

## **The Role of Pedagogical Skills in Attracting the Attention of Students**

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### **Abstract**

Mastery is perceived as a teacher and educator's most important professional quality. The teacher organizes the educational process, achieving the required level of education, development and knowledge of students. The teacher plays the role of a mentor, a senior friend, and a participant in joint educational activities.

**Keywords:** Skill, Teacher, Master, Educational Process.

*“If a teacher has a passion for what he does, he will be a good teacher. If a teacher has love only for a student, like a father or mother, he will be better than the teacher who has read all the books but has no love for the work or the students. If a teacher unites in himself a love for the work and the student, he is a fellow teacher.”*

**(L.N. Tolstoy)**

### **Introduction**

Pedagogical skill is the art of teaching and education. This is the professional ability to direct all educational work towards the student's comprehensive development, including his worldview and skills.

Outwardly, it manifests itself in the successful creative solution of a wide variety of pedagogical problems and the effective achievement of the methods and goals of educational work. Its more specific external indicators are high level of performance, quality of work of the teacher; practical actions of the teacher that are adequate to pedagogical situations; achieving the results of training, education, independent work of students; developing their ability to learn independently, acquire knowledge, and engage them in independent scientific research.

The basis for the development of pedagogical skills is professional knowledge. The teacher's knowledge is directed, on the one hand, to the discipline he teaches, and on the other, to the students. The content of professional expertise consists of knowledge of the academic subject, its methodology, as well as pedagogy and psychology.

An essential feature of professional-pedagogical knowledge is complexity and integration. First, this is the teacher's ability to synthesize the studied sciences. The core of the synthesis is the solution of pedagogical problems, the analysis of pedagogical situations that necessitate

understanding the psychological essence of phenomena, choosing methods of interaction based on the known laws of personality formation.

The solution to each pedagogical problem updates the entire teacher's pedagogical knowledge system, which manifests itself as a single whole. In addition to complexity and generality, the professional knowledge of a master teacher is also characterized by an essential feature, an individual style of work.

Another pedagogical skill element is the organization of the teacher's behavior. Mastering action methods and other pedagogical technology is impossible without skills, knowledge, orientation, and abilities. Without them, high results in a teacher's activities are unthinkable.

Pedagogical technology is a set of methods and techniques that increase the effectiveness of the applied principles, means and methods of education and training. K. S. Stanislavsky said that talent is not enough - you need technology. The teacher must have impeccable technique.

A. S. Makarenko attached great importance to pedagogical technology. He wrote: "One who does not have facial expressions, who cannot give his face the necessary expression or control his mood cannot be a good teacher. The teacher must behave so that every movement educates him, and always know what he wants at the moment and what he does not want."

## Discussion

On the internal side, pedagogical skill is a functioning system of knowledge, skills, abilities, mental processes, personality traits, ensuring the fulfillment of pedagogical tasks. In this regard, pedagogical skill expresses the teacher's personality and ability to independently, creatively and skillfully engage in teaching activities.

The pedagogical technique includes the ability to manage oneself and interact in solving pedagogical problems.

The first group of skills is control of your body, emotional state, and speech technique.

The second is didactic, organizational skills, and mastery of contact interaction techniques.

The criteria for teacher skills are:

- feasibility of activity (direction);
- productivity (result: level of knowledge, education of students);
- optimality (choice of means);
- creativity (content of activity).

Like any other, pedagogical activity includes the following components: goal, means, object, subject, distinguished by its specificity.

The purpose of the teacher's activities is aimed at the comprehensive development of the student's personality. Pedagogical activities contribute to the implementation of social continuity of generations, the inclusion of youth in the system of social connections, and help to realize a person's natural capabilities in mastering social experience.

Managing the activities of another person (upbringing, training) is possible because the teacher's goal is always objectified in the student's future. It is close and understandable to the teacher who is building the future. Realizing how difficult it is, master teachers always make the logic of their activities based on the needs of students.

