

TECHNIQUE OF FORMATION OF PEDAGOGICAL TECHNIQUES

Abdullajonova Shakhnoza Akbarovna

Teacher of Kokand State Pedagogical institute

Article history:

Received: 21th April., 2022

Accepted: 22th April., 2022

Published: 23th April., 2022

Abstract: *In this article, a brief analysis of the methods of formation of pedagogical skills of teachers is described. Proposals were developed on the basis of analytical conclusions.*

Key words: *Knowledge, skills, qualifications, pedagogical technical characteristics, mimics, pantomime, speech techniques, personal qualities of the teacher, professional knowledge, professional characteristics, personal pedagogical oddity, organizational skills, communicative skills, Gnostic skills.*

Introduction

The appearance of the teacher is one of the important characteristics that demonstrate the pedagogical technique. It is necessary to remember that the appearance of any person acquires aesthetic meaning and pleasure to those around him, constantly paying attention. The appearance of the teacher, in principle, is a manifestation of important qualities, kindness in his face, seriousness, imprudence in his walk, naturalness. As soon as the teacher enters the class, wordless becomes in the attention of students, they begin to communicate with them.

His positive or negative behavior, which is performed on the classroom scene, begins to affect the pupils. Especially young teachers should feel their emotions, fear before they enter the lesson for the first time, keep themselves free, do not lose themselves from any failures that may occur during the first lesson.

In the external appearance of the teacher, in the system of pedagogical techniques, mimic, pantomime situations are important, the expression of Mimic and pantomime, which directly demonstrates the behavior of the teacher, manifests itself in the teacher's gestures, meaningful views, stimulating, or, sarcastic smile, and they provide a thorough Foundation in the pedagogical influence of the teacher-educator, in the effective and meaningful

Mimicry is the art of explaining one's own thoughts, mood, condition, sensation by the movement of the muscles of the eyebrows, eyes and face. Sometimes the expression of the teacher's face and eyes have a great influence on the students.

MIM the emotional significance of mimic actions, expressions information. it gives them the opportunity to deeply master. Students quickly "read" their mood, attitude, depending on the behavior

and behavior of the teacher. Therefore, some trifles in the family, giving in to feelings, grief and anxiety can not be expressed in the teacher's countenance and mimic signs. Because, these trifles have their own negative effect on the teacher's pedagogical activity in the excellent performance of lessons. In the teacher's face, mimic signs should be expressed only those that are characteristic of the lesson, can help students to solve educational and educational tasks.

The expression, speech in the teacher's face, the interaction with the students should correspond to his individual character. The teacher can express features such as mimic expression in the form of a face, confidence in accordance with the laws of Education, approval, prohibition, discontent, joy, pride, curiosity, indifference, duality. Bunda, various changes in voice, it is important that the speech is understandable. In the demonstration of the main signs of mimic expression, the appearance of eyebrows, eyes, faces is involved.

Eyebrow, eye, face along with expressing satisfaction, joy, pride or confession, discontent, dissatisfaction, resentment and other signs from the response of the pupils, it also helps to carry out educational work efficiently without distracting the attention of the pupils, interfering with others. It is worth noting that mimic expressions freely demonstrate the character, inner world, spirituality, individual characteristics of pedagogical activity of the teacher. The expressed vision of the teacher's mimicry will be directed at the students, or some student. It is simply impossible to namoish mimic expressions by throwing a glance at the whiteboard, door, window, sight gun, or wall.

Pantomime is a technique that regulates the Gav of the teacher, the movement of the hands, feet. It is known to all that teachers communicate with students in educational and educational activities, play an important role. However, in communication with students, the pantomime of the teacher, that is, in Gav, the movement of the eyebrows, legs is not correctly expressed, education - based communication may not give a result. If the teacher "chiza" the image of any pedagogical reference through the state of his Gav, eyebrow, leg movements, the pupils will enjoy it, they will be united by their inner feelings, external feelings, and the whole mind will focus on mastering the content of educational materials. Pantomime is the ability to keep the Gava true, the compati bility of the movements of the hands and feet, clearly and completely explaining their thoughts, the expression of the hand, head in different movements, expresses the confidence of the teacher in his knowledge, strength. Therefore, the teacher should educate the situation of being able to behave in front of the students. (legs 12-15 CM. on the width, one leg slightly forward to stand). The teacher's gait, gestures through the hands and feet should be avoided by excessive movements. For example, in the auditorium often walk back and forth, as a rule, make different gestures, throw the head on all sides, etc. Such a situation will become the attention of students during the lesson, cause irritation and arouse a mood of disrespect towards the subject under study, the teacher.

