

WAYS TO FORM THE PEDAGOGICAL ABILITIES OF THE TEACHER.

Yuldasheva Malokhat Erkinovna

Kokand SU-PhD.

Annotation: *this article describes specific systems of pedagogical ability, communicative skills of the teacher and methods of communicative influence, communicative ability, ways of developing the communicative ability of the teacher.*

Keywords: *educator, teacher, educational and educational process, pedagogical ability, communicative. In pedagogical-psychology, there are no limited types of teacher abilities.*

Types of pedagogical abilities can increase and change depending on the development of Science, Society. In philosophy, ability has long been interpreted as a hereditary process of "Unchanging heredity". As a result of many years of research and observation by scientists, the following main qualities of pedagogical ability are distinguished: 1. Love for his profession, the ability to love students. 2. Excellent knowledge of specialist science, interest in it. 3. Having pedagogical tactics (manners and beauty). 4. To be absorbed into the children's community. 5. Creative approach to their own labor. 6. Feeling responsible. 7. Possession of educational knowledge.

There are specific systems of pedagogical ability in the activity of the teacher. The system of abilities is distinguished by the following features:

- * key features;
- * base features;
- * leading features;
- * auxiliary features.

The main features of pedagogical abilities are observability – clairvoyance skills. This means that an individual can see the specific side of something, the starting material for creative activity. It is obvious in itself that the artist's observability is different from the observability of a natural scientist. Since their observances are in different directions, each has its own thinking and worldview. The leading feature of ability is creative imagination. This feature applies not only to the artist, the teacher of mathematics, the literary critic, but also precisely to all teachers of science. You need the ability to master the secrets of any profession perfectly. Pedagogical abilities are formed only in a healthy teacher. However, it can be high, medium and low. Among the senses and characteristics embodied in these different levels of abilities, some play an auxiliary role. Auxiliary features and sensations that fall into the system of pedagogical abilities are as follows:

specific types of intelligence, agility, critical attention to shortcomings, stability;

*teacher's speech: the art of eloquence, the depth of vocabulary;

*acting feature: facial expressions and pantomimics, being able to use fantasy, being able to control mental emotion.

*having pedagogical tact and pedagogical femininity.

Communicative competence of the teacher and methods of communicative influence Since today our independent republic is recognized by the world community, its further development and prosperity depends on the youth of today. Therefore, today's youth should be developed in every possible way, able to express their correct attitude to oneself, to another person, to society, to nature and to work, able to operate independently, creative, enterprising and entrepreneurial. The development of these characteristics in the student depends on the unspoken teacher, his ability to correctly control the educational process and the treatment and relationship that he can establish with the students.

Communicative ability is the ability to communicate, which has a special appearance in the field of pedagogical mutual action. In the psychological literature, several types of communicative abilities are distinguished:

1) a person's ability to understand a person (assess a person as a person, his individual aspects, motives and needs, consider his external behavior in relation to his inner world, the ability to "read" actions of the face, hands, torso)

2) a person's ability to self-understand (assess his own knowledge, abilities, his character and other;

3) the skill of being able to fully assess the situation of communication (to observe the current state, to extract more information about the signs of its manifestation, to focus on them, to correctly perceive and assess the social and psychological essence of the situation that is occurring). Analysis includes all the actions of knowledge and practical activity in gnoseology, psychology, and in pedagogy, what is being studied is expressed as a process of cognition that embodies the laws and methods of separation of ideas into separate components. O.O.Kashenko believes that self-analysis is not used as an independent category in philosophy and psychology, even if it is reflected as a component of self-awareness, self-knowledge, self-control, self-assessment. However, it is necessary to remember that the formation and development of self-awareness takes place on the basis of self-analysis.

Because it is in pedagogical reality that the importance of developing self-analysis skills is one of the most fundamental internal factors that motivate the development of the "I-Concept", which is understood as a system of their own perception, interests, motives, needs.

Self-analysis methods require a focus on:

- 1) to consider as an object such as personal behavior, nurturing personality, system of its identities, values from situations of sociality-oriented reciprocity;
- 2) determination of the system of criteria for analyzing one's own behavior, personal qualities;
- 3) to extract the known from the unknown;
- 4) identification of contradictions.

