

The place of pedagogical abilities in pedagogical activity

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DOI: 10.63001/tbs.2025.v20.i03.S.I(3).pp750-752

Received on:

06-07-2025

Accepted on:

05-08-2025

Published on:

06-09-2025

ABSTRACT

One of the important aspects in pedagogical activity is pedagogical ability. Pedagogical ability is one of these types of abilities, which determines the suitability of a person for pedagogical activity and the fact that he can successfully engage in this activity. In pedagogical psychology, effective research has been carried out on the scientific interpretation of the place of pedagogical abilities in pedagogical activity. The so-called pedagogical abilities characterize both the mental side of the individual and the emotional-volitional side. All these qualities are interlinked with each other, acting on each other and forming a whole. In psychology, abilities are defined as such: abilities are an individual-psychological feature that is considered a condition for the successful implementation of this activity of an individual and becomes inconsistent in the differences that arise in the dynamics of acquiring the necessary knowledge, skills and abilities for this.

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socio-historical experiences directly depends on the increase in the scale of needs. The role of pedagogical abilities in improving the educational and educational process is interpreted based on the materials of the experiment. In the field of pedagogy and psychology, the pedagogical abilities of an educator can be classified as follows. Ability skills and competencies by man it is improved in the process of acquisition. Any type of ability belongs to the individual it is made up of a complex psychological concept, which refers to the requirements of the activity includes a system of proportional properties. Therefore, by Ability One says which is able to meet the requirements of the activity of the individual, and not the property itself, and that is which gives the opportunity to ensure the achievement of high performance in activities it is necessary to understand the synthesis of properties. Base feature for all abilities in observation, that is, understanding a person, being able to see one or another symptom from an object, it is a skill to distinguish. One of the leading characteristics of ability is the thing and creative imagination of the essence of phenomena. He is the formation and development of personality in addition to being a consequence, it also has a natural source. This is a natural source often zehn the concept is referred to by. Mind to a particular activity or to many things manifests itself in relatively excessive curiosity, predisposition,

aspiration. Zehn by Insignia it is necessary to understand the natural basis of the internal capabilities of abilities. Uit is the product of the likes of passion, inclination, hard work, workmanship, demanding. Abilities are divided into general and special categories. By General Ability, high mental capacity and progress are understood. Ability to form naturally and can be developed according to a specific plan. Ability to a certain activity or through aspiration, the identification of the targets of the natural mind, continuous under the guidance of a specialist involvement in activities, application of special means of improving abilities, maximum development of the symptoms of activity of a person, separate from the person of a person to bring the approach in harmony with the general requirements and develop it through another tracks are available. High levels of ability Show talent and genius (see genius is. Abilities, in fact, are innate. Its development while ability is innate it will also depend on the social environment.

Didactic ability is the ability to explain complex knowledge to students in an easy way. It provides for the fact that the educator describes the educational material in such a way that it is understandable to students, tells the topic or problem in such a way that it is clear and understandable to them, Awakens in students an interest in active thinking independently. The educator is able to change, simplify the educational material in cases of birth of necessity, make a difficult thing easy, a complex thing simple, incomprehensible, ambiguous.

Academic ability is the acquisition of certain knowledge on all subjects. An educator with such abilities knows his subject not only in the size of the course of study, but much wider and deeper, observing the innovations in his field of science. Science-Technology, Social-Politics study a lot with their interests in life.

Perceptive ability is the quality of being able to perceive the state of students in short moments, which is a psychological observation associated with the ability to enter the inner world of the student, the educator, to be able to very well understand the personality of the student and his temporary mental states. Such an educator can also comprehend eye-progressing changes in the student's psyche on the basis of minor symptoms, minor external signs.

Speech ability-compact, meaningful, melodic, speech with a certain rhythm, tempo, frequency; as well as the juxtaposition of pedagogical speech, its adherence to pause, logical stress, the speech of a capable educator will always be aimed at students in the lesson. Even if the educator is explaining the new material, analyzing, approving or condemning the reader's response, his speech is always characterized by his inner strength, confidence, focus on what he is talking about. The expression of thoughts will be clear, soda, understandable to the reader.

Organizational skills-the talent for organizing and managing a class-group or team. Organization is the basis for engaging students in a diverse range of activities. This ability is, firstly, the ability to organize, chipsize the team of students, inspire them to solve important tasks, and secondly, the ability to properly organize their personal work.

