (obstacles) and emptiness between teachers and students and the establishment of autocracy of the teacher in the educational process. Teachers were mainly forced to remain attached to the curriculum and subjects, not enough attention was paid to the development of their innovative pedagogical activity, and this, in turn, seriously undermined the social status and reputation of the teaching profession. The reason for this was the remoteness of the training system for future teachers from the needs of society and their acute problems. From this point of view, at present, the formation of an innovative educational environment aimed at personality and freedom is assessed as one of the priority areas of pedagogical research.

As the first President of the Republic of Uzbekistan I. A. Karimov noted: “The fate of progress is decided by spiritual, moral, trained personnel. The ability to acquire technical knowledge of mastering complex technologies should be inculcated simultaneously with spiritual perfection and independent thinking. “A mental gift and spiritual and moral potential are these, two wings of an educated person.”

Kamensky Ya.A. considered the teaching profession to be very important. He wrote about it this way: "Only a person with high cultural knowledge and spiritual and moral education can become a teacher." He also believed that the success of education, first of all, depends on the teacher's culture, methodological preparedness, personal initiative and love for details. “No one can give another person what is not in himself and being undeveloped, not brought up and not educated cannot develop, educate and educate other people.

Only a person working creatively on his upbringing and education will be able to educate others. ”

In recent years, as the main areas of pedagogical mastery, the main attention is paid to the issue of improving the professional training of teachers.

Among them, A. V. Khutorsky who substantiated a scientific and theoretical fruitful educational concept aimed at the individual. In his studies of a personality-oriented paradigm in the educational process, the main components of teachers include qualities such as organization, sociability, ability to analyze, orientation, activity, productivity assessment, pedagogical reflection, sociality, and the design of the pedagogical process within the framework of personality opportunities.

According to N. Komilov, one of the prominent representatives of spiritual development, Bahouddin Nakshband, said that a mentor who wants to become perfect must first of all be a believer. Khoja Bahouddin describes the actions of the teacher's mentor: "Be like a candle, light everyone, and stay in the dark", that is, in his opinion, a mentor with his knowledge, potential like a candle should illuminate the path and future of others, and he must always be in search and in prayers.

The UNESCO Recommendation stipulating the status of teachers in the Higher Education System (November 12-21, 1997, 29th session, Paris) defines the competencies and the necessary conditions for teachers of higher education institutions. These include;

1. The beginning of academic activity.
2. Social protection of work.
3. Promotion.
4. Negotiations on the conditions created at work.
5. Workload, wages, benefits of social protection, health and safety.
6. Education, academic leave and annual leave.
7. Working conditions created at work in higher educational institutions for women teachers.
8. Conditions created at work in higher education institutions for teachers with disabilities.
9. Conditions created at work by replacement teachers. In each of the above paragraphs, the competencies of teachers by profession are defined, and these indicators serve to build the competence of future teachers.

The word competence which, in recent years has been studied as one of the important areas of pedagogical research, (lat. Complete - to achieve, deserve, deserve) means knowledge, experience in a certain field, in the Uzbek dictionary language means "a person who knows well", "having experience".

This means that people who are considered competent in certain areas have the appropriate knowledge and ability to express opinions and conduct successful activities in this area.

In practice, in all dictionaries, the categories of "competence" and "competence" are limited. The characteristics of competence are similar and replace each other (complements), meanwhile, there is no single comment for the word "competence", and this term is understood as "a collection of competencies (rights and obligations) of any body or official defined by law and the provision of this authority or other provisions", "possession of knowledge, giving the opportunity to express an opinion about something" (owned), "a collection of questions well-informed by someone (someone), (sphere, region).

Also, in I. Ozhegov's Dictionary "Explanatory Dictionary of the Russian Language", the word competence is emphasized as "awareness, authority in a certain field", and competence means "issues within the competence of any person, organization, within the framework of their rights of competent activity".

In the field of professional competence of pedagogical quality, those specialties are studied by scientists.

As noted by N.A. Muslimov et al. "A direct study of the content of the education of vocational training of specialists in the specialties operating in foreign countries shows that in Western countries the main role is played by the level of competence of specialist qualifications. In essence, the system of national education in our republic is based on the minimum requirements for the content of education - knowledge, skills.

Nesterov V.V. and A.S. Belkin noted that "Competence is a professional competency that creates the necessary conditions for effective activity in the educational process, and competency means a complex of professional and personal qualities that ensure the effective implementation of competency."

According to A.N. Markova, competence is an individual characteristic or indicator that determines the level of compliance with the requirements of a specialty.

During the classification of the main elements of innovative competence, A.B. Schneider scientifically substantiates the introduction into practice with the help of adapted creative activities, advanced pedagogical experience and news. Also, it provides for the features of the target typology of competency in assessing the level of innovative competence.

The component of communicative competence of Zh. Zhalolov includes types of speech activity in a foreign language (listening and understanding, talking, reading, spelling), speech skills (vocabulary, grammar, phonetics, spelling), or language technique (articulation, listening, reading, write) and language rules (grammar, vocabulary, phonetics, spelling).

Researcher A. Zhumaev noted that the humanism of education and upbringing is a priority among the basic principles of state policy in the field of education and this is enshrined in Art. 3 of the Law "On Education", in accordance with it, along with the transfer of professional knowledge of skills to specialists, training for specialties should be conducted at the same time by instilling in them qualities such as hard work, patriotism, love for the people, caring for people and nature, charity, folk craft, national and professional traditions, religious beliefs, respect for personal opinions and feelings of people, etc. The education of future specialists in harmony with such professional competencies and personal qualities has its social significance in the correct and conscious direction of students to their profession.