Self-analysis precedes self-realization, and it is on its basis that the person's perception of himself switches to a generalized appearance. As a result of self-awareness, such as understanding one's identity in an individual, understanding one's place in society, and feeling embodied as one in the eyes of others are formed. Self-awareness embodies the emotional and logical aspects that form as a self-relation. It is known that self-awareness methods require clarification and generalization of information obtained as a result of self-analysis at both logical and emotional levels. In conclusion, self-analysis and self-awareness lead to the formation in the Educator of the professional "image of me" as the self and the imagination of others about him.

The main methods of pedagogical exposure by a teacher in the process of education and upbringing include: demand, perspective, encouragement and Punishment, public opinion.

Demand is manifested in the personal attitude of the teacher towards the educator in the process of education and upbringing. One or another behavior of the student is under the supervision of the teacher, the positive aspects of which are encouraged, or vice versa, the indecent behavior is interrupted. Perspective is an effective pedagogical method that improves independent thinking in students, a sense of free aspiration to a specific goal, a dream. These goals are manifested in their personal aspirations, interests and motivations. This method develops purposefulness, which makes schoolchildren one of the most important human qualities as a person.

Encouragement and punishment is the most traditional method of educational action, and consists of a positive effect on the behavior of students. The reader is encouraged for good behavior, useful work and behavior, moral perception, unconditional fulfillment of assignments. Inappropriate behavior, disorderly conduct, failure to fulfill one's duty are eliminated by punishment. This method provides a moral effect, in the process of its application, the teacher is extremely careful, sensitive and vigilant.

Public opinion is the most important method of educational action and is manifested in regular stimulation of socially useful activities of students based on the results of their performance. Ensures that the team's educational tasks are carried out in a certain direction, forming the friendly attitude of students towards each other.

The study of socio-psychological theory and pedagogical experiences of communication shows the need for extensive use of two methods: persuasion and persuasion in pedagogical interpretation.

Persuasion is to explain and prove to students the correctness and necessity of behavior, as well as the inaccuracy of certain behaviors. In the process of persuasion, new knowledge, skills, qualifications and moral qualities are formed in students. These serve as a measure (criterion) for students and those around them. Any educational impact of the teacher will ultimately be directed towards a comprehensive impact on the student's psyche, that is, the formation and strengthening of positive emotions in students: behavior, relationships, behavior. But the technological mechanisms of persuasion and persuasion are Turlich.

Growing young people also interact with the social environment and nature. As a result of this mutual influence, a set of trust, new knowledge and relationships, moral meanings are formed in them. Persuasion can be real and fake. True trust corresponds to real reality and increases the dignity of an individual before society. a person even agrees to his death so that he can become a BP faithful to his true trust. For example, the perseverance shown on the battlefield by our soldiers raised in the spirit of loyalty to the motherland. False trust, on the other hand, leads to the formation of habits that are harmful to society, first of all, the class community.

False trust arises as a result of a generalization of the influence of the readers themselves and those around them. The reasons for false confidence in some readers may be the following:

- 1) reading only for an excellent grade-this leads to blindness, dry memorization in obtaining knowledge;
- 2) to behave too obediently - this leads to the fact that the student's activity is extremely low. The normative student must sometimes receive a rebuke from the teacher;
- 3) cheating a teacher is a sign that the student is extremely intelligent and resourceful;
- 4) violation of the internal order of the school was carried out only with a strong character Unique to the student, he is criticized by the teacher;
- 5) excessive work is an unnecessary diligence.

This type of trust, which is given above, is formed in the reader, gradually committing the mood of immortality, slowness in study and labor activity. To overcome false trust, the teacher must work in the following three areas:

1. Formation of healthy social thought in the class community.
2. Creating a personal life experience that plays an important role.
3. Denial of false trust in the main way.

