



## **THE CONCEPT OF PEDAGOGICAL SKILL AND ITS ROLE AND IMPORTANCE IN THE PROFESSIONAL ACTIVITY OF THE TEACHER**

*Lieutenant Colonel **Kenzhabay Sarsanbaevich Beysenov***

*Instructor at the Faculty of Professional Training, Institute for Advanced Studies*

*Special Subjects Cycle*

*+998988 339 7071*

**Annotation:** *This article provides scientifically-based suggestions and recommendations on the concept of pedagogical skill and its role and significance in the professional activities of the teacher.*

**Keywords:** *pedagogical technology, skill, pedagogical skill, intelligence, educational process, education, upbringing, science, professionogram.*

"Pedagogical skill" holds a significant position in the system of pedagogical and psychological sciences. This is because "pedagogical skill" is a science about managing pedagogical activities with expertise. Therefore, in order for a teacher-educator to be proficient in pedagogical skill, they must have pedagogical-psychological training, a deep understanding of the essence and content of educational concepts, education, and upbringing, as well as personal psychology, i.e., the biological features of a person (nervous system, temperament, abilities, character traits), cognitive processes (sensation, perception, attention, memory, thinking), emotional and volitional traits (feelings, emotions), social-conditioned features (needs, interests), and acquired qualities such as knowledge, skills, competencies, and habits. A course in pedagogical skill would teach how to apply these elements based on their place and characteristics. Based on this, it creates the necessary conditions to organize the educational and upbringing process correctly and use the opportunities for mastering it effectively. From this point of view, pedagogical skill opens the way for listeners to quickly and easily master the professional field. Indeed, pedagogical skill is the product that ensures the clarity of the goal and the coherence between the



subject and the object. However, its formation and improvement is a complex and lengthy process. This process requires the teacher-educator to deeply understand pedagogical-psychological theories, regularly study pedagogical information with attention, and apply existing theoretical and practical pedagogical achievements in their activities. Every teacher who strives to learn the secrets of professional skill must first aim to possess the necessary pedagogical knowledge, skills, competencies, and information. They should strive to have a clear understanding of all aspects of the work they are performing, assess the results, and understand the essence of any mistakes or shortcomings made. These processes are, of course, carried out through activity. Therefore, the teacher's pedagogical activity plays a key role in mastering pedagogical skill.

So, what exactly is pedagogical skill? How can it be achieved? Pedagogical skill is a quality that defines the personal (such as kindness, generosity, humaneness, compassion, etc.) and professional (such as knowledge, intelligence, dedication, creativity, erudition, etc.) virtues of a teacher-educator. It manifests in the deep and comprehensive knowledge of their subject, pedagogical-psychological and methodological preparation, and in searching for and applying optimal ways of teaching, educating, and developing students in their practical activities. Thus, to possess pedagogical skill, a teacher must be knowledgeable about their subject based on current demands, master the sciences of pedagogy, psychology, and methodology, and strive to cultivate humanity and dedication within themselves. It is important to note that the teaching profession is complex and challenging. The difficulty and complexity of this profession are defined by the fact that it constantly involves interaction with a living, conscious being. A conscious and living being is always developing both mentally, emotionally, and physically. Therefore, communication with the teacher, influencing them, and requiring a deep understanding of psychology and educational theory are necessary. This emphasizes the need for the teacher to have pedagogical-psychological training.

Pedagogical skill is formed in the content of pedagogical activity, consisting of professional and personal preparation, and is related to the profession of individuals



who are responsible for preparing future generations for work and life in front of the state and society. Therefore, a teacher must possess both personal and professional virtues. The personal virtues of a teacher include their faith, worldview, social needs and activity, ethics, sense of civic duties, spirituality, charm, demand for quality, firmness, goal-orientation, humaneness, legal knowledge, and others.

The professional characteristics of a teacher include: a love for their profession and children; sharpness, quick-wittedness, composure, pedagogical delicacy, imagination, ability, organizational skills, deep and broad scientific knowledge, professional competence, moral needs and interests, intelligence, the ability to understand innovation, striving to continuously improve professional knowledge, and other virtues.

Based on this, a professional professionogram conditionally includes the following components: the teacher's preparation in personal virtues; the teacher's psychological-pedagogical preparation; the teacher's social-pedagogical and scientific-theoretical preparation.