This means that the competence of a specialist is assessed by the level of preparation of professional activity, professional knowledge, assimilation of skills and their implementation in practice, and these circumstances correspond to the qualification requirements of the characteristics of a particular person, and his professional, social, psychological preparedness.

Research results indicate that there is a change in the content of the process of pedagogical influence on students. Is the current state of modern education? subjective relations takes on special significance. Ensuring the equality of the rights of teachers and students in the

pedagogical process and the development of the activity of obtaining knowledge by students on the basis of creating favorable conditions for the full assimilation of information by them is assessed as one of the main directions.

In the course of this study, we tried to justify the fact that such qualities that emphasize the property of the pedagogical skills of teachers of the Russian language on the basis of innovative technologies, manifested in skills, the development of professional and personal reflections, etc. for all participants of pedagogical assistance is a pedagogical phenomenon that defines its behavior patterns.

At the same time, while improving the pedagogical skills of teachers of the Russian language, an innovative approach to the formation of their competence and creativity is considered the use of modern technologies as a priority. The purpose of our research is to determine the content, forms and methods of an innovative approach to improving the pedagogical skills of teachers of the Russian language and its widespread introduction into practice through experimental research.

In particular, in the process of conducting the research, we were able to classify sources that are the methodological basis for improving the pedagogical skills of teachers of the Russian language in the following way:

- dialectical regularity about the knowledge of philosophy, the development of the personality-subject of knowledge;
- philosophical views of Eastern and Western figures about mentors and teachers;
- the upbringing of a harmoniously developed personality, improving the effectiveness of education, legal and regulatory framework for the preparation of competitive, competent teachers-staff;

In the process of conducting the study, when determining the indicators of pedagogical skill of teachers of the Russian language, we took the following ideas as the basis;

- Reforms carried out to study and teach the Russian language;
- conditions ensuring the success of the study of the Russian language;
- the value of learning the grammar of the Russian language;
- the necessary educational audio, methodological and online resources for learning the Russian language;
- knowledge of the culture of studying the Russian language of countries;
- development of speech skills on the subject based on communicative knowledge;
- optimal definition of the conditions for learning a language on the basis of different approaches (a communicative approach, an approach through outdoor games) in the study of the Russian language;
- use of information and communication technologies in the process of learning the Russian language;
- the ability to select and analyze materials from Internet sites related to their profession;
- analysis of texts related to the profession and the general public;
- reading texts in Russian, understand them, oral presentation, i.e. be able to express their opinion to the interlocutor in Russian, to speak with the help of dialogical and monologue speech and written communication;
- the ability to work with a dictionary;
- possession of skills to talk about the culture of the Uzbek (Karakalpak, Kazakh, Tajik, etc.) people, customs and traditions in Russian.

From the above methods, we can say that the need for innovation in the work of a modern teacher is determined by the following circumstances;

-social-economic renewal requires a fundamental change in the methodology of the education system and the technology of the educational process. In such conditions, the innovative activity of the teacher is the creation, assimilation and use of pedagogical innovations;

-democratization of education requires a constant search for new organizational forms of training, technology;

-Changes the nature of the teacher's attitude to the assimilation and implementation of pedagogical innovations.

People learning foreign languages, of course, do this in order to communicate with representatives of other nations. However, it is worth noting that the place to study the language is not an unknown vacuum, but "a kind of learning environment associated with the culture of people speaking this language"

From this point of view, teachers of foreign languages should strive to ensure that their students properly possess this type of information. To achieve this goal, great attention should be paid to the selection of texts.

V.P. Simonov, we believe that the main way to increase the pedagogical skills of a teacher is through research work organized on a scientific basis directly in an educational institution. To analyze the personality of an experienced teacher and her activities, he developed a system of indicators of professional significance and predictive content. According to the author, with the help of the methodology proposed by her, it is possible to determine the effectiveness of the educational activity of not only teachers, but also their students.

Research work I.G. Tatura is dedicated to typical didactic difficulties, just starting out. He thus describes didactic difficulties; "Didactic difficulties are those faced by the teacher in the process of education and the lack of conditions for its solution, aggravation, loyalty, the psychological state of dissatisfaction with their work or vice versa, if there are conditions for its elimination, the absence of an emotional state of improvement for improving pedagogical skills, pedagogical thinking, tranquility, providing the development of skills and mobilization training"

According to Ya.S. Turbovsky and V.P. Provotorova, a sense of dissatisfaction with professional development means a purely cordial sensation of a halt in development (or progress). It is not from signs, appeals and control, but the teacher's unsatisfactory feeling from his work that ensures his conscious desire to change the pedagogical conflict that has arisen in another direction, to search for other means for its solution and assimilation, to eliminate difficulties and conflicts, to create a creative feeling of joy from solving the research problem itself, feelings of satisfaction - subsequently turns into the main source of pedagogical skill.

In conclusion, we can say that the teacher's awareness of the results of his professional activity provides a search for more advanced ways to implement his pedagogical activity and the need for its assimilation. A condition of activity will lead to a change in the subject of activity. In the process of developing analytical abilities, his pedagogical skills also develop, and this, in turn, gives a certain direction for the teacher's self-development and increases his personal creative activity.

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