

## WAYS FOR FORMING PEDAGOGICAL SKILLS

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### ANNOTATION

The article reveals the concept of pedagogical abilities, approaches to the definition of the concept of ability, characterizes the groups of pedagogical abilities, the structure of pedagogical abilities, describes their behavioral manifestations, shows the advantages of the new theory of abilities, and identifies the prospects for its research.

### АННОТАЦИЯ

В статье раскрывается понятие педагогических способностей, подходы к определению понятия способности, охарактеризованы группы педагогических способностей, структура педагогических способностей, описаны их поведенческие проявления, показаны преимущества новой теории способностей, выявлены перспективы ее исследования.

**Key words and expressions:** abilities, pedagogical tact, inclinations, talent, genius, pedagogical imagination, gnostic, constructive, communicative, design, organizational.

Abilities - individual psychological characteristics of a person, manifested in activities and are a condition for the success of its implementation. The speed, depth, ease and strength of the process of mastering knowledge, skills and abilities depend on abilities, but they themselves are not reduced to them. There are several approaches to defining the concept of ability. S.L. Rubinstein considers abilities as the result of fixing not methods of action, but mental processes ("activities"), through which the actions of activity are regulated. And according to Yu.B. Gippenreiter, abilities are the individual psychological characteristics of a person that express readiness to possess certain types of activities and to successfully implement them. K.K. Platonov supplements this definition with another new interpretation of the concept of ability, as a substructure of personality, adjusted to its main substructures.

To date, there are various approaches to the definition of abilities. A deep analysis of the problem of abilities was given by B.M. Thermal. According to the concept developed by him and his collaborators, only anatomical, physiological and functional features of a person can be innate, creating certain prerequisites for the development of abilities, called inclinations. In this regard, we first consider the relationship between the concepts: abilities, inclinations, genius and talent based on the general structure of abilities.

### MAKINGS

Congenital anatomical and physiological features of the nervous system constituting the individual psychological prerequisites for the formation and development of abilities. The assignments are very meaningful. They are due to the features of the functional organization of individual cortical centers of the cerebral cortex and the nervous system as a whole (high sensitivity of sensory organ receptors: auditory for musicians, visual for artists, etc.). On this

basis, I.P. Pavlov identified 3 types of people according to their abilities: artistic, mental and average. The abilities of people of the “artistic type” are associated with wildlife, with images of imagination, fantasy, etc., and the abilities of people of the “thinking type” associated with the operation of abstract concepts, mathematical expressions, philosophical reasoning, etc. Representatives of the middle type can show abilities in various spheres of human activity. They are usually not "narrow specialists" in any one field of knowledge. They write that the great physicist Einstein was fond of literature and played the violin; Mendeleev was the author of articles on the theory of painting; the famous zoologist Kholodovsky translated Goethe's Faust into Russian; Bekhterev wrote poetry; the diversity of interests and versatility of activities characterized Galileo, Descartes, Lomonosov, Leibniz, D. Alembert, Wundt, Kurchatov and many other outstanding scientists.

Talent and genius are levels of ability.

Talent is the highest degree of a person's abilities in a certain activity, and genius is the highest degree of manifestation of creative abilities. Researchers of pedagogical abilities based on the provisions of B.M. Teplov, identified a whole set of pedagogical abilities, their range is very large and covers the whole structure of pedagogical activity. In the studies of N.V. Kuzmina revealed such abilities as: pedagogical observation, pedagogical imagination, pedagogical tact, distribution of attention, organizational skills. Thus, pedagogical imagination is especially important for constructive activity - it is expressed in the "projection" of students' future knowledge, the ability to find suitable methods and techniques in advance. It is also expressed in the "projection" of the nature of the habits of students in both educational and educational work. Formation of the team as a whole. It is the pedagogical imagination that helps the teacher to carry out developmental education and upbringing.

The pedagogical tact is manifested in the communicative side of pedagogical activity, it is the ability to establish the right relationship with students.

Pedagogical imagination (or predictive ability) is a special ability. expressed in anticipation of the consequences of one's actions, in the educational design of the student's personality, associated with the idea of what the student will become in the future, in the ability to predict the development of certain qualities of a student.

The ability to distribute attention simultaneously between several activities: is of particular importance for the work of the teacher.

