Modern Approach to Teaching Pedagogical Skills of Teachers

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Abstract
The article analyzes the specifics of the modern approach to improving the pedagogical experience of teachers as a source of pedagogical creativity in the modern era of science and technology. The article also analyzes the classification of theories on the management of creative pedagogical activity and the development of pedagogical skills of teachers.

Keywords: pedagogical skills, school teacher, education, innovation, professional activity, personality.

INTRODUCTION. Changes in the socio-economic and cultural spheres of society today place serious demands on the personality of the teacher. According to the forecasts of futurologists, in the XXI century there is a need for a highly qualified teacher who is able to work effectively, psychologically, pedagogically and truly creatively, to solve current problems of school education.

In the era of globalization of education, knowledge becomes the main source and in such conditions, school is one of the important sources of knowledge. At the same time, the foundation is laid in the school, which in the future will form the basis for the formation of a full, competitive citizen of the state, so the role of the school is unique. One of the main conditions for improving the professional skills of a teacher is the development of his skills, as well as a system of specially organized methodological work in the school. Methodological work can meet the need for teachers to improve their scientific and methodological training, mainly in an individualized and stratified manner. The organization of methodical work on a differentiated basis is determined by a number of objective and subjective conditions, primarily the need to take into account life and professional relationships, value orientations aimed at improving the professional skills of teachers. In general, the tasks of methodical work in school can be formed as the formation of an innovative direction in the activities of school teachers, which is reflected in the systematic study, generalization and dissemination of pedagogical experience, the implementation of pedagogical science achievements; increasing the theoretical (scientific) and psychological-pedagogical training of teachers.

LITERATURE ANALYSIS AND METHODOLOGY. A number of scientific researches on the development of professional and pedagogical activity of teachers of educational institutions have been conducted in our country. In particular, R.Djurayev, O.Musurmonova, S.Turgunov, J.Yuldashev, F. Yuzlikayev, M.Mahmudova, E.Ishonkulov, U.Begimkulov, L.Akhmedova, J.Kasimova, R.Mavlonoyna, A.Abdukadirov, Scientists such as M.Tojiev, B.Khodjayev, G.Akhmedova, K.Riskulova have conducted research on the application of advanced pedagogical technologies in the process of training teachers.

A group of scientists from the CIS countries V.Cherneskaya, S.S.Avганов, Ye.V. Yermolayeva, S.N.Aliyev, U.Akhmedova, N.N.Mukimova's researches reflect the issues of modern approach to professional development of teachers.

The participation of teachers in methodological, innovative activities ultimately contributes to the formation of an individual pedagogical system, the formation of an individual style of pedagogical activity. In many schools, the organizational coordinating bodies of methodological work - methodological advice - is a manifestation of the transfer of collegiality and authority in such a complex area of management activity, which consists in improving the pedagogical...
skills of primary school teachers [1].

To succeed in a professional endeavor, a teacher must strive to make the most of his or her inner strength, will, and character, thinking, and potential. Pedagogical activity is creative in nature. It is well-known that a person needs creativity only when he has a problem. Teaching activity is related to the essence of pedagogical creativity, the purpose and nature of pedagogical activity. Pedagogical activity is the process of solving a number of pedagogical problems that are subject to a common goal, such as the formation of a person's personality, worldview, beliefs, consciousness, behavior. Creativity in teaching is expressed in the ability to solve these problems, to find ways to solve them. The source of pedagogical creativity is pedagogical experience. The pedagogical experience is very rich in problematic situations. By advanced pedagogical practice we mean the teacher's creative approach to his pedagogical task, the search for new, effective ways and means of educating students [2]. Advanced pedagogical practice is the form and methods, methods and tools used by the teacher. Through them, the highest results of educational work are achieved. The study of advanced pedagogical experience, the discovery of new pedagogical phenomena and laws based on it, the introduction of good quality changes in the educational process, the management of students' learning activities, the solution of problems of modeling the learning process in a new way will be. A creative teacher should not only be able to teach and nurture children successfully, learn from the experiences of advanced teachers, but also have research skills.

DISCUSSION. The development of modern science and technology requires a teacher to be creative, to think freely about important problems of science, to convey the achievements of science to students. This ethical belief is reflected in the teacher's teaching, in his or her teaching, in his or her interactions with students and others, in his or her interactions, and in his or her daily life. The basic concepts of pedagogical ethics correspond to the categories of universal ethics and define them to some extent in relation to the activities of the teacher. In pedagogical ethics, humanism, justice, conscientiousness, honesty, kindness, etc. are analyzed in relation to teaching activities. In moral theory, goodness is the most important category. Goodness is a positive moral quality, which reflects the ideal of normative ethics, the content of positive moral qualities in individual morality, the sum of the positive attitude to human activity or behavior. Goodness is a concept that corresponds to social development, benefiting society and the individual by reflecting the unity of the interests of society and the individual in the consciousness and moral practice of man. In pedagogical ethics, the concept of goodness is defined in relation to the activities of the teacher. It reflects the unity of interests of the teacher and the student community, the unity of the purpose of the teacher and the student, the unity of the struggle for the effectiveness of education and upbringing. The virtue of goodness requires that both parties be well-intentioned, kind, and compassionate.

One of the hallmarks of a person's morality is responsibility. The responsibility of the teacher “includes the specific tasks of the teacher's activity and the educational process, while retaining the whole content of the concept of responsibility” [3, 45 pages]. The teacher is responsible for the full development of the child's personality. The teacher must give the student a deep theoretical knowledge, prepare him for life and work. At the same time, he should be aware of the existing abilities and talents in the child, have an individual attitude, and carefully cultivate the positive moral qualities that are present in him. The teacher works alone with the teaching staff as a representative of the community in the classroom. In such a situation, the teacher's responsibility is the governing force that regulates his or her rights, and the main criterion is the degree of influence on the teacher. The pedagogical teacher skillfully understands the educational aspects of the lesson and develops the skills of children in the worldview of activities and changes in the activities of nature and society. Belief, etiquette, and a sense of civic duty are one of the main qualities of a teacher. Forgiveness of all the deeds of these children is not a compliment to them, but a love of demanding and strictness, justice, and a person with this quality devotes much of his time and energy to the children. He is willing to sacrifice his desires
when necessary and limit his needs for the benefit of children. Social activism and a sense of civic duty are qualities of a teacher, since a true educator is a full-fledged public figure and a practical example for children to be socially active in life. The success and effectiveness of his actions as an independent person depends on how well a person knows how to manage the process of his activities.

RESULTS. Promoting the professional development of teachers is an important aspect of professional development. To achieve this goal, activities aimed at improving the knowledge of teachers in various forms are organized: regular thematic training courses, seminars, scientific-methodical, scientific-practical conferences, individual and group consultations.

CONCLUSION. Thus, the development of pedagogical skills goes in two main directions, which are closely related to each other: the development of externally controlled pedagogical skills: the organization of methodological associations in schools, continuous training courses; development, growth of internally controlled skills, self-directed by the teacher: self-teaching (acquisition of knowledge, skills); self-education (formation of worldview, motives and experience, personal characteristics); self-development (improvement of mental processes and abilities); study of advanced pedagogical experience, mutual participation in lessons. A schoolteacher should set a personal example of the qualities of the ideal he or she is promoting. Love for children is the most important quality of a teacher.

References:

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