

THE ROLE OF PSYCHOLOGY IN FORMING TEACHERS' PEDAGOGICAL ABILITY

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Abstract:

This article describes the concepts of the role of psychology in the formation of pedagogical skills of teachers.

Keywords: pedagogy, education, upbringing, psychology, individual-psychological characteristic.

Introduction

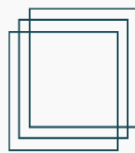
The recent reforms in the educational system present to teachers and trainers complex and difficult tasks such as developing the knowledge and independent thinking and mental potential of students, educating them with high moral qualities, as well as developing their abilities to study and work. is setting responsible tasks. In fact, President Shavkat Mirziyoyev also emphasizes that taking our country a worthy place among the developed countries and finding a solution to certain problems in society depends on the education of the young generation. In particular, the head of our state said, "If we pay attention to the realization of the abilities of our children from childhood and mobilize all our opportunities for their development, more Berunis, Ibn Sinos, and Ulugbeks will grow up in our country. I believe in it," he expressed great confidence in the young people.

Main Part

The future starts today. If we do not pay attention to the issue of education now, the future will be lost. Pedagogues carry out the work of raising and educating a mature, well-rounded generation in all respects. Therefore, pedagogues should know not only the theoretical foundations of science, but also psychology to a certain extent. The requirement for a teacher to be a psychologist is to deal with children, each of whom has individual characteristics. Therefore, from a psychological point of view, a pedagogue should know the individual psychological characteristics of students during the lesson, while explaining a new topic, taking into account general psychological laws. the organization of the lesson affects the quality of education. In order to approach students individually in the educational process, it is necessary to know and study their individual-psychological characteristics, the uniqueness of the personality of students. In the words of the Russian classical pedagogue D. Ushinsky,

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he said, "If a pedagogue wants to educate a student in all aspects, he must first get to know that student in all aspects." Therefore, every pedagogue must equip students with learning methods. In this regard, the use of the observation method is effective. Observation means the systematic, purposeful study of psychic properties over a long period of time. Observation should be scientific as well as psychological-pedagogical observation should follow a number of students.

1. **Goal orientation.** Observing not the student in general, but the concrete manifestation of his personal qualities in different situations and in different types of activities - play, study, work and communication.

2. **Plan.** Before starting observation, specific tasks should be defined (what to observe), a plan should be made (what to record), possible errors and ways to avoid them, and expected results should be thought of. In this case, the monitored feature should be clearly defined (there should not be many of them). The purpose of observation is to develop ways to correct the observed deficiencies in behavior.

3. **Independence.** Monitoring should be done on an ongoing basis, systematically or at scheduled intervals, rather than on a random basis.

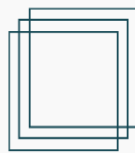
4. **Naturalness.** Psychological-pedagogical observation should be conducted in natural conditions for students. It should be conducted without the presence of the teacher, so that the student does not feel that he is being watched.

5. **Systematicity.** Observation should be carried out not at the discretion of the teacher, but on a permanent basis, systematically or after a certain planned interval.

6. **Objectivity.** In the process of observation, it is necessary to record objective facts, actions, objective characteristics of students' behavior and draw conclusions on this basis, not their own assumptions.

7. **Note.** All the received information should be recorded in a certain system. The obtained results should be recorded during the observation process or immediately after its implementation. The positive side of the observation method is that it is possible to analyze the activity that is not possible to study experimentally, and to study the student's behavior in natural conditions. Observation is one of the main methods used in pedagogical practice. Follow-up intervals should be age-appropriate.

1. From birth to 2-3 months - every day;
2. From 2-3 months to 1 year - every week;
3. Early childhood, i.e. 1-3 years old - every month;
4. From 3 to 6-7 years old - once every six months;
5. At the age of 7-11 - it is necessary to observe once a year.



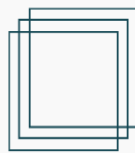
If the conducted pedagogical observation serves to improve the quality of education, to form the student's personality, then this method is appropriate. In addition, one of the most important tools that guide the teacher's work to success is pedagogical ability. Each person is a unique individual, and the factor that makes him capable of a certain type of activity is his own characteristic. Success in work is largely related to the ability of the individual. Therefore, ability is a set of characteristics formed in the course of life, which represent the level of ability of a person to perform a certain type of activity at a high level. For example, a talented teacher will achieve better results than his colleagues under the same working conditions. We often hear the expression that such and such a teacher still has little experience, but he is undoubtedly a capable teacher. Pedagogical skills indicate that they have observation, pedagogical delicacy, and courtesy. The owner of pedagogic skills achieves great results by working hard, creates innovations with the result of his work. Creativity will always be his companion. Only a capable, talented person is eligible for pedagogical work and achieves pedagogical skills. Ability appears in the process of activity and achieves pedagogic skill. In order for the pedagogical activity to be effective, the teacher must have the following types of abilities and develop them.