Thus, pedagogical skill is a reflection of the teacher's personal and professional qualities and is the sum of their pedagogical-psychological knowledge. To become a highly skilled educator, one must: have a thorough knowledge of their subject in line with the level of contemporary science, technology, and educational progress, and ensure its relevance within the context of the subjects they teach; possess fundamental pedagogical-psychological and methodological knowledge to properly organize the teaching and upbringing process; be able to "see" the student and the group, understand their interests, aspirations, and the difficulties they encounter, and recognize these in a timely manner; with sharp insight, understand each child's character, traits, abilities, and will, and know the forms, methods, and tools to effectively influence them; and have the ability to improve their own personal qualities (voice, organizational skills, artistic needs, taste, etc.)<sup>1</sup>.

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<sup>1</sup>[https://n.ziyouz.com/books/kollej\\_va\\_otm\\_darsliklari/pedagogika/Pedagogik%20mahorat%20\(A.Xoliqov\).pdf?ysclid=m3tz169wqp580497008](https://n.ziyouz.com/books/kollej_va_otm_darsliklari/pedagogika/Pedagogik%20mahorat%20(A.Xoliqov).pdf?ysclid=m3tz169wqp580497008)





The teacher of our independent Republic must possess high moral and ethical virtues, cultural conduct, and a strong belief in the National Independence ideology. Indeed, a teacher-educator can only be truly kind and generous toward students and earn the respect of everyone if they have high moral values, ethical conduct, and cultural manners. To achieve this, they must be intelligent, generous, firm, determined, open-minded, demanding of themselves and the children, and at the same time, kind, compassionate, and capable of critically assessing themselves.

In this context, it is important to acknowledge that pedagogical skill is a science about the professional and personal qualities of a teacher-educator. In fact, scholars like Y.P. Azarov, T.I. Gonobolin, A.K. Kuzmina, O.A. Abdulina, V.A. Zamakhshariy, Burkhoniddin Zarndujiy, Abu Nasr Farabi, Ibn Sina, Yusuf Khos Khojib, A. Navoi, M. Ochilov, K. Zaripov, V.A. Krutetsky, J. Yuldoshev, E. Ghaziev, U. Makhkamov, and others have emphasized that in addition to being knowledgeable in their subject, teachers must also be humane, democratic, advocates of national education, and embody both personal and professional qualities as complete individuals.

The characteristics of pedagogical specialization have been developed by B. Muratov and M. Ochilov, and are reflected in the teacher's professionogram. This professionogram primarily notes that the personal and professional qualities consist of human virtues, knowledge, constructive, organizational, communicative, practical skills, and competencies.

In the system of personal qualities, the following virtues should be present: national ideological awareness; national politeness; wisdom; refined taste; loyalty and conscientiousness to the profession; initiative; childlikeness; demand for quality; justice; pedagogical ethics; entrepreneurship, firmness; the ability to control oneself in any situation; intercultural communication skills; observance; sincerity; resourcefulness; confidence in the future; courtesy; and other similar virtues.

In the system of professional qualities, the following should be present: pedagogical insight; a deep understanding of the essence and content of national education; a profound scientific and theoretical potential; pedagogical creativity;



mastery of the educational opportunities of the subject; awareness of the internal and external policies of the President of Uzbekistan; a good understanding of the traditions, values, and customs of the Uzbek people; knowledge of politics, history, culture, spirituality, literature, art, ethics, law, local studies, and technical information; and knowledge in ethnopedagogy and ethnopsychology, among others<sup>2</sup>.

Future educators must possess the personal and professional qualities mentioned above, which are essential for preparing them for the activities of national pedagogy. This will help in becoming skilled professionals and in meeting the requirements of national training programs for personnel.

In this process, it is of great importance for a teacher to be familiar with and apply advanced, modern forms, methods, and approaches to education and upbringing, which enhance the effectiveness of pedagogical labor. These methods include: first, educational and pedagogical activity, which involves a deep, comprehensive knowledge of the content of the subject, as well as pedagogical and psychological general preparedness; second, personal activity, which requires a positive attitude toward oneself, one's work, colleagues, students, and parents; self-assessment, demonstrating one's position, enhancing independent knowledge, self-improvement, striving for innovation, and having emotional (enthusiastic) engagement capabilities; third, social-pedagogical activity, which involves the development of knowledge, skills, and competencies in organizing extracurricular spiritual and educational events, the ability to involve students in various socially beneficial activities, and the capacity to stimulate their interest and curiosity in different activities; fourth, being informed, which involves the ability of the teacher to assimilate and share information about the latest pedagogical-psychological developments with colleagues, the community, and the broader environment.

