

PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING THE PEDAGOGICAL SKILLS OF FUTURE TEACHERS

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Abstract. *This article analyzes the important aspects and pedagogical opportunities for developing the pedagogical skills of future teachers. The process of training teachers through the integration of professional training of teachers, pedagogical theory and practice, as well as the use of modern educational technologies is highlighted. The article presents the necessary methodologies and strategies for developing teachers' communicative skills, didactic skills and innovative approaches. It also considers the importance of training teachers based on experience exchange, mentoring and cooperation in pedagogical practice. The results of this study will serve to train quality teachers in the education system, as well as to improve the quality of education.*

The article is aimed at developing effective approaches in the process of pedagogical education, which will have a positive impact on the professional development of teachers.

Keywords: *pedagogical skills, teacher, student, experience, mentor, didactics, communicative skills, science, upbringing, education.*

Decree of the President of the Republic of Uzbekistan No. PF-6108 dated November 6, 2020 "On measures to develop the spheres of education and science in the new period of development of Uzbekistan" and in order to ensure the implementation of this decree, Resolution No. PQ-4884 dated November 6, 2020 "On additional measures to further improve the education and science system"[1] set out the main directions for further development of the spheres of education and science in the new period of development of Uzbekistan in order to improve the spheres of education and science in our country, further increase respect for teachers and pedagogical workers, scientific and creative intellectuals in our society, develop the professional skills of teachers, and expand the participation of the private sector in the system.

Improving the pedagogical training of future teachers requires professional development.

For this, it is necessary to know the scientific and theoretical views studied by pedagogical and methodological scientists on the formation of teacher competence in world science, improving the pedagogical training of future teachers, and professional development.

R. Ergashev From ancient times, teachers (teachers) began to search for and implement effective methods of education and upbringing. As a result, the requirements for teachers to achieve the effectiveness of education and upbringing increased even before our era.

In foreign countries, the issues of improving the pedagogical activity of a teacher have long been widely studied. In Athens, in the 5th century BC, philosophy, art, literature, pedagogical theory developed as an integral part of pedagogical philosophy, occupying an important place in the teachings of Socrates, Plato, Democritus, Aristotle and other thinkers.

These thinkers developed the theory of education and made a great contribution to the development of pedagogical teaching in Greece.

Improving the pedagogical training of future teachers requires professional development.

For this, ambitious tasks have been set in world science to form the competence of teachers, to improve the pedagogical skills of future teachers, and to improve their pedagogical training.

The trajectory of professional development in media education and pedagogical skills is a dynamic process that requires flexibility, openness to innovation and a willingness to learn continuously. To expand the information on the trajectory of professional development in the field of media education and pedagogical skills, we will approach the topic in more depth.

It is important that a specialist working in this field master not only technical skills, but also professional ethics, collaboration and global trends. Additional competencies required in the trajectory of professional development The trajectory of a teacher is not limited to activities within the walls of the classroom, but also includes a wider range of skills.

Professional communities - joining online communities of teachers (e.g. Telegram channels, Facebook groups, international educational platforms) and sharing experiences.

Mentoring - learning not only from more experienced teachers, but also from new ideas about technology from the younger generation (reverse mentoring). Project work - implementing complex projects aimed at improving media literacy together with teachers of different subjects.

Continuous professional development - following international webinars, online courses and new research. Adapting to innovations - studying how new technologies such as artificial intelligence (AI) affect education and carefully introducing them into lessons.

The skill of a teacher is directly manifested in professional and pedagogical activity.

Therefore, he must be able to deeply understand the general essence of the pedagogical process, be aware of the laws that are of priority importance in this process, and master the mechanisms of effective organization of pedagogical activity. The pedagogical skill of a teacher, who is an active participant in the educational process, is determined by his personality, work experience, civil status, position as a specialist, sufficient mastery of pedagogical techniques by him, and the individuality of professional activity.

Professional development in the field of media education and pedagogical skill is not a one-time course, but a philosophy that lasts throughout his entire career. The trajectory of a successful teacher does not necessarily have a strictly defined direction; it is flexible, constantly changing and depends on the personal aspirations of the student and global challenges in the field of education.

The main goal is to form a well-rounded personality who can prepare students for life in the digital age and not get lost in the modern information environment.

The formation of pedagogical skills of future teachers primarily teaches teachers and educators pedagogical creativity, pedagogical techniques, mutual cooperation between teachers and students in the educational process, communication tactics, speech culture, thinking, the ability to organize and implement the spiritual, educational and educational work of the educator, and the ability to control behavior and emotions in this process.

According to R.A. Mavlonova, it provides information about the system of pedagogical activities that develop their profession. Pedagogical activity is the labor activity of specially trained teachers who are responsible before society and the state for preparing the younger generation for life and work.

The concept of a profession is an occupation that requires special training, constantly experiences a person and serves as a source of livelihood for him. A profession unites people engaged in the same activity, and certain ties and moral norms are established within this activity. E.A. Klimov emphasizes in his research that "A profession is a necessary and valuable sphere for society, which requires physical and mental strength from a person".

V.G. Makushin emphasizes that a profession is an activity through which a person participates in the life of society and serves as the main source of material means for his livelihood.

Summarizing the existing definitions, it is possible to conclude as follows. "A profession is the main form of labor activity, for the performance of which a person must necessarily have certain knowledge, qualifications and skills, special abilities and developed important professional qualities".

A specialty is a set of special knowledge, skills and competencies in the work process, acquired through vocational education and training, which are necessary for performing a certain type of activity within a particular profession. Thus, a specialty is a type of professional activity within a profession, which is aimed at achieving personal achievements or general results through specific situations.

Developing pedagogical skills New methodologies are used in preparing for the teaching profession, which qualitatively change the relationship between the teacher and the student. The change in relationships moves from passive learning (reproductive subject-object) to active creative cooperation (productive subject-subject). Identifying "imitative qualities" The teacher's qualities such as learning, imitation, and innovation are assessed using mediacognitive latent measures (methods that measure knowledge and skills related to talent). Improving efficiency

The qualities identified through these measures allow you to assess and improve the effectiveness of the methodology. The complex scientific approach you describe is aimed at developing the pedagogical skills of future teachers, and its essence is as follows: the effectiveness of the methodology is manifested in improving the educational process through two main stages:

Abandonment of reproductive subject-object relations: In this case, the teacher (subject) is no longer a mere provider of information, and the student (object) is a passive recipient of it;

Transition to productive subject-subject relations: The educational process is based on cooperation and active interaction, in which both the teacher and the student are equal participants (subjects).

This transition is carried out through "identifying imitative qualities according to mediacognitive latent dimensions", that is: imitative (based on imitation) methods are used in teaching (for example, role-playing, case studies, simulations); These methods are enriched through mediacognitive tools (multimedia, digital technologies, educational platforms); latent

dimensions (hidden, difficult to directly observe skills, for example, critical thinking, problem-solving skills) are diagnosed and developed.

This methodology ensures the transition from simply memorizing theoretical knowledge to acquiring practical skills, significantly increasing the professional skills of the future teacher using modern technologies.

So, pedagogical skills are a high pedagogical mindset, a conscious, creative approach to the educational process, the ability to effectively apply methodological knowledge, which requires constantly improving pedagogical knowledge, knowledge of the values of the past, information on the training of trainers reflected in the creative heritage of Eastern thinkers, as well as modern information technologies, education innovations, and systematic theoretical study of teacher training technologies of advanced foreign countries.

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