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## ON THE QUESTIONS OF IMPROVING THE PROFESSIONAL SKILLS OF THE TEACHER

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**Cover Page Footnote**

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## ON THE QUESTIONS OF IMPROVING THE PROFESSIONAL SKILLS OF THE TEACHER

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**Abstract:** *The article is devoted to the issues of improving the professional skills of a teacher of a higher educational institution. The problems of the formation of professional skills of young teachers are given. The author gives recommendations within the framework of the problem under study.*

**Key words:** *teacher's professionalism, pedagogical competence, professional competence, pedagogical skill, pedagogical experience, pedagogical skill, teacher's intuition.*

## O'QITUVCHINING KASBIY MAHORATINI TAKOMILLASHTIRISH MASALALARI

Raxmatova Odina Kadirjanovna

Farg'ona politexnika instituti

"O'zbek tili va adabiyoti" kafedrası o'qituvchisi

**Annotatsiya:** *Maqola oliy o'quv yurti o'qituvchisining kasbiy mahoratini oshirish masalalariga bag'ishlangan. Yosh o'qituvchilarning kasbiy mahoratini shakllantirish muammolari keltirilgan. Muallif o'rganilayotgan muammo doirasida tavsiyalar bergan.*

**Tayanch so'zlar:** *o'qituvchining kasbiy mahorati, pedagogik kompetensiya, kasbiy kompetensiyasi, pedagogik mahorat, pedagogik tajriba, o'qituvchining intuitivligi.*

## К ВОПРОСАМ СОВЕРШЕНСТВОВАНИЯ ПРОФЕССИОНАЛЬНОГО МАСТЕРСТВА ПРЕПОДАВАТЕЛЯ

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*Аннотация:* Статья посвящена вопросам совершенствования профессионального мастерства преподавателя высшего учебного заведения. Приведены проблемы становления профессионального мастерства молодых преподавателей. Автор даёт рекомендации в рамках исследуемой проблемы..

*Ключевые слова:* профессионализм педагога, педагогическая компетентность, профессиональная компетентность, педагогическое мастерство, педагогический опыт, педагогическая умелость, интуиция педагога.

Today, radical reforms are taking place in our country in all spheres of society, and the education sector is no exception. The President of our country Shavkat Miromonovich Mirziyoyev pays great attention to the development and improvement of the education system. A number of legislative acts have been adopted aimed at improving the quality of education.

On August 27, 2019, the Decree of the President of the Republic of Uzbekistan "On the introduction of a system of continuous professional development of management and pedagogical personnel of higher educational institutions" was adopted, number UP-5789. [1]

And in these conditions, the requirements for the teachers themselves, for their professionalism and skills, are increasing.

We all know that the main component of pedagogical activity is the pedagogical skill of a teacher of a higher educational institution.

The implementation of the tasks of teaching and educational work in a higher educational institution, the degree of effectiveness of the training of future specialists, the improvement of their broad outlook, high moral, psychological and business qualities depend on the degree of professional skill of teachers. But the question of developing the professional skills of a teacher is quite time consuming.

This process does not end with bringing to the learners the knowledge, abilities and skills that this or that teacher has. An important component of a teacher's pedagogical skill is not only professional competence, but also pedagogical. The question arises whether it is generally possible to teach pedagogical skills? Is it possible in this context to establish any time frame? There are a lot of problematic issues.

In our research, we would like to express our point of view regarding the problems of the formation of the teacher's professional skill. To begin with, the foundations of professional excellence can be laid, not only in a higher educational institution, but also in a school, which is assigned a rather significant role.

A future teacher at a certain conscious age chooses his profession. And if the profession of a teacher is chosen, then purposeful work is being carried out in this direction to develop



pedagogical skills. A young man as a student has his own ideal of a teacher and strives to achieve the level that his mentor has reached.

The formation of pedagogical and professional skills is ultimately influenced by the upbringing of a person, his outlook, moral, spiritual values and much more. The educational process is inseparable from the educational process.