These methods are ways to develop and improve pedagogical skill. Therefore, it is essential to deeply understand their essence and content. According to experiences, observations, and scientific-theoretical teachings, the methods of

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<sup>2</sup> Қаранг; Куронов М., Муранов Б. Миллий дастур ўқитувчи профессиограммасида - “Халқ таълими”, 1998, 1 – сон, 42-45 бетлар; Педагогика. Мунавваров А.К. таҳрири остида – Т.: “Ўқитувчи”, 1996, 52 – 61 бетлар.



shaping and improving professional skills outlined above create many opportunities for the future educator to become a skilled teacher and master of their profession. They also serve as a program to improve the effectiveness of teaching and upbringing.

Additionally, it is crucial not to overlook the need to optimally define the conditions for improving the teacher's professional skills. Indeed, any idea or tool that has been accumulated by humans and is considered advanced at a given time can become outdated over time, which is a real fact. Based on this, the teacher must cultivate creativity within themselves and be capable of reworking any event, new method, or tool in their creative workshop.

Teaching children to think freely, to be proactive, and to create is also one of the characteristics of pedagogical skill. Therefore, a young teacher—who is advancing toward the stages of pedagogical skill—must master the theoretical and methodological foundations of pedagogical skill, understand the goals and objectives, essence and content, and deeply learn the ways to develop and improve it.

A teacher aspiring to the stages of pedagogical skill, as emphasized by Professor A.K. Markova, must be knowledgeable about the key components of pedagogical communication, including its objectives, tools, and methods, and should act based on them. The tasks of pedagogical communication include exchanging ideas to provide new information or review existing information, mutual understanding and knowledge between the teacher and students, correcting and managing each other's behavior, helping to unlock the potential of each participant in the communication, creating conditions for using those possibilities, and solving the tasks they face. Additionally, the participants in the communication have the right to think independently, and ultimately, the participants should be satisfied with each other's contributions, while the teacher's personal opinion should align with pedagogical goals.

The methods of pedagogical communication, depending on their essence, can be authoritarian, democratic, or liberal. Their tools include organizational, evaluative,





and disciplinary methods. If the teacher is deeply familiar with each of these methods' essence, they will be able to apply them effectively in their practice<sup>3</sup>.

The improvement of a teacher's professional skills and the organization of their continuous professional development are carried out during the pre-course, course, and post-course stages. The main task of a teacher's professional preparation before attending professional development courses is to identify the teacher's theoretical, methodological, and practical readiness, interest, needs, and difficulties. It is necessary to organize the diagnostic identification of the teacher's needs and the level of difficulties they face. The diagnostic analysis involves a comprehensive and in-depth study and evaluation of the results of pedagogical work. In this process, the educational institution's leader must first identify the issues the teacher struggles with or feels the need for and develop an action plan to provide practical assistance to the teacher before the professional development courses.

For example, if the teacher is struggling or feels the need to understand the methodological, scientific-theoretical foundations of their subject or the modern objectives and tasks of education and how to implement them, the school leader should organize methodological councils, pedagogical councils, and specialized seminars at the school. In these meetings, topics such as “The Structure of Scientific Knowledge,” “Current Issues in Education and Teaching,” “Modeling in Education,” “Modern Lessons,” “Ways to Achieve the Three Didactic Goals of a Lesson,” and other related subjects could be discussed.

In a teacher's activity, the ability to direct students' learning activities clearly, set specific tasks, monitor progress, interact with both groups and individuals, ask questions, and manage their mood, gestures, mimicry, and voice are all observed. This indicates that such teachers have mastered pedagogical technique. They have clearly developed their skills and possess the ability to apply these skills in various situations.

The teacher's speech plays a crucial role in the perception of educational material. According to people's opinions, 1-2% of students' ability to understand and internalize learning material depends on the teacher's speech and the correct

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<sup>3</sup> Сайидахмедов Н.С. Педагогик маҳорат ва педагогик технология. – Тошкент, 2003



pronunciation of their words. Children are highly observant of the teacher's speech and manner of speaking. If the teacher mispronounces words, students will mock or laugh at them, but a teacher who speaks in a low tone makes the lesson boring for the students, while speaking too loudly, as if shouting in normal conversation, tires and annoys them. Students lose interest in learning from such teachers. Therefore, a teacher should speak clearly, express their thoughts and feelings in an impactful way, and possess the skills to express their ideas in words effectively and understandably. Teachers who speak beautifully, correctly, and expressively are able to convey their thoughts quickly and effectively to the students' minds. This creates greater opportunities for students to master learning material. Students eagerly look forward to lessons with such teachers.

