

Some Issues Concerning Pedagogical Improvement of a Teacher

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ABSTRACT

This article examines the issues of pedagogical improvement of teachers and outlines some pedagogical techniques of perfecting pedagogical skills and abilities.

KEYWORDS: *Improve, skills, comprehension, mastery, mobility, discourage, practice, pedagogical techniques, speak expressively, accurate, perfect, professional experience, methodological skills*

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Issues of pedagogical improvement has always been a crucial topic in teaching process. The teacher should know the following processes to improve their skills in pedagogical activity, perfecting the skills and abilities of pedagogical techniques:

Firstly, one of the important components of pedagogical techniques that a teacher must master is his speech technique (speech tempo, diction, ability to make high, medium, low volume) etc.). The teacher's speech plays an important role in the comprehension of the teaching materials during the lesson. According to scholars, 50% of students' comprehension and mastery of learning material through thinking depends on the teacher's speech and its correct pronunciation of words. Students listen to the teacher's speech with extreme observation and interest. The lesson of a teacher who speaks in a low tone will be boring for the learners, speaking too loudly, speaking loudly during a simple conversation will make the students bored and tired of the lesson. Learners are discouraged by such teacher training. Therefore, the teacher must be able to speak competently, express his / her speech beautifully and clearly, effectively, and express his / her thoughts and feelings verbally. The speeches of beautiful, literate, influential speaking teachers quickly affect the minds

of learners, provide a great opportunity for them to easily master the teaching materials, learners look forward to the lessons of such teachers. Teachers need to work tirelessly on their speech, practice to make words beautiful, meaningful, effective, the power of sound ranges, the mobility and dictation of speech timbre constantly. The sound range limit is set by a high or low speaking tone. The shortening of the range results in a lower tone of sound. Speaking in a low tone relaxes and weakens the teacher's perception. When a teacher works by connecting the range of sound with its timbre, the speech comes out beautiful, soft, attractive, engages the audience, and the content of the teaching materials is better understood.

The teacher's oratory technique is manifested in the articulation of words clearly, accurately, clearly audibly and clearly. A teacher with accurate and perfect voice dictation will articulate words. Expressive speech involves the tongue, lips, small tongue, and lower jaw. The teacher must constantly practice the above organs in order to speak expressively, to pronounce words. Thus, as speech skills discover importance in pedagogical techniques, the teacher must constantly practice on the tempo, rhythm, dictation, volume, range, mobility of speech.

Secondly, in order to master the skills of pedagogical techniques, first of all, the teacher must know his subject, the subject of interaction with other disciplines, pedagogical and information technologies, the basics of pedagogy and psychology at the level of development, be able to educate professionally. Because pedagogical technique also depends on the individual personal characteristics of teachers. Every teacher should have their own opinion, thinking ability, their own professional direction, professional laboratory. This direction and laboratory is achieved by teachers themselves through independent thinking, independent learning, improving their pedagogical skills, cultivating the qualities of a good teacher and striving for a professional ideal.

Thirdly, perfect knowledge of the secrets of pedagogical techniques also depends on the teacher's organizational and methodological skills. These skills are acquired by listening to lectures on the necessary knowledge, reading special literature. Organizational and methodological skills will be useful if the guidelines are tested, the instructions are tested in their individual professional experience and develop skills. It is desirable that organizational and methodological skills are built on the basis of individual characteristics, teamwork, study, activity. Because reading and working as a group or team allows each teacher to see and evaluate themselves through the eyes of others, to perceive shortcomings in their work, to find and try new forms of behavior and attitudes, based on their reflexive abilities. This will be the basis for self-knowledge, self-education and will create the basis for the organization of an experimental field for the exploration of new methods of pedagogical tasks, the solution of theoretical problems. Thus, in the acquisition of organizational and methodological skills, group, team activities, classes provide an opportunity to master the basics of pedagogical techniques.

Then, in the simultaneous acquisition of pedagogical techniques, it is important that each teacher develops his own individual program. Before creating such a program, the teacher must determine the initial level of formation of pedagogical technical skills. That is, in the results of the teacher's initial educational work, the shortcomings that occur in the correct or incorrect placement of the speech culture, in the mimic and pantomime situations of the movement are recognized. If the result is good, it will be much easier to master pedagogical techniques in the future. As a result of this activity, skills and competencies are further developed. The individual program serves to fill the gaps in pedagogical technical skills. This

program includes a specific exercise or set of exercises.