N. V. Kuzmina considers the totality of the teacher's abilities as the most important factor in the development and formation of students' abilities. In this regard, in the structure of pedagogical ability, it distinguishes two rows of features:

- Pedagogue's specific sensitivity as a subject of activity to the object, process and results of his/her own pedagogical activity. in which the student acts as a subject- object of pedagogical influence;
- the specific sensitivity of the teacher to the student as the subject of communication, cognition and labor, since the main means of education are the types of activities of the emerging personality (i.e. the student himself) and ways of organizing them in order to obtain the desired end result.

The first level consists of perceptual-reflexive abilities. directed to the object - subject of the pedagogical influence. i.e. to the student. in connection with oneself ( pedagogue ). They determine the intensity of the formation of the sensory fund

The second level consists of design pedagogicalabilities , addressed to ways of influencing the object-subject of the student, in order to form his need for self-development, self-affirmation, civic and professional development . At present, the concept of pedagogical abilities , developed by N. V. Kuzmina, is the most complete systemic interpretation. In this concept, all pedagogical abilities are correlated with the main aspects (sides) of the pedagogical system . The system is presented as a set of interconnected elements. forming their stable unity and integrity . \_ \_ having integral properties and regularities, and the pedagogical system is a set of interconnected structural and functional components subordinated to the goals of upbringing, education and training of the younger generation and adults Numerous psychological and pedagogical studies conducted by N. V. Kuzmina showed that the self-development of teachers is ensured by a fairly high level of formationthey have such general abilities as :

- Gnostic
- design
- constructive
- communicative
- organizational

Gnostic abilities consist in the specific sensitivity of the teacher to the methods of studying students in connection with the goals of the formation of each moral, labor, intellectual fund of the individual, which ensures his self-development even when he enters an unfavorable environment .

Design pedagogical abilities are especially \_battle of educators ' sensitivity to the construction of " pedagogicallab irinta ", that is, that pedagogical route. according to which it is necessary to lead the student from ignorance to knowledge, so that he is not only interested, but also useful, economically and deeply , difficultly and easy, intense and "creative".

constructive pedagogical abilities consist in a special sensitivity to how to build an upcoming lesson, meeting, lesson in time and space in order to move forwardon the joke to the desired horse rezhia.scheo start. what system of tasks-tasks to offer, how to organize their implementation, how to conduct assessment

communicative pedagogical abilities are manifested \_in the specific sensitivity of the teacher to the ways of establishing and developing pedagogically expedient relationships with students on the basis of gaining authority and trust from them.

organizational pedagogical abilities consists in the special sensitivity of the teacher:

- To productive-unproductive ways of organizing mutual

Prayers of students with objects of activity and cognition during school and non-school hours

• productive - unproductive ways of organizing the interaction of students in groups and teams

- productive - unproductive ways of teaching students self-organization
- productive - unproductive ways of organizing your own interaction with students
- productive-unproductive ways of self-organization of one's own activity and behavior



The conclusion of the researchers of the school of N. V. Kuzmina is significant, that pedagogical abilities imply a high level of development of general abilities (observation, thinking, imagination) and that other abilities are included in the scope of pedagogical activity only if there is a pedagogical orientation and pedagogical abilities in the conditions of their further development. - orgy. In addition, three types of combination of pedagogical and other special abilities are identified: pedagogical abilities that either help, or are neutral, or interfere with pedagogical activity.

In the most generalized form, pedagogical abilities were presented by V.A. Krutetsky, who gave them the corresponding general definitions.

- Didactic abilities - the ability to transmit educational material by students, making it accessible to children, to present material or a problem to them clearly and understandably, to arouse interest in the subject, to arouse active independent thought in students;
- Academic ability - ability in the relevant field of science (mathematics, physics, biology, literature, etc.).
- Perceptual abilities - the ability to penetrate the inner world of the student, pupil, psychological observation associated with a subtle understanding of the student's personality and his temporary mental states.
- Speech abilities - the ability to clearly and clearly express one's thoughts, feelings through speech, as well as facial expressions and pantomime.
- Organizational skills are, firstly, the ability to organize a student team, rally it, inspire it to solve important problems and, secondly, the ability to properly organize one's own work.
- Authoritarian abilities - the ability of direct emotional and volitional influence on students and the ability on this basis to achieve their authority.
- Communication skills - the ability to communicate with children, the ability to find the right approach to students, to establish with them expedient, from a pedagogical point of view, relationships, the presence of pedagogical tact.

The listed pedagogical abilities allow to successfully carry out all aspects of pedagogical activity.

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