Each teacher in the course of his professional activity not only teaches certain subjects, whether at school or in a higher educational institution, but at the same time brings it to the learner. Certain moral and ethical values.

Now the majority of teachers are faced with a host of problems that arise in the educational sphere. First of all, these are the difficulties of finding a point of contact with the trainees, especially when it comes to situations that develop among school teachers in their relationship with students. And here it is not enough to have professional competence, but pedagogical competence is also necessary.

In modern times, in our opinion, there are a lot of temptations for young people, this is the Internet, the achievements of science and technology in the form of gadgets, smartphones and so on. And in this space, the teacher needs to find a point of contact with the students, to interest them, to involve them in the study of a certain discipline, and this is a rather complicated process.

That is, the teacher must give the student not only knowledge, but at the same time instill in him certain moral and spiritual values, have a beneficial educational effect on him.

A teacher in the conditions of both higher and secondary schools has his own style of teaching and upbringing, and here it is necessary to find a methodology that would combine both a democratic style and an authoritarian one. There is a conviction of leading specialists in this field, who argue that a teacher should have a "stick" in one hand and a "carrot" in the other. This is of course a figurative expression.

A teacher with a high level of pedagogical and professional skill can organize training so that students each time discover something new, unknown to them, as a result, their interest in learning increases, problems with motivation are solved, and educational goals are more effectively achieved. Pedagogical excellence is a high level of professional activity of a teacher.

Outwardly, it manifests itself in the successful creative solution of a wide variety of pedagogical problems, in the effective achievement of the methods and goals of teaching and educational work.

Its more specific external indicators are: high level of performance, quality of the teacher's work; appropriate, adequate to pedagogical situations, actions of the teacher; achievement of the results of training, education, independent work of students; the development of their ability to study independently, to acquire knowledge, and to involve them in independent research.

We are deeply convinced that the problems of the formation of pedagogical skills often arise among novice teachers. In this case, they should learn from the experience of authoritative teachers, which is striking in its great diversity in their understanding of the meaning of their professional activities, in the forms and methods of its implementation.

Although, in our opinion, pedagogical and professional skill is a complex, multidimensional concept that is formed and developed during the entire professional activity of a teacher. Many researchers are studying the question of the possibility of the formation of pedagogical skills in student years and give a positive answer to it.

In the conditions of a pedagogical higher educational institution, it is necessary for students to form, first of all, a readiness for future pedagogical activity. For example, a 4th year student of any direction of a pedagogical university is undergoing practical training in school institutions. This process is quite complicated, since a person combines the qualities of a student and a teacher, in this case he can look at himself from the outside, through the eyes of a student in the process of solving any pedagogical situation.

Here an important role can be played by the mentor of a novice teacher, who has extensive experience in teaching. From our point of view, a significant contribution to the skill of the teacher is made by the research approach to the problem posed in the classroom, and the inclusion of students in the process of active thinking.

It should be noted that the high professional level of a modern teacher includes knowledge of psychology, proficiency in psychological techniques and diagnostic tools. Suppose a teacher entered the classroom and sees one of the students in a depressed state, in this situation the teacher needs to apply a democratic approach to this student. And after the end of the lesson, stay alone with the student and try to call him into a conversation.

In addition, the teacher intuitively can anticipate any events. If the teacher intuitively feels the impending conflict, then he can prevent it in time. In conclusion, I would like to cite the arguments of researchers in this area, which boil down to the fact that the Educator can give his pupil only what he has. It should be noted that in this context it is necessary to pay attention to the elements of motivation. [3]

Therefore, pedagogical skill must be considered as a set of certain qualities of a teacher's personality, which are determined by a high level of his psychological and pedagogical preparedness - the ability to optimally solve pedagogical problems of teaching, upbringing and development of students. Which in turn will solve the problems with labor resources in this area. [2]

As a result, it can be noted that pedagogical skill is the basis of the teacher's professionalism, without which it is impossible to work in a higher educational institution. The next step in professional growth is teaching excellence.

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