The ability to gain a reputation is the ability to build a reputation with his personal character, erudition, ingenuity, firm will. In science, this type of ability is also referred to as authoritarian ability. Prestige will depend on a whole complex of personal qualities of an educator, on the willful qualities of a chunonist, his will (courage, endurance, determination, exactingness, etc.), as well as on the feeling of responsibility for teaching and educating students, being able to convey this confidence to students as well.

Psychological diagnosis (diagnosis) ability - a person's prediction of the future, which consists in rational imagination. This is a special ability that is expressed in anticipating the consequences of their actions, in the upbringing and cultivation of a person who is associated with the idea of what kind of person the student will be in the future, in being able to predict what qualities of the educator will progress. This ability will be associated with pedagogical optimism, the power of upbringing, faith in a person.

The ability to distribute attention - to express its attitude towards several objects in one period itself. For the reader, the

educator, it is important that all the features of attention are progressive in size, its strength, portability, ability to handle and launch. The professional activity of an educator requires extraordinary general and private abilities.

The success of professional-pedagogical activity will depend on private pedagogical abilities.

The following groups of pedagogical abilities are distinguished:

- * sensitivity to the object (student);
- * communicativeness-facing people, benevolence, politeness;
- * perceptive abilities-professional maturity, empathy, pedagogical feeling;
- personality dynamics-the ability to influence will and be able to convince logically •
- * emotional stability-self-control;
- * creativity - the ability to work creatively.

The private abilities of an educator also include the activity of acquiring knowledge, skills and skills and the ability to educate a person.

Communicative ability is a communication ability that manifests itself in a specific way within the framework of pedagogical interaction. The ability to establish treatment and communication, to interfere with children, to be able to find a way to approach students correctly, to establish effective interaction with them from a pedagogical point of view, the presence of pedagogical femininity.

In the literature on psychology, several groups of communicative abilities are distinguished:

1. The fact that a person knows another person. In this group of abilities, it is covered by giving an assessment of a person as a person, of a special image, motive and behavior of a person, an assessment of the ratio of the appearance, behavior and inner world of a person; taking "read" questions, gestures, facial expressions, pantomimics.

2. One's self-knowledge. He provides for an assessment of his knowledge, abilities in such a way that he must assess his character and other aspects of his personality, as well as how those from the outside and around him should evaluate them in relation to him.

3. To be able to correctly assess the situation of communication. It is the ability to observe the situation, choose its more informative signs and attract attention to it; correctly perceive and evaluate the social and psychological content of the situation that has arisen.

A capable, experienced educator carefully observes the content and form of the statement of the material, his own opinion (or the opinion of the reader), at the same time keeps all students in his attention, vigilantly observes signs of exhaustion, neglect, lack of understanding, does not neglect all cases of disciplinary violation, finally also observes his own personal behavior (facial expressions, pantomimics, gait). An inexperienced educator often indulges in the articulation of a subject, during which time he neglects, loses control, goes, and loses the calave of articulation if he tries to closely observe the reader. Constructive ability-the ability to plan educational work and predict the outcome. This ability allows you to design the development of the personality of the student, to select the content of training, as well as methods of working with students. Gnostic ability is the ability to research and to verify one's activity, the process of this activity and its results, and to reconstruct activities in accordance with the results of the study.

It is also envisaged that the modern educator himself should have such abilities as wisdom ability, Ability to direct faith, active life position, and inspiration for initiative, creativity. The comprehensive study of pedagogical abilities has shown that abilities consist in the manifestation of the qualities of the individual's intelligence, sense and will. Pedagogical abilities are associated with general abilities: for example, literary and scientific creativity, design abilities. They increase the effectiveness of pedagogical activity. Such educators go to attract their students (students) to this activity and achieve great success in teaching and educating them.

Pedagogical demand is one of the most used methods in the educational process, which is manifested in the personal relationship between the educator and the educator.

With a requirement that is a method of pedagogical influence, it is necessary to be able to distinguish between single pedagogical requirements as a method of organizing a team. If the only pedagogical requirements provide the content of stimulating the socially useful activities of Children, ways to achieve the unity of actions of children with educators in the ciplization of the community, then the requirement is the norms of behavior and activity, methods of implementation of children in their behavior and work.

Perspective is a very impressive way of influencing, it provides the behavior of children with an interesting, interesting way to admire them, these goals become their personal aspirations, interests and motivations. This method helps to form purposefulness, which is one of the most important qualities of an individual in school children.

