

Shaping Pedagogical Skills in the Training of Teachers

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Abstract: in this article, the young educator has opened a wide way to shape their pedagogical abilities in the training of personnel.

Keywords: pedagogical personnel, thinking, pedagogical skills, artificial intelligence, intuition.

The need for quality personnel, which is being prepared today, is important in its relevance. In particular, it is necessary to clarify the essence of the concept of "thinking". The "philosophy: a qomusian Dictionary" defines the concept of "contemplation" as: "contemplation (Arabic. - thinking, mental cognition) is a rational stage of cognition, which determines the General, important characteristics of objects and phenomena, reflects internal, necessary connections, legal connections between them.

Skill is the art of upbringing and teaching, which is high and constantly rising. An educator is a master of his work, a deep connoisseur of his own science, a good acquaintance with the corresponding fields of Science and art, a good understanding of general and youth psychology in practice, a comprehensive connoisseur of teaching and educational methodology, and a specialist with a high culture.

In pedagogical theory, there are two types of understanding of teacher skills. The first is associated with the understanding of pedagogical labor, while the second plays a key role in upbringing in the personality of an educator.

To master the skill, it is necessary to know and implement a lot. It is necessary to know the principles and laws of upbringing and its founders. In order to use the effective technologies of the educational process and its organizers, it is necessary for each specific case to know very well how to correctly select them, diagnose them, anticipate them and design a given level and quality process.

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Pedagogik mahorat - shaxsning pedagogik sifatlari majmui va o'qituvchi tomonidan kasbiy pedagogik faoliyatni mustaqil ravishda samarali tashkil etishni ta'minlash bo'lib, u pedagogning faoliyat mohirligini eng yuqori choq-isiga erishganligini bildiradi. O'qituvchilik kasbi o'z mohiyatiga ko'ra o'ta individualdir. Har bir o'qituvchining muhim hayotiy o'rni, uning o'z ishinig ustasi bo'lishdir. O'qituvchi mahorati uning faoliyatida ko'rinadi. O'qituvchi avvalo pedagogik jarayonning qonuniyatlari va mexanizmlarini yaxshi egallagan bo'lishi lozim. Shu ma'noda pedagogning umumlashgan malakalari va uning pedagogik texnikasi katta ahamiyatga molik bo'ladi.

Biroq mahorat - bu alohida qudrat. Yuqori va kichik darajada Usta bo'lishi mumkin emas. Mahoratga erishish ham, erishmaslik ham mumkin. Haqiqiy usta mehnat faoliyati chohidagina go'zaldir. Pedagogik mahoratga etishish o'qituvchining muayyan shaxsiy sifatleri bilan amalga oshadi.

Pedagogik mahorat yuksak darajadagi pedagogik faoliyatning taraqqiy etishini, pedagogik texnikani egallashni, shuningdek, pedagog shaxsi, uning tajribasi, fuqarolik va kasbiy mavqeini ifodalaydi. «Pedagogik mahorat» bir kategoriya sifatida o'zining ilmiy asoslariga ega. Turli tadqiqotchilar ishlarida ayni bir hodisani tavsiflash uchun turlicha tushunchalardan foydalanish boshqacha ma'no va mazmun tomonlariga ega. Turli muallif asarlarida pedagogik mahoratning yagona, tan olingan ta'rifining yo'qligi uni tadqiqotning jonli jarayoni deb xulosa chiqarishga asos bo'ladi. Tushunchalar, fikrlaming turli-tumanligi bu hodisaning murakkabligi va ko'p qirraliligidan dalolat beradi.

Intuitsiya (lot. *intuitio* – sinchiklab qarayman) - haqiqatni dalil bilan isbotlamasdan, bevosita fahm-farosat bilan anglab olish qobiliyati; fikran ilg'ab olish yo'li bilan tajriba doirasidan chiqish, shaxsiy qobiliyati yoki bilib olinmagan aloqalar, qonuniyatlarni jonli shaklda umumlashtirish. Tadqiqotchilarning fikricha, intuitsiyaning hissiy, aqliy va mistik turlari bor. Hissiy intuitsiya deb, aqliy mushohada va boshqa sezgi obrazlariga bog'liq bo'lmagan holda tushunchadan oldin keladigan intuitiv sezishga aytiladi.

The cognitive activity of the subconscious of a person is called intuitive cognition. Intuition, on the other hand, is the view of the properties of the object of knowledge that cannot otherwise be substantiated under the same conditions, as direct, nominally truthful. In scientific creation, intuition does not resist the activity of intuition and reason, but is inextricably linked with the emotional and rational aspects of knowledge, complementing them. A vivid example of the creative activity of the mind is the emotional and rational knowledge of the laws of the object being of the subject, its properties and connections. But the creative process of a person, which occurs at a conscious level, also penetrates into the deeper - unconscious and subconscious layers of his psyche. According to modern scientific imagination, the sphere of mental activity of the unconscious subconscious of a person sometimes includes sensations, visions that the mind does not realize. The subconscious sphere covers the dreaming of spiritual life, the state of hypnosis, unrefined desires, anxious sensations, for example, anxious sensations on the eve of the occurrence of a frustrating phenomenon in a person's life. The subconscious sphere and intuition are inextricably linked with each other in the process of scientific cognition. The inclusion of intuition in the basis of a point of view related to the structure of the unconscious makes it possible to reflect the action of its main components and mechanisms in a more precise and generalized way. Information flows of intuition in different modalities and their levels of occurrence in past, present (current) and potential States indicate that choice can be seen as a universal integrative mechanism. Intuition is the inner, subjective side of creative activity, in which the unconscious component is directed to generalizing, combining, understanding the results of cognitive activity. At the same time, one should not oversimplify the interaction of

