

## UNDERSTANDING OF PEDAGOGICAL SKILLS, CONTENT AND PURPOSE OF PEDAGOGICAL SKILLS.

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**Annotation:** *In this article, in addition to pedagogical skill, skill is a high and ever-growing art of education and teaching. A pedagogue is a master of his work, an in-depth knowledge of his subject, well-acquainted with relevant fields of science and art, a good understanding of general and youth psychology in practice, a comprehensive knowledge of teaching and upbringing methodology, and a highly cultured person. the specialty is mentioned.*

**Key words:** *Pedagogy, skill, education, teaching, science, art, youth, psychology, education, method, methodology, culture, specialist.*


If the professional skills program of the pedagogue is looked at practically, then its integral quality - the teacher's skills - will be in the first place. Despite the fact that there are so many definitions of pedagogical skill, some aspects of the skill are definitely expressed in them.

Mastery is a high and ever-evolving art of training and teaching. A pedagogue is a master of his work, an in-depth knowledge of his subject, well-acquainted with relevant fields of science and art, a good understanding of general and youth psychology in practice, a comprehensive knowledge of teaching and upbringing methodology, and a highly cultured person. expert.

There are two different understandings of teacher skills in pedagogical theory. The first one is related to the understanding of pedagogical work, and the second one is the personality of the pedagogue.

To acquire a skill, it is necessary to know and be able to do many things. It is necessary to know the principles and laws of education and its founders. In order to use effective technologies in the educational process and its organizers, it is necessary to know very well how to correctly select, diagnose, anticipate and design the given level and quality process for each specific case. "I became a real master only when I could say ``come to the top" in 15-20 different ways, and I was able to express my appearance and voice in 20 ways," says the great pedagogue A.S. Makarenko.





Pedagogical skill is a set of pedagogical qualities of a person and ensuring effective organization of professional pedagogical activity by the teacher, which means that the pedagogue has reached the highest level of activity skill.

The teaching profession is very individual by its nature. The important life role of every teacher is to be a master of his work.

The teacher's skills are visible in his work. First of all, the teacher must have a good understanding of the laws and mechanisms of the pedagogical process. In this sense, the general skills of the pedagogue and his pedagogical technique are of great importance.

But skill is a special power. It is not possible to be a Master at a higher or lower level. Mastery may or may not be attained. A real master is beautiful only when he is working.

Pedagogical skills are achieved with certain personal qualities of the teacher.

Pedagogical skill represents the development of high-level pedagogical activity, acquisition of pedagogical techniques, as well as the personality of the pedagogue, his experience, civil and professional status.

"Pedagogical skill" as a category has its own scientific basis. In the work of different researchers, the use of different concepts to describe the same phenomenon has different meanings and aspects of content.

The absence of a single, recognized definition of pedagogical skill in the works of various authors is the basis for concluding that it is a living process of research.

The diversity of concepts and opinions indicates the complexity and versatility of this phenomenon. All definitions emphasize the individual and thus reflect the social nature of pedagogical skills.

I.A. Zyzyun and NA. Lebedniks proved the interdependence of social maturity and professional skills of a person.

The skill is acquired by students in stages depending on their level of social maturity. The components of social maturity have the following ratio with the component of pedagogical skills.


The social maturity components of the future pedagogue include:

social self-determination - demonstration of one's pedagogical skills and beliefs;

social activity - improving the ability to work with people and the experience of educating others;

social responsibility - knowledge that becomes a teacher's knowledge.





Pedagogical skill bases include: professional pedagogical knowledge, orientation to humanism, pedagogical technique, experience of professional pedagogical activities, personality of a pedagogue.

The stages of skill formation include: reproductive (initial), creative, creative-innovative.

Pedagogical skill levels are a continuation of the teacher's job level:

reproductive (extremely low); flexible (low);

local (bounded)- modeling (moderately satisfactory).

Pedagogical skill components reflect professional activity in terms of skills necessary to perform professional duties.

The following groups of skills that form the components of pedagogical skills are distinguished:

designing; construction; organization; communication;

cognition and reflexivity.

The basis of pedagogical skill is pedagogical knowledge.

Pedagogical knowledge means an integral professional-personal description determined by the ability and readiness to perform the pedagogical task in accordance with the norms (norms), standards and requirements adopted in a specific historical period.

Pedagogical knowledge implies the ability of a person working skillfully in the field of education to rationally use all the experiences accumulated by humanity in the work of education and upbringing, so he should acquire appropriate methods and forms of pedagogical activities and relations to a sufficient extent.

The main indicator of professional-pedagogical knowledge is orientation to the person.


Professional-pedagogical knowledge includes the ability to consistently perceive pedagogical reality and act consistently in it. This feature provides an opportunity to see the logic of the pedagogical process as a whole and together with the whole structure, to understand the laws and directions of the development of the pedagogical system.

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