In fact, well-known broadcasters like Qodir Maksumov, Mirzohid Rahimov, and Ukhtam Jobirov, as well as Levitan, have become beloved figures in the hearts of the people for a reason. Therefore, teachers must constantly work on their speech, making their words beautiful, meaningful, and impactful, practicing voice modulation, strong tones, and diction, and always improving their vocal range.

The rhythm of the voice is also of great importance when presenting learning material in a clear, accurate, understandable, and expressive manner. Scientific research shows that Russians pronounce 120 words per minute, English speakers between 120 and 150, and French speakers about 110 words. For the average listener to understand, the teacher should pronounce around 60 words in a group of 5-6 students, and 75-80 words in a group of 9-11 students. If a teacher expresses their speech in a concise, accurate, thorough, and beautiful manner, it will be much clearer to the students and will stay with them for a long time.

In the system of controlling one's actions, the ability to manage one's emotional state is of great importance for a teacher. The teacher must be able to control their emotions during interactions, be serious, hopeful, and maintain a friendly and positive mood. As A. Makarenko said, "An educator must know how to organize, walk, joke, be cheerful or angry. They must behave in such a way that every action of theirs educates and teaches."





A teacher with such a skill can monitor themselves, nurture a healthy nervous system throughout their career, and avoid becoming nervous, emotionally stressed, or mentally exhausted. When controlling their actions and emotional state, a teacher should develop the following qualities: cultivating kindness and optimism, controlling their behavior (muscle tension, movements, speech tempo, and regulating breathing), taking breaks during their activities (creating lyrical, musical, humorous, or physical pauses), and avoiding negative self-influence.

To improve teaching effectiveness and have a positive, educational impact, a teacher must also possess acting and directing skills. When characterizing specific topics, images, or historical figures, acting skills are necessary, while directing skills are essential when nurturing those characteristics in students. These skills, in addition to influencing the intellectual abilities of students, also help the teacher impact their emotional feelings and foster a positive emotional relationship with knowledge. By doing so, the teacher helps students develop a more valuable attitude toward learning.

Thus, if a teacher cultivates the pedagogical technique skills mentioned above, they will achieve success in teaching, educating, and helping students grow as individuals.

It is widely acknowledged that not every person with expertise can become a skilled teacher and a true mentor. Besides the unique psychological characteristics of the teaching profession, this profession also requires the acquisition of a specific moral ideology. Unlike specialists in other fields, this profession demands exceptional qualities such as the use of proper language, friendly relations, and a love for people and youth. Of course, these and many other personal characteristics of a real teacher are not innate, but a future teacher, from the day they begin their work with enthusiasm for teaching, can develop these qualities with agility, given the right abilities and opportunities. Unfortunately, the pedagogy institute does not provide these, unless such traits exist in the child in the form of latent forces. In a pedagogical environment, however, these can form into specific pedagogical skills and abilities based on these potential qualities.



For a future teacher, methodological culture is very important. In order to master this educational process, the young teacher needs to acquire specific knowledge and skills. They must make extensive use of educational manuals such as "Teaching Methodology for Teachers," "Foreign Language (Physics, Chemistry, and other subjects) as a Teaching Subject," "Methods of Teaching Specialized Subjects," and "Using Teaching Technology Tools in Education."

Acquaintance with research on pedagogical issues and the history of methodology, as well as reading literature such as "Foundations of Professional Creativity" and "Lesson Technology," will greatly assist the teacher.

In order for the future teacher to master research culture, they will need to engage in serious scientific-methodical inquiry. Specially organized courses on "Scientific Research Work" will teach them many things. During this educational process, they will listen to lectures on topics such as "Teacher-Researcher," the basics of independent scientific work, methods of scientific knowledge, the process of scientific inquiry, scientific thinking, "The Unique Characteristics of Pedagogical Research," "The Basics of Generalizing Advanced Experiences," and "Scientific Debate."

In conclusion, it is evident that a teacher's professional culture is a multifaceted educational process that develops in conjunction with each other. Pedagogical skill and moral-spiritual development are important conditions for the teacher's cultural growth, which strongly influences the development of various aspects of teaching culture. Through such activities, the following results can be achieved:

- An inclination towards the world of culture, helping the teacher develop their moral image.
- Further development of the teacher's pedagogical skills in both subject lessons and extracurricular activities.
- Assistance in developing the young teacher's creative abilities and romantic feelings as part of their cultural and aesthetic activities.



- Beautiful feelings, a sense of refinement, and conscious aesthetic influence transform into the teacher's moral and cultural wealth.
- Pedagogical professional culture plays an essential didactic role in fostering moral-aesthetic feelings, taste, and perception in the teacher's personality.

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