

# Component and Quality of Pedagogical Skills

Umida U. Sayfullaeva<sup>a</sup>, Nasiba B. Zaynieva<sup>b</sup>, Dildora Sh. Ibragimova<sup>c</sup>  
and Feruza E. Kultaeva<sup>d</sup>

*Samarkand State Institute of Architecture and Construction, Samarkand, Uzbekistan*

**Keywords:** Pedagogy, Pedagogical Technique, Speech, Mime and Pantomimic Expression, Methodical Skills.

**Abstract:** This article notes that the role of pedagogical technique in the pedagogical skill system of modern pedagogy is incomparable. Because it helps the teacher to control his body (mimicry, pantomime), to control his feelings (emotions), to acquire enthusiasm, skills, speech techniques and to use them in educational activities and extracurricular activities, serves as a program in explaining the ways.

## 1 INTRODUCTION

Thus, pedagogical technique is a set of professional and personal skills that serves as the main factor in establishing the teacher's pedagogical activity, influencing, organizing and managing students and young people. Well! What is meant by teacher's pedagogical technique? What are the qualifications of a teacher's pedagogical technique? What role does it play in the organization, implementation and educational impact of the teacher? Observing the work experiences of advanced and innovative pedagogues and studying the activities of schools of advanced practice shows that the full mastery of pedagogical techniques, the formation of its skills, increases the effectiveness of education and upbringing, and improves the education of students and young people and on this basis it causes the rise to the ladder of pedagogical skills. In the system of the teacher's pedagogical activity culture, it is recognized that the components of pedagogical skills are pedagogical techniques, pedagogical etiquette, and the role of pedagogical communication culture. Yu.P. Gonobolin, N.V. Kuzmina, A.N. Sherbakov, V.A. Selastenin, L.I. Ruvinsky, V.N. Kukharev, I.A. Zyazyun N.N., who researched this problem both pedagogically and psychologically from a scientific-theoretical, methodological-organizational and practical point of view. Tarasevich, M.G.Davletshin,

K.Zaripov, S.Rajabova, B.Khojaev and others pay special attention to the importance of pedagogical techniques in the professional training of teachers. L.I. Ruvinsky, noting that pedagogical technique is of particular importance in the system of pedagogical skills of a teacher, writes: "Teacher's pedagogical technique is a set of skills that allows the pedagogue to teach the students through what they see and hear. It allows you to convey your thoughts and feelings" and N.N. Tarasevich, in his pamphlet "Pedagogical technique - kak element", thinking about pedagogical technique, says: a skill consisting of a sum of emotions and mental states is a pedagogical technique". In fact, observation of the activities of pedagogues who perform master pedagogical tasks at a high-level show that pedagogical techniques play an important role in organizing students' cognitive activities and having an educational effect on them. Because it teaches the teacher how to control his feelings (emotions), acquire enthusiasm, abilities, speech techniques and use them in educational activities and work. Thus, pedagogical technique is a set of certain professional and personal skills, which serves as a leading factor in influencing the teacher's pedagogical activity, organizing and managing educational work.