Encouragement and punishment is the most traditional method of upbringing, providing for an amendment to the behavior of educators, that is, additional stimulation of beneficial behavior and cessation of inappropriate behavior of educators, using the path of expanding or limiting their rights, duties, moral influence on them.

Since the method of stimulation and punishment has its own characteristics, it is necessary to be very careful when applying it.

Public opinion is a powerful method of influence, providing a comprehensive and regular stimulation of the socially useful activities of educators, much more complete implementation of the educational tasks of the team. The necessary condition for the effective use of methods of pedagogical influence is the truly humane attitude of pedagogy to educators.

Pedagogical communication is an integral quality of the pedagogical system. It is a professional dialogue between the educator and the educational process of children, in which information is exchanged and educational influence is exerted on children.

In this case, the emergence of two-way dialogue serves as the basis of mutual respect and trust. The educator expects respect from children in the process of entering into communication with them. Children also demand respect and trust from the educator. This is an effective way of pedagogical influence of an experienced educator, who, based on the child's self-esteem, organize relationships and, through it, carry out interaction. There are 3 peculiarities of communication: macro level-communication with people is carried out relying on all the norms of etiquette.

Mezzo level (middle) - communication takes place on a specific topic. For example, not to retreat from a certain topic in Askia.

Micro level (small) - forms of communication occur in a question-and-answer manner. There are types of communication: interpersonal, group, Mass Communication (radio, TV, fests).

Each educator must seek non-standard methods to communicate with children based on their experience, style. Pedagogical influence is also achieved through creativity in pedagogical communication. To carry out creativity, it is necessary to pay attention to:

- Observing the lessons of several educators, in which the mood of children is studied by the Educator of the relationship with children;
- To determine what methods the educator uses in the lesson, how to shape communication, how to solve sleep disorders;
- Comparison of its communication technology to the technology of other children;
- Determination of the individual characteristics of children in the process of communication by participating in the educational hours of experienced children;
- To be able to summarize by comparing the environment in his lesson with the environment in the lesson of other experienced children.

Professional pedagogical communication is a complex phenomenon. The person sets himself several tasks before professional-pedagogical communication.

In particular, it plans the purpose of communication, when, where, with how many young people the dialogue will be held. The most important stage of pedagogical communication is modeling. This stage is used to solve important, responsible

circulation. A significant role in the success of pedagogical communication is played by the communicative culture of children. The child should be able to feel that the educator is speaking from the heart. Otherwise reliable, sincere communication will not come true. Some educators interact with children without considering their age. When the educator notices that the child is growing up, this indicates that his culture of communication is being formed. For the educator himself, it is necessary to draw up a holistic portrait of the dialogue that will happen to others. This will help organize the relationship that will happen to the audience. Pedagogical communication is an important part of the educational process. Spiritual and moral education is a component of the process of unified social education. The need for the management of human behavior by society makes two interconnected tasks a prerequisite: first, the development of moral requirements that are reflected and justified in the consciousness of society in the form of such concepts as norms, principles, ideals, justice, goodness and evil; secondly, in order for a person to be able to direct and control his behavior, as well as participate in the management of social behavior, that is, to be able to make demands on other people and assess their behavior, to instill these requirements and the perceptions associated with them in the minds of each person. It is this second task that is solved in a person through moral education, which consists in the formation of the person's corresponding beliefs, spiritual inclinations, feelings, habits, stable moral qualities. The content of the spiritual and moral educational process in this or that society is determined by its goals. These goals are determined by the description of social relations.

Pedagogical educator and pedagogical communicative activity play an important role in communication in pedagogical activity. According to the data obtained on the basis of a survey from educators who abandoned pedagogical activity, it was not determined that the qualities of communication in them were not formed as professional qualities. The same was observed in powerless leaders, including.

Communication in pedagogical activity is long, continuous communication. In pedagogical activity, emotional self-feeling at different stages of communication plays an important role. The perception of the interlocutor or listener in communication is the main condition for understanding each other. Pedagogical communication will not be good if the educator cannot realize that the children understand how he is involved.

The signals obtained during the perception of the character of the interlocutor become the basis for correcting the thoughts of the further actions of the individual. In general, the perception of a interlocutor or listener is considered an important condition for achieving mutual harmony during communication. It is more difficult for an educator to have a connection at the time of a lecture than in laboratory and practical classes. So, in the process of interpersonal perception, feedback acts as a reporting function and self - control. Certain signs in a person's bodily form, ways of behaving, and gestures that move their posture serve as information carriers of the tone of speech.

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