consciousness and unconsciousness, intuition in scientific creation, already this is a rather complex, confusing and rather abstract process. Pedagogical thinking. First of all, it is necessary to clarify the essence of the concept of "thinking". The "philosophy: a qomusian Dictionary" defines the concept of "contemplation" as: "contemplation (Arabic. - thinking, mental cognition) is a rational stage of cognition, which determines the General, important characteristics of objects and phenomena, reflects internal, necessary connections, legal connections between them. The cognitive activity of the subconscious of a person is called intuitive cognition. Intuition, on the other hand, is the view of the properties of the object of knowledge that cannot otherwise be substantiated under the same conditions, as direct, nominally truthful. In scientific creation, intuition does not resist the activity of intuition and reason, but is inextricably linked with the emotional and rational aspects of knowledge, complementing them. A vivid example of the creative activity of the mind is the emotional and rational knowledge of the laws of the object being of the subject, its properties and connections. But the creative process of a person, which occurs at a conscious level, also penetrates into the deeper - unconscious and subconscious layers of his psyche. According to modern scientific imagination, the sphere of mental activity of the unconscious subconscious of a person sometimes includes sensations, visions that the mind does not realize. The subconscious sphere covers the dreaming of spiritual life, the state of hypnosis, unrefined desires, anxious sensations, for example, anxious sensations on the eve of the occurrence of a frustrating phenomenon in a person's life. The subconscious sphere and intuition are inextricably linked with each other in the process of scientific cognition. The inclusion of intuition in the basis of a point of view related to the structure of the unconscious makes it possible to reflect the action of its main components and mechanisms in a more precise and generalized way. Information flows of intuition in different modalities and their levels of occurrence in past, present (current) and potential States indicate that choice can be seen as a universal integrative mechanism. Intuition is the inner, subjective side of creative activity, in which the unconscious component is directed to generalizing, combining, understanding the results of cognitive activity. At the same time, one should not oversimplify the interaction of consciousness and unconsciousness, intuition in scientific creation, already this is a rather complex, confusing and rather abstract process. Pedagogical thinking. First of all, it is necessary to clarify the essence of the concept of "thinking". The "philosophy: a qomusian Dictionary" defines the concept of "contemplation" as: "contemplation (Arabic. - thinking, mental cognition) is a rational stage of cognition, which determines the General, important characteristics of objects and phenomena, reflects internal, necessary connections, legal connections between them.

Regardless of how the child acts, when analyzing his behavior and personality, it is necessary not only to take into account the evidence of specific good or bad behavior, but also to take into account the ideal, motive, need, interests associated with his inner world. Such an approach to the matter makes it possible to reliably determine whether the behavior of the person being formed is random or the result of lawfulness in his character. This helps to analyze behavior with pedagogical literacy, make ungi-based assessments and have the right effect. Pedagogical, as well as from a life point of view, the joint action of children is manifested not only as an object of upbringing, but also in the way of creative moving entities, which self-actualize, realize, self-reorganize personal life. Therefore, educators should be prepared for various unexpected, unpretentious desired situations in the fiication and behavior of children and have an operational effect. Pedagogical thinking in the real sense helps the educator to abandon ready-made samples, accept innovation, look at things-phenomena with a awake gaze, analyze contradictions and find a way to solve it.

A number of criteria and parameters of pedagogical thinking can be distinguished: - the ability to analyze educational phenomena and facts in integrity, interaction and interdependence; - the ability to see the genesis of pedagogical mutual action and influence; - the ability of pedagogical action to compare with the goals and results of education; the ability to use all types and methods of thinking in the process of pedagogical thinking; - the ability to analyze and generalize pedagogical reality, to realize in integrity the ability to distinguish between reality and falsehood

from a pedagogical point of view; - the ability to go from abstraction, depending on accuracy in the analysis of pedagogical reality; - the ability to reject complex templates and stereotypes, find new assessments, generalizations, approaches, actions; - the ability to use theory and new ideas in practical, creative; - the ability to manifest mental flexibility and agility; - the ability to distinguish between tactical and strategic actions. The development of pedagogical thinking is characterized by “nuclear” qualities such as creativity, divergence, reflexivity, sanogenicity, constructivism. Psychological analysis of these and other qualities makes it possible to record the leading position of either functional (activity-related), or personal components. The Integrative quality of pedagogical thinking expresses the teacher's ability to reflect on the problem in the situation being solved. The categorization of qualities in this way is to some extent associated with situational peculiarities of pedagogical activity. Thus, pedagogical thinking arises as a result of knowing and understanding the objective-subjective educational interaction, the joint action of children and adults, which directly affects the formation and development of personality. Pedagogical thinking is formed as a professional thinking ability that allows the educator to understand, analyze, compare, generalize, evaluate educational practices. New pedagogical thinking arises as a result of the confrontation that arises because old, normal thinking does not correspond to new conditions and life requirements. It reflects creativity and innovation in itself.

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