

Imomova Nigora Paziljonovna

Andijan Institute of Agriculture and agrotechnologies

Faculty of Agrobiologia tutorial

Abstract: The article analyzes the pedagogical skill, its types, meaning, essence, teacher's pedagogical skill in improving the quality of education, its development and use.

Keywords: types of abilities, quality of education, pedagogical skills, competence, heritage of scientists, life values, spiritual heritage, pedagogical technologies, pedagogical skills, ability to learn independently.

In psychology, abilities are defined as such: abilities are an individual-psychological feature that is considered a condition for the successful implementation of this activity of an individual and becomes inconsistent in the differences that arise in the dynamics of acquiring the necessary knowledge, skills and abilities for this.

Pedagogical ability and its structure. Pedagogical ability is one of the types of abilities that determines the suitability of a person for pedagogical activity and the fact that he can successfully engage in this activity.

In pedagogical psychology, effective research has been carried out on the scientific interpretation of the role of pedagogical abilities in teaching activities.

Senior psychologist S.L.Rubinstein points out, the pedagogical process forms the personality of the child, which develops as the activity of the teacher-educator, depending on how much the educator is guided by the activities of the student or, conversely, does not need it. The role of the teacher in the development of the personality of the child benihoya is important, since it acts as the organizer of the educational and educational process. Therefore, in the current conditions, a high demand is imposed on the organizational abilities of the teacher, therefore, the wealth of socio-historical experiences directly depends on the increase in the scale of needs.

In the 70s and 80s of the XX century, the character traits of the teacher, pedagogical abilities, the conditions for the content of educational skills in it were studied in depth. In particular, the Russian scientist N.V.Kuzmina has carried out a number of research works on the role of pedagogical abilities in teaching activities and their composition. In his research, he distinguishes pedagogical abilities into Gnostic (cognitive-specific), projective (pre-planning-focused), constructive, organizational, and communicative types, giving each one a deep psychological definition. N.V.Kuzmina also includes observability among the important symptoms of pedagogical ability, this feeling of the teacher serves to identify such factors as the inner experiences, feelings of the student.

Researcher A.I.Shcherbakov, pedagogical activity is a complex psychological act that makes serious demands on the teacher. Pedagogical activity requires the teacher to have deep and thorough knowledge, pedagogical abilities, a strong character, high spirituality.

A.I.Shcherbakov notes that the teacher's personality consists of 6 professional-components:

- high level knowledge and culture;
- the exact articulation of the direction is given by;
- the existence of high moral feelings;
- highly emergent activity and stable independence of the moment;
- the firm and smooth character of the moment;
- pedagogical abilities

Senior scientist F.N.Gonobolin offers the following types of separation of pedagogical abilities:

- ❖ didactic abilities;
- ❖ academic abilities;
- ❖ perceptive abilities;
- ❖ speech skills;
- ❖ ability to organize;
- ❖ authoritarian abilities;
- ❖ communicative abilities;
- ❖ pedagogical fantasy;
- ❖ the ability to distribute the focus of the clock.

F.N.Gonobolin provides excellent information about the stages, features and properties of the content of pedagogical abilities. The role of pedagogical abilities in improving the educational and educational process is interpreted based on the materials of the experiment.

The timely implementation of professional and pedagogical activity largely depends on the fact that the educator acquires special pedagogical abilities: T.I.Gavakov offers to group pedagogical abilities in the following way: being able to feel the object(learners); communicative (communication with people, sincerity, communicability); perceptive (professional maturity, empathy, pedagogical intuition); personality dynamism (ability to exert volitional influence and logical persuasion); emotional stability (ability to self-control); creative (ability to creative work).

Special abilities are relevant for both the teaching and educational work of the teacher. The teacher's abilities for teaching, reading and teaching can include: the ability to see and feel what is being learned; be able to independently choose educational material, identify effective methods and optimal means of education; be able to explain educational material comprehensively, ensure that it is understandable to all learners; the ability to organize the teaching process in connection with taking into account the individuality of; the ability to use pedagogical technologies in the educational process; the ability to organize the comprehensive development of learners; the ability to improve one's pedagogical skills; the ability to transfer one's personal experience to others; the ability to receive independent education and self-development.

