

## PEDAGOGICAL EXCELLENCE WHAT ARE THE BASICS OF PEDAGOGICAL EXCELLENCE?

Turdaliyeva Mokhlaroyim Maxammadismoil qizi  
Student of Uzbekistan State World Languages University  
+998 (94) 179 6313  
moonlita021504@gmail.com

### ANNOTATION

The article presents information concerning first of all 'excellence' and 'pedagogical excellence' and goes on giving an in-depth explanation about the basic functions and requirements of being a teacher, and finally ends with basic stages and structures for forming a pedagogical excellence.

**Keywords:** excellence, pedagogical excellence, pedagogical skills, management.

### АННОТАЦИЯ

В статье представлена информация, касающаяся, в первую очередь, 'мастерства' и 'педагогического мастерства', далее дается подробное объяснение основных функций и требований, предъявляемых к педагогу, и, наконец, заканчивается основными стадиями и структурами формирования педагогического мастерства.

**Ключевые слова:** мастерство, педагогическое мастерство, педагогические навыки, управление.

### INTRODUCTION

Nowadays according to the governmental rule, most educational organisations set predominant goals for preparing highly-qualified, competitive and independently-thinking teachers to raise erudite scholars in the society. Based on this fact, they try to put pedagogical excellence in front of teachers to have like a must-have skill. It tends to reason to require it from every single one of them since it plays an important role in teaching procedure. However, only some of them can acquire and form it. Because of this reason, let's define it in thorough depth...

Excellence is a kind of ability to do something in a much higher and more perfect level. It is a high level of doing it proficiently. It is an acquired level of professionalism which is developed by only personal experience, observing outstanding work and having high creativity in the sphere of activity.

When it comes to the pedagogical excellence, it is a complex of skills and knowledge about the pedagogical process, and it is about the ability how to optimally organise and effectively implement it. Pedagogical skills are nowadays quite accessible for acquiring and improving them by every teacher, especially in this superbly digitalised and technologically acquired world. However, this process requires extremely intensive work on himself, since the teacher's skill is a combination of many components, including the personal development as a teacher, his professional qualities, and influenced by other factors of the pedagogical process as well.

Moreover, a teacher can say that he has pedagogical excellence or skills only when there is an unpleasant condition in a classroom – that is, pedagogical skills are manifested only when a teacher, like a pro, manages to alleviate an unfavourable or unpleasant situation effectively in a classroom. Only then, without a doubt, that teacher is acknowledged by others that he does have pedagogical excellence or skills.

In order to acquire pedagogical excellence or skills, teachers have to theoretically and practically know that there are certain special requirements, responsibilities and tasks in the teaching process.

So, one of the most required capabilities asked from teachers is an ability to control and manage a class. It is not only managing or controlling the class, but it is also managing the processes of teaching, training, educating, developing and forming a pupil as well. Managing a class has its own components which require teachers to follow accordingly.

- **Proper and accurate goal setting**

The first component of managing a class is goal-setting. Since the goal is a key factor in the pedagogical process, it must be already set at the early stage of designing a class. It precisely anticipates and ideally directs the work or labour of the teacher and his students towards their generally targeted result.

- **Diagnosing**

In other words, before getting started a real teaching process, it is obligatory for a teacher to correctly and precisely find out the state of the subject (student) at that given moment. For an apparent reason, managing a learning procedure is predominantly based on the knowledge of students. Because of this, a teacher is required to know the level of students, their background knowledge, their capabilities – whether they are ready to be engaged in the class.

- **Forecasting**

It is based on the outcomes of the diagnosing process. This is about the teacher's ability to foresee and predict his actions while teaching process. Having received an accurate diagnosis about the physical, mental and psychological condition of the students and relying on a favourable prognosis, a real professional teacher proceeds to create or design a project of teaching procedure. Because the designed class foreseeably constructs a model of the upcoming activity, selects right methods, techniques and means which make it easier to achieve the goal under given conditions, and simultaneously, at the set or arranged time to reach the destiny, highlights specific steps or stages of attaining that goal by forming particular tasks for every single one of the students and determining all the types and forms of evaluating their obtained results.

- **Planning**

The diagnosis, prognosis and project constitute the basis for the development of a plan for educational activities that completes the preparatory stage of the pedagogical process.

- **Organising**

This process is connected mainly with the teacher's ability to direct students through the learning process so that each of them is involved and engaged in the planned activity or work, and to cooperate with them at the same time so as to achieve the intended goal.

- **Controlling**
- **Assessing**
- **Correcting**

By playing an important role in the teaching procedure, controlling, assessing and correcting processes are combined or united in one so that they allow a teacher to create an effective way of watching and tracking students' course acquisition, their changes and development in their learning procedure.

Forming pedagogical excellence has its own special structure and according to it, there are three basic critical and decisive phases:

1. Professional phase which is based on the concepts of a teacher-self – that is, a teacher has to question himself 'what kind of a teacher I am'. He needs to clarify, analyse, study and evaluate himself at first. And then he needs to make himself adapt to the teaching process.
2. The second phase is about the implementation of pedagogical activity – that is, 'what he is doing and why'. This phase concerns about the teacher's methodological approach. He needs to find out the methods, techniques and means of the teaching process, and among them he is required to select the best possible way of delivering accurate information to students.
3. The third phase is the phase of pedagogical creativity. This deals with the teacher's creative approach to the pedagogical process. A teacher is required to study the subjects (students) of the educational procedure and to find a common language with them so as to get them involved in the learning process and attain the intended goal.

#### **BIBLIOGRAPHY**

1. [https://www.researchgate.net/publication/26572650\\_Towards\\_the\\_pedagogical\\_excellence\\_of\\_higher\\_education](https://www.researchgate.net/publication/26572650_Towards_the_pedagogical_excellence_of_higher_education)
2. <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/priority1excellenceteaching.aspx>
3. <http://pubs.sciepub.com/education/1/11/1/index.html>
4. <http://www.revistaespacios.com/a18v39n43/a18v39n43p22.pdf>
5. [https://www.bth.se/wp-content/uploads/2016/03/Bilaga1\\_pedagogisk-portfo%CC%88lj-ENGELSKA-1.pdf](https://www.bth.se/wp-content/uploads/2016/03/Bilaga1_pedagogisk-portfo%CC%88lj-ENGELSKA-1.pdf)