It is recommended that the teacher walk only forward in the process of training transition. Students who walk from the nest to the neck will have Comics. When he walks to the side, the teacher can explain important events, because in this the students are listening to the teacher with all their attention.

It is important that the teacher is able to manage his emotional state in the system of pantomime movements. The teacher is under intense observation in the process of communication with the students. Changes in his mood are manifested in pantomime movements. Due to this, it is necessary to have the ability to manage one's emotions, be serious, Be Optimistic, be in a benevolent mood in the process of providing educational and educational influence to the students (during lessons and extracurricular activities, in the process of educational work). The system of pantomime movements is not a skill that can arise suddenly to the teacher. To do this, the teacher should be able to work tirelessly on himself, quickly find and eliminate his shortcomings during the period of his first pedagogical activity. Because, over the years, the teacher can adapt to each of his actions and become a habit. A teacher with excellent pantomime skills will be able to self-control. During his many years of activity, he is able to train the nervous system and keep himself from becoming nervous, emotional and mental stress:

- > regularly engaged in sports;
- > constant study of knowledge of youth psychology;
- > having compassion and optimism towards students;
- > control your own movement (muscle tension, eyebrows, legs, and head);
- > to regulate movement, breathing while maintaining the pace of speech in a rhythm;
- > proper organization of cultural leisure (rest, constant attention to one's own health, love of lyrics, music, humorous satires and reading);
- > being in a self-critical relationship and being able to influence.

In order to improve the effectiveness of teaching and to have a positive, educational effect, the acting and directing skills in the teacher's actions should also be embodied. In particular, teachers of the humanities should have the ability to act. Speaking about known subjects, images, historical heroes, acting, directing skills are necessary. They help the teacher to master the experience of being in the influence of the feelings of the students, in the emotional attitude towards the heroes of the subject.

Pedagogical technical skills are carried out on the basis of acquisition of knowledge in special subjects of the teacher, striving to improve pedagogical skills, interest in his profession, duty and sense of responsibility. They contribute to the work of educating, educating, organizing, promoting young people, obtaining independent knowledge.

In the external appearance of the teacher, the technique of speech, the management of feelings. when mimic and pantomime skills are perfectly carried out in one mold, the intended goal is definitely achieved. In this case, it is worthwhile to look at the tone of speech, speech, gestures, oddity in unexpected pedagogical situations, to get out of the conflict with calm, to foresee the reality and to base it on a fair analysis. These consonants are formed on the basis of the personal, individual psychic,

physiological qualities of the teacher. Even in the management of pantomime movements, individual pedagogical techniques, age, sex, client, Fe, health and anatomical-physiological characteristics of the teacher are important.

The teacher must first of all formulate the above skills in himself as an educator, deeply mastering their content and taking advantage of the opportunities for mastering pedagogical texni - kani. Then, he leads towards teaching - chin pedagogical skills. Thus, the external appearance of the teacher is also one of the important features of pedagogical technique - it gives the educators the opportunity to independently, without fear, convey their thoughts to the teacher through free thinking of what they see and hear. "The educator must know how to organize, walk, joke, be cheerful, or angry, he must behave so that every action, walk, dress should educate the children"" wrote the well-known educator A.S. Makarenko.

The appearance of the teacher is one of the important characteristics that demonstrate the pedagogical technique. It is necessary to remember that the appearance of any person acquires an aesthetic meaning and pleasure to those around him, being in constant e't borda. The external appearance of the teacher is mainly a manifestation of important qualities: kindness, seriousness, imprudence in walking, naturalness in his face. The teacher will be in the classroom with the help of Shia in the attention of unconditional students, will begin to communicate with them.

Whether his positive or negative behavior, which is performed on the classroom scene, begins to affect the pupils. In particular, young teachers need to overcome their emotions, fears, feel free before entering the class for the first time, not to lose themselves from any failure that may occur during the first lesson.

Conclusion

In the teacher's appearance, mimicry, pantomime situations are important in the system of pedagogical techniques. Mimic and pantomime expressions that directly demonstrate a teacher's behavior are reflected in the teacher's gestures, meaningful looks, motivating or sarcastic smiles, and they are reflected in the teacher's pedagogical influence, prepares the ground for an effective and meaningful training session.

