

Basic Pedagogical Skills that a Teacher Should Have

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Abstract: The article talks about the basic pedagogical skills that primary school teachers should have.

Keywords: pedagogical skills, teaching methods, ways of developing cohesion in the classroom, the ability to work with the class in elementary school.

Introduction

The main skills that people should have, read, letter, mathematics, etc. However, "what should be the basic skills that should teachers should be?" At the same time, various skills arise, which are training skills.

These skills are minimal basic pedagogical skills that the teacher should, or rather from the industry. In the educational process, in connection with the role of the teacher in the classroom environment, and thus, in ensuring this environment, the teacher should have sufficient meaningful knowledge about the subject that will be taught, and also taking into account certain program goals, planning teaching, getting acquainted with students, identifying the problems of the student in training and ways of lighter learning. It is necessary to have many skills to ensure effective training management, such as supporting support, reinforcement, motivation and motivation, assessment of abilities, definition of intelligence types / training styles and re-training. These skills are minimal skills that direction to study or are sufficient to direct them.

1. Attitude. The ratio is not really a skill. However, since the goal is to determine the necessary moments for successful training management, it is necessary to emphasize the special importance of the installations. Teachers will definitely achieve more success if they start with positive behavior, believing that all students can learn, and thinking that students should fully navigate in their potential abilities. Teachers who begin with such a positive relationship have many distinctive features of behavior.

2. Organization: The organization is used to designate that the teacher organizes all factors participating in the educational process, a good organization is the teaching time, the energy of the teacher, tools, equipment, etc. will help you use it in the most effective way.

In training there are two types of organization: management and conceptual. The administrative organization includes all the actions of teachers who increase the learning time and minimize the disorder in the classroom. Organization and management of the class that contribute to training become easier if the problems with the behavior of students are prevented. Management organizational skills allow effectively use time and energy! is of great importance for effective learning. The characteristics of the teacher with the good management organization are as follows:

- ✓ Timely beginning of the lesson (study).
- ✓ Prepare materials prepare in advance.

- ✓ Preparation of the work program.
- ✓ Minimizing all factors that negatively affect teaching.
- ✓ Minimize the disorder.

Conceptual organization; Do not put the idea of a student in clear, understandable and logical sequence. Since the information presented in a clear, understandable and logically organized form is easily encoded in a long-term memory, students are more precisely led. Characteristics of the teacher, well-making conceptual organization, the following:

- Make the transition between objects smooth and clear,
- representation of all actions in order,
- TAULEGY TABELLAN Use of effective methods of attracting.

3. Communication: the communication process, which we can generally determine how the process of creating common values between people, expresses who says what to whom, as with what. Effective communication between the student and the teacher provides effective teaching-training. There are some moments that you should do. A clear expression of concepts: the teacher needs to clearly outline the concepts, do not use vague terms, such as "maybe possible, probably usually" in their presentations, and answer the questions of the student so that the student can understand it. When these conditions are met, the concepts that the student will encode in their long-term memory, become more specific, and the student is given constant training. Evaluation of mutual communication: At each lesson of the teacher there is a speech, the teacher needs to present this topic so that the disciple can better understand using the appropriate channels. In other words, it is necessary to ensure that the values are divided between the teacher and the student. Here the biggest task is on the teachers, the teacher must submit a content of the student using the corresponding channels. If the teacher does not do this, there may be a sufficient communication with students, and the expected change in the behavior of the student may not occur at the end of training, or maybe undesirable behavior may arise. Good use of tips between themes: In training there are binders that end with one idea and begin another. The signs of the transition allow students to realize the conceptual changes taking place when we move from one subject to another, and not confuse information at its memorization. Accent: Prevent students about important information in the lesson. Important points of the subject can be underlined by a teacher alone or verbal repetitions made by some students or all class together in the classroom. In studies, it is emphasized that the repetitions in each situation increase success. For example: change the voice when untocting important moments when explaining the subject, "everything is repeated, let's repeat together aloud, the point that I repeat". The concentration of the student's attention on important points of the subject can be ensured by the placement of accents in the form of accents.

4. Adequate knowledge of the content and correctness of the expression. Teachers should well-keep the subject to tell him, and make presentations in a clear language, understandable of students. When a teacher knows a good thing or presents him not so that the students can understand him, he will lose a lot of time at the lesson. Because when the student asked the teacher about the points that he does not understand, the teacher will have to repeat the subject when necessary, and he will use the lesson time that he had to use for another subject to double the explanation of the same object. Since problems with learning students in classes of teachers who present the lessons in the form available for students will be at a low level, the confidence of these teachers in their own and their success in teaching teaching will be high. Since the department of the teacher is very closely watching, the teacher should carefully and purposefully choose his behavior.