Pedagogical abilities associated with the organization of educational work are vividly manifested in the following: the ability to correctly assess the inner feelings of other people, to be able to worry about others (ability to empathy); the ability to become an example for imitation; the ability to take into account individual identities in the educational process; incentive and mutual understanding of each other, the ability to

Pedagogical scientist I.P.Podlasy defined the structure of pedagogical ability in the following way:

1. to be able to choose diagnostic –educational material, to make an understandable, clear, figurative, reliable and systematic statement of educational material; to stimulate the development of students ' interests and intellect in knowledge, to increase educational activity, and to develop critical thinking and ability to creativity;
2. perceptive-influence on the inner world of educators; the ability to objectively assess their emotional state, to identify peculiarities in their psyche;
3. communicative-the skill of being able to establish an attitude towards the pedagogical goal with the learners and the team;
4. suggestive (suggestive - persuasive) – emotional impact on students;
5. research skills in pedagogical processes and situations and objective assessment;
6. scientific-knowledge - the ability to acquire a certain amount of scientific knowledge of the selected specialty;

7. Gnostic-the ability to research the object, process and the results of its activities and to correct it based on the results obtained.

Based on scientific research carried out in the field of pedagogy and psychology, it seems to us that the pedagogical abilities of a teacher can be classified as follows.

❖ Didactic ability is to be able to explain complex knowledge to students in an easy way. It provides for the fact that the teacher describes the educational material in such a way that it is understandable to students, tells the topic or problem in such a way that it is clear and understandable to them, Awakens in students an interest in active thinking independently. The teacher will be able to change, simplify the educational material in cases where the need arises, make the difficult thing easy, the complex thing simple, incomprehensible, ambiguous.

❖ Academic ability – the acquisition of certain knowledge on all subjects. A teacher with such abilities knows his subject not only in the size of the course of study, but much wider and deeper, monitors the innovations in his field of science. He studies a lot with his interests in science-technology, socio-political life.

❖ Perceptive ability – the quality of being able to perceive the state of students in short moments, this is the ability to enter the inner world of the reader, educator, psychological observability associated with being able to very well understand the personality of the reader and his temporary mental states. Such a teacher can also comprehend eye-progressing changes in the student's psyche on the basis of small symptoms, minor external signs.

❖ Speech ability – compact, meaningful, melodic, speech with a certain rhythm, tempo, frequency, as well as the sharpness of the teacher's speech, its pauses, adherence to logical accents, the speech of an able teacher will always be aimed at students in the lesson. Even if the teacher is explaining the new material, analyzing, approving or condemning the student's response, his speech is always characterized by his inner strength, confidence, focus on what he is talking about. The expression of thoughts will be clear, simple, understandable to the reader.

❖ Organizational skills – the talent of organizing and managing a class-group or team. Organization is the basis for engaging students in a diverse range of activities. This ability is, firstly, the ability to organize, chipsize the team of students, inspire them to solve important tasks, and secondly, the ability to properly organize their personal work.

❖ The ability to gain prestige is the ability of a seer to gain prestige with his personal character, erudition, ingenuity, firm will. In science, this type of ability is also referred to as authoritarian ability. Prestige will depend on a whole complex of personal qualities of the teacher, the chunonchi, his volitional qualities (courage, endurance, determination, exactingness, etc.), as well as the feeling of responsibility for education and upbringing of students, the ability to convey this confidence to students as well.

❖ Communicative abilities – the ability to be treated and communicate, to interfere with children, to be able to find a way to approach students correctly, to be able to establish effective interaction with them from a pedagogical point of view, the presence of pedagogical femininity.

❖ Abilities to a psychological diagnosis (diagnosis) – a prediction of a person, consisting in a rational conception of his future. This is a special ability that is expressed in anticipating the consequences of their actions, in the upbringing and cultivation of a person who is associated with the vision of what kind of person the student will be in the future, in being able to predict what qualities of the educator will progress. This ability will be associated with pedagogical optimism, the power of upbringing, faith in a person.

❖ The ability to distribute attention – to express its attitude to several objects in the same period. For the student, the teacher, it is important that all the features of attention - the size, its strength, portability, ability to handle and launch-are progressive.

❖ A capable, experienced teacher carefully observes the content and form of the statement of the material, his own opinion (or reader's opinion), at the same time keeps all students in his attention, vigilantly observes signs of exhaustion, neglect, lack of understanding, does not ignore all cases of disciplinary violation, finally also observes his own personal behavior (facial expressions, pantomimics, gait).

❖ Constructive ability-the ability to plan and predict the result of educational and educational work. This ability allows you to design the development of the personality of the student, to select the content of training, as well as methods of working with students.

❖ Gnostic ability is the ability to research, to verify its activities, the process of this activity and its results, and to reconstruct activities in accordance with the results of the study.

The comprehensive study of pedagogical abilities has shown that abilities consist in the manifestation of the qualities of the individual's intelligence, sense and will. Pedagogical abilities are associated with general abilities: for example, literary and scientific creativity, design abilities. They increase the effectiveness of the teacher's activities. Such teachers go to attract their students (students) to this activity and achieve great success in providing them with education and upbringing. Currently, the study of the scientific heritage of our ancestors, socio-political activity and acquaintance with young people, noted above, is one of the main urgent tasks of modern intellectuals.

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