<sup>a</sup> <https://orcid.org/0009-0002-2843-2748>

<sup>b</sup> <https://orcid.org/0009-0003-6612-4073>

<sup>c</sup> <https://orcid.org/0000-0001-9839-2206>

<sup>d</sup> <https://orcid.org/0009-0008-0494-6107>

## 2 FINDINGS AND RESULTS

According to the scientists who study and apply the theory of pedagogical skills (N.N. Tarasevich, N.V. Kukharev), pedagogical technique skills are divided into two groups: The skills of the first group include the speech technique of the pedagogue, control of his movements, mime and pantomimic expressions, his emotions and mood management, acting and directing skills. The qualifications of the second group of pedagogical techniques consist of professional qualifications, which include gnostic qualifications, designing qualifications, constructive (the ability to organize creative work of the team, education of pupils and students, professionalism in teaching). This, It can be seen in Table 1: Table 1. Pedagogical technical skills Personal and professional skills of a teacher 1, Speech technique of a teacher 2, Mimic and pantomime expressions in a teacher's work 3. Skills of acting and directing of a teacher 4, Ability of a teacher to control his emotions 1, Gnostic skills: - to distinguish between important and basic issues; - systematization of educational material; - clearly defining the additional source; - to be able to choose didactic material on the topic; - be able to give evidence. 2. Designing skills: - ability to plan a clear presentation of educational information; - being able to make question-and-answer tasks correctly; - to be able to formulate and observe a problem of research character, to be able to make hypotheses. 3. Constructive skills: - ability to teach independent expression of thoughts; - being able to learn to justify and prove the answer; - being able to teach how to connect theoretical and practical information. The skills of the pedagogical technique presented in the table are the ability to clearly direct students to the organization of educational activities and the acquisition of information, the ability to accurately apply and control tasks, to be able to work in a working relationship with the team and some individuals, ask questions it shows that it provides practical help in the appropriate use of methods such as knowing, being able to control one's own mood, behaviour, and emotions. Pedagogical technique is a set of educational and training methods of teaching reading, influencing, learning, reacting, just as the technique is a set of methods. Now, let's get acquainted with a brief description of the qualifications of the teacher's pedagogical technique. I. One of the important skills of a teacher's pedagogical technique is his speech technique. (Speech pace, diction, (high, medium, low pitch) is the tone of speech. It is known that speech is of great

importance in human life. Everyone knows this and everyone needs it for communication. Speech, as a powerful means of influencing one another, can convince a person, call him to work and win, turn him away from a bad path, make him happy or anger him, and even kill him. Speech is very important in the work of a teacher, and it performs educational and educational functions. Students gain knowledge, ideas, and confidence through the teacher's speech. They understand certain emotions and organize their activities based on what they have described in this speech. Because the physiological foundations of speech were explained by I.P. Pavlov, we consider our sensations, perception and imagination to be the first signals of the external world around us; speech and thinking constitute the second signal system. The word is a signal of direct signals, which consists in perceiving things and events in reality, creating ideas about them. "In man," writes I.P. Pavlov, "secondary signals appeared, developed and improved in the form of spoken, audible and visible words. This new system of signals gradually became the one that people receive directly from the external and internal world, determining all the impressions..." We know that the speech addressed to others can be oral and written. These two forms of speech are inextricably linked, one complements the other. Sometimes a person who can master oral speech well can express his thoughts poorly in written speech, or on the contrary, a person who has mastered written speech well cannot express his thoughts clearly in oral speech. A teacher's speech is characterized by the way in which information is taught to students, so it is not structured like other speeches. However, only the speech characteristic of a pedagogue can have certain characteristics. That is why every person's speech has its own characteristics. The following features can be shown depending on how teachers explain educational materials to students and conduct conversations with them: Experience shows that the teacher's speech plays a key role in understanding educational materials. According to scientists, 1/2 percent of the educational material is perceived and mastered through the correct pronunciation of the teacher's speech. Pupils observe the teacher's thoughts and speech very observantly. If the teacher mispronounces the words, the students laugh at him and make fun of him. However, the lesson of the teacher who speaks in a low tone is always boring for the students. Finally, speaking loudly, shouting during a simple conversation, will tire and annoy the students. Students are relieved by such a teacher's education. Therefore, a teacher should be able to speak literately, express his speech in a beautiful and

understandable, impressive way, and have the skills to clearly express his thoughts and feelings in his words. Thoughts of beautiful, well-educated, impressive speaking teachers quickly reach the minds of students and create a great opportunity to learn educational materials, students impatiently wait for the lessons of such teachers. In fact, this is the reason why singers Kadir Mahsumov, Mirzohid Rahimov, Oktam Jobirov, N. Qambarova, Sh. Qayumov, T. Israilov, V. A. Kirilov, and V. Levitan have taken a place in the hearts of the people. That's why teachers should constantly work on their speech, train their words to be beautiful, meaningful, and impressive, and constantly train their voice range, strength, timbre, mobility, and diction. When we say sound range, we mean sound volume. His threshold is high or low, his speech is determined by the speed or slowness of the sound. A reduction in the range leads to a lower pitch of the sound. Speaking in a low tone relaxes and weakens perception. The timbre is the beauty, clarity and beauty of the sound. If the teacher uses the range of sound in connection with its timbre, the words will be beautiful, clear, soft, attractive, attract the listeners, and as a result, the educational materials will be well understood by the students. The voice diction of the teacher is expressed by the clear, correct, audible and understandable presentation of the words in the speech. A teacher with the correct voice diction will express words clearly, correctly and expressively. Expressive speech involves the tongue, lips, small tongue, and lower jaw. In order for the teacher to speak expressively and pronounce words, he should always exercise the above organs. Since the teacher's speech has a certain content, it not only arouses children's emotions, but also becomes effective with its correct expression, clear and burro pronunciation of words. But the most important thing is that the teacher should be interested in the information to be presented and should have a sincere feeling in him. An experienced school leader told young teachers: "Tell students about historical events in such a way that it is known that you are deeply moved. It was not for nothing that he said about the first trip with such a mood that it seems that you yourself participated in this trip. In some teachers, the speech is rather soft, ineffective, less expressive, without strict consistency, without evidence and illogical". The educational information presented in such a speech is poorly and loosely absorbed by students, and its educational effect is also weak. Voice rhythm also plays an important role in the clear, correct, understandable and expressive presentation of materials to the student. Our observations show that the Russians pronounce 120 words per minute, the English 120 to 150, the