The goal is certainly achieved when the teacher's appearance, speech technique, emotional control, mimicry, and pantomime skills are perfectly executed in one mold. In this case, it is expedient to rely on words, tone of voice, looks, gestures, resilience in unexpected pedagogical situations, calmness, anticipation of reality and a fair analysis. These features are based on the personal, individual mental, physiological qualities of the teacher. The individual pedagogical technique, age, gender, client, character, health and anatomical-physiological characteristics of the teacher are also important in the management of pantomime movements.

References:

1. Ismoilova, G. A. (2021). Technology for Organizing Trips to Historical Sites Outside the Audience.
2. Исмоилова, Г. А. (2020). ЎЗБЕКИСТОН ТАРИХИ ТАЪЛИМИ ЖАРАЁНИДА ТАЛАБАЛАРДА ЭКОЛОГИК МАДАНИЯТНИ РИВОЖЛАНТИРИШ. Современное образование (Узбекистан), (11 (96)), 45-51.
3. Исмоилова, Г. А. (2020). РАЗВИТИЕ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ У СТУДЕНТОВ КАК ОБЩЕСТВЕННО-ПЕДАГОГИЧЕСКАЯ НЕОБХОДИМОСТЬ. In ИННОВАЦИОННЫЕ ПОДХОДЫ В СОВРЕМЕННОЙ НАУКЕ (pp. 16-19).
4. Ismoilova, G. A. (2019). THE PEDAGOGICAL IMPORTANCE OF DEVELOPING ECO-CULTURE FOR STUDENTS. Scientific Bulletin of Namangan State University, 1(3), 352-355.
5. Исмоилова, Г., Шарипова, О., & Исаков, С. (2016). ФОРМИРОВАНИЕ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ МОЛОДЕЖИ КАК ВАЖНАЯ ЧАСТЬ НАУЧНОГО НАСЛЕДИЯ ВОСТОЧНЫХ МЫСЛИТЕЛЕЙ. Ученый XXI века, 28.
6. Erkinovna, I. M. (2022). PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF STUDENTS IN THE PROCESS OF DEVELOPING INDEPENDENCE. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(03), 137-141.
7. Khojanazarova, N. (2022). THE ESSENCE OF SOCIALIZATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON THE BASIS OF A SYSTEMATIC APPROACH. World Bulletin of Social Sciences, 7, 5-7.
8. Bakirovna, Q. E. (2021). Theoretical And Methodological Basis Of Overcoming Contradictions In Modern Musical And Educational Practice. Eurasian Journal of Learning and Academic Teaching, 1(1), 117-120.
9. Kobilova, E., Sobirova, O., & Najmiddinov, F. (2021). The importance of music education in the formation of musical culture and spirituality. ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL, 11(1), 698-703.
10. Qobilova, E. B. (2021). Moral education as an important faktor in the formation of a student as a person. Asian Journal of Research in Social Sciences and Humanities, 11(10), 186-189.
11. Эсонова, М. А. (2016). ТАЪЛИМ МАЗМУНИНИНГ ИНТЕГРАЛ ХАРАКТЕРИ. In Сборники конференций НИЦ Социосфера (No. 6, pp. 98-101). Vedecko vydavatelske centrum Sociosfera-CZ sro.
12. ЭСОНОВА, М. А. (2015). ФОРМИРОВАНИЕ НРАВСТВЕННОГО ВОСПИТАНИЯ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА. In Юность и Знания-Гарантия Успеха-2015 (pp. 335-337).

13. Эсонова, М. А. (2014). Роль речевой коммуникации в педагогическом мастерстве. In Теория и практика современных гуманитарных и естественных наук (pp. 164-167).
14. Эсонова, М. А. (2014). НАРОДНАЯ ПЕДАГОГИКА КАК ВЫСШАЯ СОЦИАЛЬНАЯ ЦЕННОСТЬ ДУХОВНОЙ КУЛЬТУРЫ НАРОДА. In Исследование инновационного потенциала общества и формирование направлений его стратегического развития (pp. 296-299).
15. ЭСОНОВА, М. А., & ИБРАГИМОВА, Ш. А. (2014). ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ДОШКОЛЬНИКОВ. In Будущее науки-2014 (pp. 132-136).
16. Khamidovna, M. I., & Khudayberganov, O. (2022). THE PSYCHOLOGY OF ADOLESCENT CONFLICTS IN SOCIETY. *Yosh Tadqiqotchi Jurnali*, 1(1), 29-33.
17. Mamayusupova, I. K. (2020). ON THE PSYCHOLOGICAL CRITERIA AND FACTORS OF ORIGIN OF CONFLICTS THAT ARISE BETWEEN YOUNG PEOPLE. *Theoretical & Applied Science*, (2), 630-633.