There are the following ways to change false trust:

1) encourage the reader to compare himself with others. Closer acquaintance with a person who thinks in opposition to his opinion (for example, a child does not want to read, but his familiar partner reads and knows a lot, but does not make his own “dry memorizer” or “too knowledgeable”);

2) showing what prejudices and trust ultimately lead to (for example, to speak of those who have such qualities and have ruined their lives, and have lost their land, their pride, and their conscience. For this, life examples, works of art, motion pictures, etc. can be used);

3) in favor of false trust, developing the mind of the defending reader logically and bringing it to a state of shock. For example, what can lead all students to deceive teachers, not following internal procedures).

Failure to follow any organizer of persuasion also reduces the effectiveness of educational work. In this case, only knowledge is formed in the reader. A person may know how to behave, understand that this is exactly how he should behave, but cannot force himself to do this. So, this means that his volitional qualities are not developed, the qualification to follow the rules of behavior is not composed. Persuasion does not remain a system of meanings of knowledge, views and behavior, but also methods of their formation. With the help of persuasion, new views, relationships are formed or prejudices change.

Discussion, argument, conversation, the teacher's story and his personal example are considered forms of persuasion. In order for persuasion to have a high effect as a method of influencing students, it must meet the following requirements:

1) the form and content of persuasion, to be appropriate for the age period of students must (on the example of fairy tales, narratives and fantastic stories in a small school age, and then study the human spiritual world to learn the world of being);

2) persuasion should correspond to the individual characteristics of the students. To do this, it is necessary to study the true lifestyle of the student;

3) persuasion is a clear argument beyond the rules and principles of the general way and it is also necessary to include examples (focusing on exhibitionism from teaching);

4) evidence that is all the same informed in some cases in the process of persuasion and the behavior has to be discussed. This, in turn, helps to eliminate hesitations about the validity of the argument and draw a general correct conclusion;

5) while convincing others, it is necessary for the teacher to firmly believe in his opinion. When organizing the process of persuasion, it is necessary to take into account the uniqueness of the mental image of the reader.

To do this, the pedagogical student needs to know the type of the higher nervous system, the scope of development of its education and maturation. For example: let the child

have a strongly balanced (sanguine) type of nervous system. In it, the excitation process becomes stronger compared to the braking process. In this case, the teacher must carry out the process of persuasion in such a way that the student does not allow the nervous system to be overexcited, does not cause additional sensation.

Only when thought, intuition and volitional qualities form a whole whole whole can the method of persuasion become a real driving force. When applying this method, the content of persuasion it is advisable to follow cognition, intuition, emotion, behavior. The result of persuasion also depends on the teacher's verbal property. The word and work of the educator should also be one.

Verbal interaction is important in the cultural level of the teacher and in the student's communication. Because a person's "intelligence, thoughts, knowledge and level of Culture, thinking are expressed in words to a certain extent. In the culture of circulation, the word takes power from reason, discretion from language" (Saint Yunusov).

The teacher who uses verbal interaction in his pedagogical activity in practice should have the skills to control his emotions, creative influence and express his feelings only for the implementation of the educational goal, and not injure the student's heart with inappropriate words, and not go beyond the norms of pedagogical tact in the clear expression of words. About the power of the word R. The following points of Descartes are also directly applicable to teachers: "explain the meaning of words, the power of which is clearly expressed to people, so that you have freed the human world from half of all misunderstandings." The teacher's gestures and facial movements enhance verbal interaction with the word. Facial movements and gestures should match the loudness of the voice in speech. Warning words, acting on the basis of public speaking, prompting orders to perform the task, not using prohibited phrases, implying an opinion through humor, accusing the reader of free reasoning or for inappropriate actions are the verbal influencing components of the word.

The unity of verbal gesture and facial movements should enhance the volumetric and effective information being reported. Under any circumstances, the teacher should have a special presence in meeting students in the classroom. The re-education of the method of persuasion, that is, its application in the formation of views and relationships, can also be carried out by creating special situations in which it is necessary to demonstrate one or another of these qualities. Random situations are created in the following ways: asking an unexpected question to the student in the lesson, forcing him to confess to his inappropriate behavior outside of the lesson, and in the game, encouraging him to act. As confirmed in the life of the school, it turns out that sometimes a student is still among those who suffer upbringing because he does not have the conditions to realize his capabilities. He is asked

onda-son in class: the teacher does not believe in his knowledge, he is heated from time to time to pay attention to him during class.

