

**PEDAGOGICAL ABILITY IN TEACHER ACTIVITY**

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**ABSTRACT**

Education of pedagogical skills first appeared in the middle of the XIX century. Desterverg was the first to focus on pedagogical ability, perceptual ability. He focused on the power of pedagogical ability, pedagogical tact, and strict freedom. He advanced the concept of the teacher's ability to acquire knowledge. Then, in the second half of the nineteenth century, PG Redkin put forward the concept of «moral ability». This idea was continued by K.D. Ushinsky. "The most important way to educate a person is to convince him, and a person's beliefs can only be influenced by persuasion", he said. LN Tolstoy said: "For education to be successful, educators must be able to educate themselves without stopping". Based on his experience, AS Makarenko said, "If everyone works hard if he is demanding of himself, he can be a good teacher".

Ability is present in all human beings and is not flat, one is high and one is medium-low.

To work successfully, every teacher needs to have pedagogical skills. A person with pedagogical skills can achieve great results with little effort. Ability emerges and develops in the process of the activity.

Abilities are such psychological characteristics of a person that knowledge, skills, abilities, growth depend on these qualities, but these qualities themselves do not apply to these knowledge, skills, and abilities. A person's abilities are only an opportunity to acquire knowledge and skills. Whether or not this knowledge and skills are acquired depends on many factors.

Skills are not manifested in knowledge, skills, abilities, but in the dynamics of their acquisition, in other words, the process of acquiring knowledge and skills that are important for this activity is manifested in how fast and deep, easy and robust you are in different situations. The ideas that emerge here give us the right to talk about abilities.

Effectiveness of pedagogical activity To achieve pedagogical skills, a teacher must have the following types of skills and be nurtured. Cognitive ability, observation ability, speech ability, organizational ability, ability to gain prestige, ability to behave correctly, ability to see into the future, ability to distribute attention. These pedagogical abilities characterize both the mental and emotional-volitional aspects of a person. All of these qualities are interconnected, interact with each other, and form a present.

Basic types of pedagogical ability.

1. Cognitive ability is the ability to relate to relevant fields of science. A teacher with such an ability knows the science not only in the scope of the course but also in a much broader depth, constantly monitoring the discoveries in their field of science. He is extremely interested in it and also does research work.
2. The ability to explain - the ability of the teacher to explain the material to students in an understandable way, to explain the material or problem to them clearly and intelligibly, to

arouse active interest in students independently. The teacher must be able to change the teaching material when necessary, to convey to the students what is difficult, what is easy, what is complex, what is simple, what is vague.

3. Observation ability - the ability of a student to access the inner world of a pupil is a psychological observation associated with a very good understanding of the student's personality and his temporary mental state.

4. The ability to speak is the ability to express one's thoughts and feelings clearly and distinctly through speech as well as through gestures. This is very important for the teaching profession. the teacher's speech will always be student-centered in class. whether the teacher is explaining a new topic, analyzing, approving, or condemning the student's response, his speech is always distinguished by his inner strength, confidence, and interest in what he is saying.

5. Organizational ability - means, firstly, to inspire students to solve important tasks of organizing the team, and secondly, to organize their work properly.

6. The ability to gain prestige is to be able to directly influence students emotionally and voluntarily and gain prestige on that basis. Reputation is gained not only on this basis, but also based on the teacher's knowledge of the subject, kindness, delicacy, and so on. Authoritarian abilities depend on the whole volitional qualities of a teacher's personal qualities (courage, perseverance, tenacity, perseverance, etc.) as well as on believing that students have a right to a sense of responsibility to educate, to convey that confidence to students.

7. Communicative - the ability to behave properly. Being able to approach children, to establish very effective interaction with them from a pedagogical point of view, means the existence of pedagogical delicacy.

8. The ability to see the future - a special ability that is expressed in anticipating the consequences of their actions, in cultivating a person associated with the idea of what the student will be in the future, in predicting what qualities the pupil will develop. By ability is associated with pedagogical optimism, the power of education, trust in the person.

9. The ability to distribute attention - it is important for the teacher that all the features of attention are developed, such as size, strength, manageability.

In addition to the above abilities, the teacher must be patient, strong-willed, and can be an example. the teacher also educates the students with his example, his character, and his whole personality. For children, every action of a teacher is an example. This situation requires the teacher to be very attentive to children. Therefore, a teacher must be highly moral, spiritually pure, strong-willed, gentle, patient, determined, hardworking, humble, with a perfect knowledge of the subject he teaches.

10. Empathy and perceptual abilities. Empathy is the ability to understand other people's mental states and empathize with them. The main structure of the perceptual-cognitive process is the 1st, which consists of knowing the objects of perception and comparing them with the images of memory. Didactic ability is the ability of a person to teach while communicating with students, studying the laws and methods of pedagogy, as well as to teach exemplary lessons. Constructive is the ability of a teacher to plan their work.

Among pedagogical skills, the ability to pedagogical communication stands out. They associate the ability of a teacher to establish continuous and effective communication with students with

communicative ability. Communicative ability is the ability to communicate uniquely within the framework of pedagogical interactions.

Types of teacher activities. The professional activity of a high school teacher will be in different directions. Educational pedagogical activity. This activity is aimed at organizing the educational process in higher education by the requirements of society. The educational process in high school is characterized by the interdependence of teaching and research work, student activity, and increasing the importance of a person whose independent work has creative potential.

The pedagogical activity in high school combines theoretical and practical activities. Theoretical activity is associated with the discovery of new laws. Practical activities will be aimed at updating specific situations and solving a system of pedagogical tasks.

The teacher, defining the goals and objectives of teaching a particular subject in conjunction with other academic disciplines, invents the content, modern forms, and methods of teaching that provide a revitalization of the student's learning activities. The peculiarity of the teacher's teaching and pedagogical activity is his active participation in research work.

The following levels are used to describe and evaluate the performance of a high school teacher:

- Reproductive. In doing so, the teacher only designs his or her information, but does not take into account the level of the students in the audience;
- Flexible. At this level, the teacher models the learning information according to the level of the students in the classroom;
- Local modeling. At this level, the teacher should not only be able to articulate information, but also be able to model a system of knowledge, skills, and competencies on certain issues;
- System-modeled knowledge. At this level, it models its activities and the system of student activities required to master a particular subject;
- System-modeled activity. At this level, the teacher can model the whole system of educational work with students.

Scientific-cognitive activity. This activity is manifested in the ability to know the environment and oneself deeply and comprehensively.

Communicative activity. This activity involves the ability to establish acceptable interactions with peers and students. At the heart of communicative activity lies the teacher's ability to self-manage.

The analysis of the professional activity of a high school teacher shows that this profession is very complex and very creative.

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