French 110. On average, in order for everyone to understand and fully absorb the information, the teacher should pronounce 60 words in grades 5-6, and 75-80 words in grades 8-9. If the teacher presents his speech clearly, accurately, carefully, beautifully, it will be more understandable to the listeners and will remain in their memory for a long time. Thus, as speech skills become important in pedagogical technique, it is appropriate for the teacher to always practice speaking tempo, rhythm, diction, voice power, range, mobility.

## 2.1 Mimic and Pantomimic Expression of the Teacher

Mimic and pantomimic expressions also play an important role in the teacher's system of pedagogical techniques. Mimic and pantomimic expression of the teacher is manifested in the teacher's gestures, meaningful views, encouraging or sarcastic smile, and they are reflected in the pedagogical influence of the teacher-educator on the students, prepares a thorough ground for effective, interesting, effective and meaningful training. Mimicry is the art of moving face, eyebrow, and eye muscles in order to express one's thoughts, mood, state, and feelings in order to express approval or displeasure with the work done by the students. Sometimes the expression of the face and gaze has a great educational effect on students. Mimic actions and expressions increase the emotional value of information and make it possible for them to be deeply assimilated. Pupils - students can "read" his mood and attitude by looking at the teacher. That's why some unpleasantness at home affects educational activities. Mimic expressions should not have a negative effect on the learning mood of students. It is required to be able to show in facial expressions and facial expressions only the effects specific to the lessons. Solving these educational and educational tasks should express the views that can give a positive direction to the education and training of students. Facial expression, in turn, should match the character of speech and attitude. It can be expressed in such features as trust, approval, prohibition, dissatisfaction, joy, pride, curiosity, indifference, hesitation. As mentioned, the eyebrows, eyes, facial expression and muscles are involved as the main details of facial expressions. Eyes, eyebrows, face, students - express satisfaction, joy, pride or recognition, displeasure, dissatisfaction, sadness and other signs from the student's answer, without giving, educational work will be successful. It is also worth noting that the teacher's gaze should be focused on the students, or some students, during the demonstration of facial

expressions. It is necessary to avoid showing facial expressions by looking at the blackboard, door, window, visual aids or wall.

Pantomimic is body, hand, leg movements. When the teacher describes the educational information in the lesson, he draws the image of the information through the posture of the body, the students enjoy it, their inner feelings, combined with their external feelings, the whole existence information focuses on mastering the content. Being able to keep a straight voice, to express one's thoughts clearly and fully, and to make different movements with the hands and head means the teacher's confidence in his knowledge and strength. It should not be forgotten that the educational process will be effective if the teacher can control himself in front of the students and organize his actions. In the lecture, the legs are 12-15 cm. standing with one foot slightly forward in the interval is a sign that the teacher is perfect in his science and can explain it. If the teacher's speech is poor, the ability to pronounce words is low, aesthetically poor, if he gives free rein to his emotions, even if he is angry, it will have a negative effect on the beliefs and intelligence of the students. So, the teacher has to re-educate these defects. This is the fourth way of mastering pedagogical techniques. Thus, ignorance or neglect of pedagogical technique, its personal-professional, professional skills, ways of acquiring it, as well as insufficient assessment of their position in the course of pedagogical activity, as well as criticality of pedagogical technique skills, taking into account the individual characteristics of each pedagogue improper work has a negative effect on the acquisition of pedagogical skills and leads to an increase in defects in educational work. The main ways to acquire pedagogical techniques are training under the guidance of a specialist (learning pedagogical techniques) and independent work (professional self-education). Taking into account the fact that pedagogical technique skills are individualized, professional self-education in mastering and improving pedagogical technique, that is, activities aimed at forming the personal qualities and professional skills of a skilled pedagogue in the future teacher student, are the leading it can be said that it plays a role. Acquiring pedagogical techniques remains an important factor for every teacher-educator striving towards a professional ideal. Pedagogical technique acquisition training organized in organizational and methodological terms can be conducted individually, in groups or in sequence. For example, the necessary knowledge is acquired in lectures or by independent reading of relevant literature (in particular, a specific manual). Some