The specificity of the goal of pedagogical activity requires the teacher to personally accept the social task of society when the purposes of the organization are "reflected" in the teacher's pedagogical position; it requires creative understanding of specific problems; the ability to take into account the interests of the child and transform them into the given goals of educational activities.

The specificity of the object of pedagogical activity is as follows. Man is an active being with unique individual qualities with his understanding of current events. This is an accomplice in the pedagogical process, with its own goals, motives, and personal behavior. Thus, the object of pedagogical activity is, at the same time, its subject, the doer. He can relate to the pedagogical influence through his inner world and attitudes. The teacher deals with a constantly changing, growing person to whom template approaches and stereotypical actions are not applicable. And this requires constant creative search.

Simultaneously with the teachers, the student, teenager, young man is influenced by the whole life around him, often spontaneously, multifacetedly, in different directions. Therefore, pedagogical work involves adjusting all influences, including those from the student and others—the organization of education, re-education and self-education of the individual.

The subject is the one who influences the student - the teacher, parents, team. The main instrument of influence is the teacher's personality, knowledge, and skills. If a student does not perceive the teacher and is critical of his knowledge and actions, he will resist his influence. Only one who has a positive moral and aesthetic impact on a person becomes a true educator, and this is possible only under the condition of constant self-improvement of the teacher.

They also distinguish constructive, organizational, and communicative components of psychological and pedagogical activity.

Constructive abilities manifest in the desire and ability to develop the student's personality, select and build educational material about children's age and individual characteristics.

Organizational abilities manifest in the ability to involve students in various activities and effectively influence each individual.

Communication skills are manifested in the ability to establish correct relationships with children, feel the mood of the entire team, and understand each student. Sociability and sociability are not only the need for communication but also a feeling of satisfaction from the communication process itself, which maintains efficiency and feeds the creative well-being of the teacher. Communication skills help develop perceptive abilities, such as professional vigilance and observation. Professional alert lies in the ability to penetrate the inner world of your student, finding a common language with him helps to motivate and encourage him properly.

Thus, pedagogical skill is an artwork, no less creative than the work of a writer or composer but more complex and responsible. The teacher addresses the human soul not through music, like a composer, or with the help of paints, like an artist, but directly. The teacher educates with his personality, knowledge, love, and attitude towards the world.

However, a teacher-master, to a much higher degree than an artist, must influence his audience, contribute to the formation of the worldview of his students, give them a scientific picture of the world, awaken a sense of beauty, a sense of decency and justice, make them literate and make them believe in themselves, in your words. At the same time, unlike an actor, he is forced to work in feedback mode: he is constantly asked a variety of questions, including insidious ones, and all of them require comprehensive and convincing answers. A natural teacher, a Teacher with a capital T, is a person who gives birth and shapes other personalities. To do this, he needs attention and respect from his students and the whole society.

A master is “especially knowledgeable or skilled in his craft.” A master teacher is a highly cultured specialist, a master of his craft. He is fluent in the discipline he teaches, the methods of teaching and upbringing and he has psychological knowledge and knowledge in various branches of science and art.

The essence of pedagogical skill lies in the personality qualities of the teacher, who ensures haste while carrying out this work. Personal qualities of a teacher: high moral character, responsibility, conscientiousness, hard work, pedagogical fairness, love for children, teaching abilities, patience, endurance, perseverance, optimism, humanistic orientation, sense of humor, professional-pedagogical orientation.

Mastery is “a high and constantly improving art of education and teaching, accessible to every teacher who works according to their calling and loves their students. A teacher is a master of his craft - a highly cultured specialist who has a deep knowledge of his subject, is well acquainted with the relevant branches of science or art, has a practical understanding of issues of general and developmental psychology, and is fluent in the methods of teaching and upbringing.” A teacher is a professional - this question has always worried me since a good education is one of the significant spiritual values of modern society. Pedagogical professionalism is defined through the concept of “pedagogical skill.” Pedagogical skill is often perceived as a teacher and educator's most important professional quality. Who is he - a teacher - a master? This is how he defines the concept of “master” in his “explanatory dictionary”. “A master is a person skilled in his craft.”