If the reader is often approached, offered to state his opinion, stereotypes that have formed in his behavior begin to gradually change.

Promotion is one of the means by which people interact in the process of communication activities. The peculiarity of communication is that it affects the human psyche without its own perception, involuntarily penetrates into the psyche, structural structure of the individual and is reflected in deeds, aspirations, motives and directions in everyday life. In any pedagogical impact, there will be an element of stimulation.

Properly organized awareness has a direct effect on increasing the activity of students in conscious awareness. With the help of a word, it is possible to generate sensations in the reader, such as vivacity or fear, joy or sadness, self-confidence and disbelief, curiosity or boredom, trust in others or hadiksirash from them. it can also be understood only if the teacher's bad mood instantly envelops students like a wave. Or the leader of a group with a nervous character will soon be surprised that the nervous state has become the meaning of communication in the group.

It is imperative that the teacher does not forget that the ways of developing the communicative abilities of teachers have a mutual educational effect, the presence of a connection between their communicative relationships and activities, determine its effectiveness. In order for the teacher to achieve success in the pedagogical impact on the classroom team and the individual educator, it is necessary to rationally plan the system of mutual pedagogical relations among students and change the psychological environment in a positive way. To organize a system of pedagogical relations, properly organized and perfect in all respects, aimed at preserving the heart and mind of the younger generation, educating them in the spirit of national and universal values, it is necessary for the teacher to deeply know the psyche of each student, be aware of their inner capabilities, inform, exchange ideas, understand and empathize with their grief, feelings.

Teacher to achieve success in the pedagogical relationship:

- *able to model future relationships with students;
- *anticipating the characteristics of the class community to be treated;
- *establish a relationship that is directly friendly and cohesive;
- *has an advantage in the relationship, managing it wisely on the basis of democratic requirements.

It is necessary for the teacher to carry out regular activities so that he can form in himself a human quality and politeness, which is important in his professional skills. The

following systems of personal self-education regarding the pedagogical activity of the teacher can be recommended for mutual exchange of ideas and communication.

1. The implementation of self-awareness in terms of professional activity (identification of qualities, positive and weak points of interaction) and the development of a self-education program based on mutual exchange of ideas on this basis.

2. It is advisable to evaluate their professional activities in the following areas: analyze the impressions received after treatment with people, study the latest cases of treatment with students, analyze their achievements and shortcomings about treatment, have visions of how those around you (the team of teachers, parents, students) assess your chances of treatment.

3. Work on the basis of specialized self-conducting "autogenic" exercises on the development of the main features of humanism in itself.

4. Conducting various public affairs with students and parents, from which skills and qualifications (skills, conversations, maturation youth associations) are formed in mutual exchange activities.

5. To create a system of situations that shape the experience of overcoming negative moods in verbal interaction and develop politeness.

6. Approach politeness from the point of view of national traditions and traditions, Uzbek culture of treatment, our national heritage.

7. Being able to compose meticulous, succinct and resonant words in their native language and articulate it with oratory skill is one of the most necessary communicative skills for each teacher of the subject being studied in educational institutions.

On the basis of this proposed system, the conduct of pedagogical activity forms humanism and politeness, which is one of the personal qualities related to the profession of a teacher. throughout his professional career, the teacher improves the power of speech in his speech. He strives to make vocabulary beautiful, Fluent, expressive, effective by making the most of the rich possibilities of the Uzbek language. After all, being able to speak beautifully and impressively is also a matter of art. The professional skills of a teacher who is invaluable from this art are not formed. Regardless of which subject is taught, the main weapon of the teacher is vocabulary, which demonstrates communicative ability on the basis of verbal power.

LITERATURE USED:

1. Azizhoujaeva N.N. Pedagogical technology and pedagogical skills – Tashkent; Tdpu named after Nizami 2006.
2. Makhsudova M.A. Psychology of communication. Tashkent: Turan-Iqbal, 2006.
3. Kholikov A. Pedagogical skill. - T.: ECONOMICS-FINANCE, 2011.
4. Yuzlikaeva E.R., Madyarova S.A., Yanbarisova E.E., Morkhova I.V. Theory I praktika obshey pedagogic. - T., 2013.