5. Attraction of attention. Attraction of attention is the process that the teacher uses to apply the processes of getting knowledge and in order to make a lesson attractive or maintain attention

throughout the lesson. Interest and attention of students to the lesson depends on their style of training, such as intelligence, thinking, etc. Attention can be attributed in three ways:

- Actual (Attraction of attention): Attract the student's attention to the process of the lesson. Using the expressions of the type "Yes, we begin our lesson, all materials not related to the lesson should be removed from the tables". Cognitive methods of attracting attention, such as an interesting question on the topic, to tell an interesting anecdote-story event on the topic, give a brief information about the previous topic in the topics that are the continuation of the previous topic.
- Sensory attention: it is the use of various incentives for the five senses of the person to attract attention. These incentives can be listed as specific materials, pictures, models, materials displayed on a diapers, information written on the board, drawings, etc.
- Academic attention: it simply means concentration of attention on important points of the subject. A qualified teacher is one who does not spend a lot of time to questions not related to the subject. For this reason, the teacher attracts the fact that the teacher gives information about the subject directly. This does not mean "not to give information." On the contrary, it is emphasized that the course should be clear enough to be clear that he should prevent the deterioration of learning and that examples / themes / details that distract the schoolboy should not be included.

6. Feedback. Feedback provides information about the current behavior of a person, which can be used to improve its / her future results. Feedback plays a very important role in training. Regardless of the subject, class level, tasks, people want to have information about their performance. Because the knowledge of the behavior of the behavior, which he committed, demonstrating the desired behavior and changing the wrong behavior, gives a positive effect.

Feedback provided by the teacher is published in two parts: written and oral. However, the teacher is always difficult to give written feedback to each student individually. This use of expressions of the type "Good, Well done, is very pleasant", when the correct answer is given in the situation of the question-answer. The emotional aspect of the verbal feedback is very important. Because positive feedback makes a schoolchild feel confident.

7. Review and generalization: The review is intended to generalize the previous work and the preparation of the relationship between the fact that the student is studying or will be studied. This can be done at the beginning and at the end of the lesson, after any lesson or to repeat important moments. The repetition supports training. The efficiency of repetition can be achieved due to a brief summary of all important items of the subject for a shorter time than with a normal learning process. The process of repetition is effective for encoding information into long-term memory and for the meaningful organization of information of students. Because the student can find the opportunity to assess the main directions of the topic in a short time. Summing up is a form of repetition, which is usually carried out at the end of the lesson. The whole topic is brief, configured and completed. Teachers can also sum up at a certain lesson, using such expressions as "if we sum up the fact that we have done so far."

8. Ask questions. Ask questions - a very important skill that the teacher should be effective for effective management training. A teacher who knows how to ask effective questions, affects the thoughts of students, helps students to establish relations in the classroom, affects basic skills, supports successes, allows for shy and shy students to participate in the lesson and distracts the scattered students. In addition, the ability to ask questions is also effective when other skills and skills of emerging appear. The skill to ask questions is complicated, because this process is a process that involves a lot of factors involved.

9. Selection of approaches to training. The most important of the methods that need to be carried out in the educational environment for the formation of the target behavior in the students is the method of training. As the level of target level changes

behavior should vary and training activities, for example: approaches to training used by the teacher to implement the purposes defined at the level of knowledge, and the approaches to the training used to implement the objectives specified at the application level should be different. Undoubtedly, we can not talk about unified training. In choosing, organizations, sequences of content, presentation of content, representation of parts, actions, tasks and methods of evaluation, the teacher must establish a relationship between goals and approaches to training. For this reason, teachers need to maximize the various approaches to training in their teaching activities.

Conclusion

However, it is important that the student learns, communicating with a certain content in the best way, using training approaches and on this time. For this reason, use approaches to training, especially oriented on students. On the other hand, the use of various approaches to learning gives many advantages. We can list them as follows:

- ✓ Training time is used effectively.
- ✓ The goals set forward are shorter.
- ✓ Disciplinary problems in the class decrease.
- ✓ It is guaranteed that all students achieve their goals.
- ✓ Teaching is interesting.
- ✓ The disclosure of students' talent is provided.

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