### Analyses

As we have analyzed, the teacher must organize the educational process so that, even under the most unfavorable conditions, he can achieve the required level of education, development and knowledge of students. A teacher's skill is expressed when the teacher can approach the student, especially to ignite a thought and excite him. A teacher who knows how to use effective technologies in the educational process ideally, choose them correctly for each specific situation, diagnose, predict and design a function of a given level and quality is a true master of his craft. Moreover, in our opinion, a modern teacher is a professional with qualities that contribute to the successful transfer of knowledge. When necessary, he is an artist, an artist, when needed - a writer, singer. At the same time, he is always a student. Pedagogical activity is like a mosaic, where an image comprises pieces that must be selected according to color, shape, and size. Thus, the distinctive features of a modern teacher-master are:

- constant self-improvement;
- self-criticism;
- erudition;
- high work culture.

There is a philosophical principle: Like is created by like:

- the morality of the teacher forms the morality of the student;
- knowledge by knowledge;
- mastery of skill.

Further, no modern teaching technologies and technical means will help a teacher build his teaching activity if he is an individual and is not professionally ready for it. An integral part of the pedagogical skill is communication, not ordinary communication, but pedagogical communication.

At the same time, pedagogical communication is usually understood as professional communication between a teacher and students in the classroom and outside it (in the process of teaching and upbringing), which has certain pedagogical functions and is aimed (if it is complete and optimal) at creating a favorable psychological climate, as well as at other a kind of psychological optimization of educational activities and relationships between teacher and student (A. A. Leontyev). One of the criteria for productive pedagogical communication is the creation of

a favorable psychological climate and the forming of certain interpersonal relationships in the study group. The teacher should purposefully develop interpersonal relationships in a study group.

At the same purposefully e time at stages, their primary source becomes the self-development of the team. But at the initial stages, the central place in forming a high level of interpersonal relationships belongs to the teacher. No wonder the poets of the Ancient East said that students are like an orchard, and a teacher is like a gardener. At first, the trees are weak and their life entirely depends on the gardener's efforts, but then, having grown more robust, they grow on their own and bear sweet fruits. Experimental studies show that among the many tasks facing a teacher, the most difficult are those related to communication. They assume that the teacher has a relatively high level of development of communication skills. A positive attitude toward the student's personality and a system of encouragement techniques are essential in pedagogical communication. A teacher can and should rely on the existing positive values system for students. [4, p. 20].

1. Communication based on the high professional standards of the teacher his attitude to teaching activities in general. They say about such people: "Children (students) follow on his heels!" Moreover, broad professional interests in higher education stimulate communication, especially in central departments.

2. Communication based on friendship. It presupposes passion for a common cause. The teacher plays the role of a mentor, a senior friend, and a participant in joint educational activities. However, familiarity should be avoided. This is especially true for young teachers who do not want to get into conflict situations.

3. Distance communication is one of the most common types of pedagogical communication. In this case, in relationships, distance is constantly visible in all areas: in training, concerning authority and professionalism; in upbringing, concerning life experience and age. This style forms the "teacher-student" relationship. However, this does not mean students should perceive the teacher as a peer.

4. Intimidating communication is a negative form of communication, inhumane, revealing the pedagogical failure of the teacher resorting to it.

5. Communication-flirting - typical for young teachers striving for popularity. Such communication only provides false, cheap authority. Most often in teaching practice, there is a combination of styles in one proportion or another when one dominates. [3, p. 85].

## Conclusion

In conclusion, pedagogical communication, as part of pedagogical skill, is one of the significant criteria in the modern concept of pedagogy. A teacher's skill in the educational process is always a pressing issue and it is necessary to constantly improve the professional qualities of the teacher and educator, thereby improving the quality of students' knowledge.

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