1. Didactic abilities. This is the ability to easily and clearly explain the educational material to the child, arouse interest in science in children and develop independent active thinking in them. To determine such pedagogical ability, psychologist N. Gonobolin recommends a very convenient test. According to this test, it is recommended to explain the difficulty of the parts of the text of the nature of knowledge, which according to the opinion of the teacher are considered difficult for the students of some classes, and after that, it is recommended to restructure the text so that it is easy for the students and convenient for their learning. will be done.

2. Perceptive abilities. This psychological observation is the ability to take into account the individual psychological characteristics of the student, to understand the temporary mental states of the student.

3. Speech skills. It is the ability of the teacher to clearly and clearly express his feelings with the help of speech, at the same time with the help of mime and pantomime. The speed of speech largely depends on the individual psychological characteristics of the teacher.

Hasty speech interferes with the acquisition of knowledge, quickly tires children and causes protective inhibition. Too slow speech causes laziness and boredom. Loudness of speech can lead to similar situations. Talking too hard, sharp, shouting gets on the nerves of the students and quickly tires them[23].



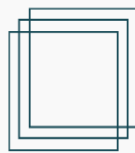
4. Communication skills. This is the ability to communicate with children, to be able to find the right way in relation to students, to have a pedagogical tact in the purposeful interaction with them from a pedagogical point of view. In the opinion of the psychologist IV Strakhov, who made a great contribution to the study of the psychology of pedagogical tact, the most important thing in this is to be able to find the most convenient ways to influence students, to pay attention to appropriate pedagogical measures in the application of educational influence, to have clear pedagogical it is necessary to take into account the tasks, the psychological characteristics of the student and his capabilities, as well as the pedagogical conditions[24].

Pedagogical communication, which is manifested during communicative ability, is a professional relationship of the teacher with students, which creates the most comfortable psychological environment for him and creates a positive mental climate in the classroom and extracurricular activities. Including the psychologist scientist VAKan-Kalik, who researched this ability and expressed such thoughts. Pedagogical work has more than two hundred structures in its structure. Communication is one of its most complex aspects, because through it the main goal of pedagogical activity - the influence of the teacher's personality on the student's personality - is realized[25]. It is a professional necessity for every teacher to be able to convey correct, effective information to students and convince the interlocutor. The communication culture of the teacher and the breadth of the spiritual world are important in this. In pedagogical communication, the teacher's spiritual and moral norms are the key to success, increase the effectiveness of education and training, ensure the teacher's sense of satisfaction and peace of mind at all stages of communication[26]. On the basis of a well-formed culture of pedagogical communication, the inner feeling of the object and the subject is combined with their actions. The main link of communication that creates this mutual harmony is the word. The word-content is expressed in the teacher's speech, lecture, dialogue, monologue and declamations. When the teacher is looking at any information through the means of pedagogical communication culture, he should pay particular attention to the importance of information about the personality and psychological characteristics of students.

Pedagogical communication functions

- Establishment of mutual information exchange;
- Education - joint organization of educational activities;
- Teaching students to think freely;
- Caring for friends and reaching out to help them;
- Self-awareness, satisfaction in communicating with students.

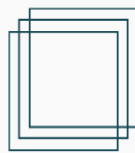
In the process of communication, the teacher should try to know the mental characteristics of the students perfectly, relying on his psychological knowledge in a short period of time.



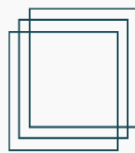
That in order to form a student as a free-thinking person who meets the requirements of the present time, the pedagogue must be an independent thinker, highly educated, and have a broad worldview. In this regard, the role of psychology in pedagogues is incomparable. Because the success of forming the spiritual culture of every pedagogue depends on the factors of the teacher's psychological tactics. Therefore, the teacher should have deep knowledge of the integration of pedagogic-psychological and special subjects.

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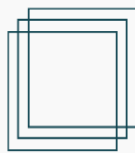
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