Finally, it should not be forgotten that the general culture, spiritual and aesthetic worldview of the teacher plays an important role in the demonstration of pedagogical techniques. If a teacher's appearance is poor, his or her ability to pronounce words is low, his or her aesthetics are poor, and he or she gives free rein to his or her feelings about unforeseen events, it has a negative impact on students' beliefs, intelligence, cognition, and understanding. So, the teacher has to re-educate these shortcomings in himself.

It should be noted that ignoring the views on ways to acquire skills and competencies of pedagogical techniques, underestimating their invaluable importance in the process of pedagogical activity, as well as critical thinking of pedagogical techniques without taking into account the individual characteristics of each teacher negatively affects the acquisition of pedagogical skills. The main ways to master pedagogical techniques are the teacher's participation in professional development courses, classes under the guidance of teachers (learning the secrets of pedagogical techniques from them) and independent (professional self-education) work. Given that the acquisition of pedagogical techniques and skills is an individual-personal potential, it can be said that professional self-education, ie the formation of personal qualities and professional skills of experienced teachers in the years of listening, plays a leading role in mastering and improving pedagogical techniques. In the pursuit of professional ideals, this movement plays an important role in mastering pedagogical techniques. From the organizational and methodological point of view, pedagogical technical lessons are conducted individually, in groups or in sequence. For example, the necessary knowledge can be acquired in lectures or on the basis of independent reading of relevant literature, the acquisition of integrated knowledge, using a portal, computer technology. Some simple actions on automation (various articulation, phonation breathing techniques, relaxation techniques, etc.) are mastered by the teacher on a regular basis. The development of relevant skills requires individual work, first under the supervision and guidance of a teacher, and then independent work. A special role in the formation of pedagogical technical skills is played by the teacher's teamwork and self-control in the classroom. It is worthwhile to explain this form of pedagogical technical training in more detail, as it has not yet been shown to a certain extent in the educational and methodological literature intended for teachers. In

any team, whether teachers or student teams, the teacher must see himself through the eyes of others, seek out and try new forms of manner and behavior, and understand the characteristics of the work he does with the teams.

Only then will it be possible to consciously form individual methods of pedagogical activity. The team can become a laboratory of self-knowledge and self-education of the individual, an experimental area where new ways of solving pedagogical tasks, theoretical and practical issues, various problems are discussed. Psychologists emphasize the need to study the wide range of pedagogical techniques as a team, to determine the most suitable number of such teams among teachers - 10-14 people. The same number of participants opens up opportunities for each of them to fully identify and solve individual psychological problems in working with other teachers, significantly increase their reflexive and empathic level, develop professional pedagogical understanding, expand the means of influencing others. It is important that group members, prospective teachers actively seek to acquire the skills to work together in terms of professional collaboration, and be psychologically prepared to carry out successful activities on self-knowledge and professional self-education. In all cases, an individual program of mastering pedagogical techniques should be developed before the start of both individual and group lessons. To create such a program, it is first necessary to determine the initial level of formation of pedagogical technical skills. However, experience has shown that it is usually possible to think not only about skills at this stage, but also about skills that were initially automated (by the time the training begins). For example, the natural state of breathing and sound, the correct pronunciation of words, can be literate,

expressive speech, mimicry, and pantomime movements that are the result of previous educational techniques. The availability of such skills and competencies greatly facilitates the perfect formation of the capabilities of pedagogical techniques. However, in all cases, some work needs to be done to incorporate these skills into the relevant skills. Depending on the initial level of formation of pedagogical technique skills, it is necessary to develop individual exercises or a complete set of them aimed at the formation of skills that are lacking in the individual program of its acquisition. Research by educators and psychologists has shown that the main reason for the difficulties faced by teachers who are just starting their careers is their lack of knowledge of pedagogical techniques. These difficulties are due to the lack of attention to the above-mentioned views and comments on pedagogical techniques, lack of theoretical and practical experience in pedagogical activity, inability to critically evaluate their work and lack of purposeful pedagogical activity on development, analysis and improvement of individual pedagogical techniques. It should be remembered that one of the reasons.

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