simple movements for automation (different articulations, phonetic breathing methods, relaxation methods, etc.) should be shown sequentially. The formation of relevant skills is carried out through individual work - first under the supervision and guidance of the teacher, and then through independent work. Group work is of particular importance in the formation of pedagogical technical skills. It is expedient to reveal this form of training for the acquisition of pedagogical techniques in more detail, because it has not been adequately shown in the educational and methodical literature intended for teachers. In the same way, in the process of activity, the pedagogue must see himself through the eyes of other people, find and try new forms of behaviour and behaviour, understand the characteristics of the activities he performs together with his colleagues, and pedagogy there is an opportunity to consciously form an individual style of work. In group activities, conditions are created for a laboratory of self-knowledge and self-education of an individual, an experimental field where new methods of solving pedagogical tasks are tested, and theoretical issues are discussed. Psychologists emphasize that the most convenient number of such groups should be 10-14 people in the teaching of pedagogical techniques in groups, in the experimental work of leaders. The same number of participants allows each of them to fully identify and solve individual psychological problems of working with other people, to seriously increase the level of reflection and empathy, to develop pedagogical understanding, and to expand the means of influencing others. It is important that the participants of the group, future pedagogues, should actively strive to acquire the skills of working together professionally, be psychologically ready to perform excellent work on self-knowledge and professional self-education. In all cases, it is advisable to draw up an individual program for mastering pedagogical techniques before the start of such individual and group training. To create such a program, first of all, it is necessary to determine the initial level of formation of pedagogical technical skills. However, experience shows that, as a rule, at this stage it is necessary to think not only about skills, but also about automated (by the time of starting education) skills.

### 3 CONCLUSION

These can be, for example, natural breathing and voice, correct pronunciation, literate, expressive speech, mimic and pantomimic accuracy, etc. The

presence of such skills makes it much easier to form pedagogical technical skills. Nevertheless, in all cases, it will be appropriate if certain work is carried out to include these skills in the relevant qualifications. In this case, depending on the initial level of the formation of pedagogical technical skills, it will be possible to develop some exercises aimed at the formation of skills that are lacking in the individual program of its acquisition or a complete set of them. Ignoring the mentioned points about the formation and improvement of pedagogical technique, as well as insufficient assessment of their content in pedagogical activity, makes it difficult to master pedagogical technique, and as a result, critical analysis of individual pedagogical technique is a way of work aimed at a specific goal in terms of its improvement indicates that Mastering pedagogical techniques in the process of professional training at a higher educational institution will help the future teacher to avoid many mistakes at the very beginning of his career, and to achieve high efficiency in teaching students.

## REFERENCES

- Shukurov, O. U. (2020). On factors influencing the lexical fund of the Uzbek language in education. *And Education Scientific Journal*, 1(5).
- Gapparov, A. (2023). Diachronic analysis of socio-political vocabulary. *Eurasian Journal of Academic Research*, 3(4 Part 3), 140-147.
- Karshiboyevich, G. A. (2023). On the social position of socio-political vocabulary in a journalistic text. *American Journal of Social Sciences and Humanity Research*, 3(4), 23-31.
- Chudinov, A. P. (2003). *Political linguistics*. Yekaterinburg: Ural Humanitarian Institute.
- Baranov, A. N., & Karaulov, Y. N. (1991). *Russian political metaphor*. Moscow.
- Karaulov, Y. N. (1987). *Russian language and linguistic personality*. Moscow.
- Protchenko, I. F. (1975). *Vocabulary and word formation of the Russian language of the Soviet era*. Moscow.