

## ISSUES OF TEACHER SKILLS IN HIGH SCHOOL PRACTICE

Маҳкамова М. Ю.

Renessans ta'lim universiteti

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### Abstract

The article analyzes the issues of teacher skills in high school practice. It discusses the views of Eastern thinkers on the teacher, the requirements for modern lessons, the requirements for teachers today.

### Introduction

The future of the country, the success of all fields and projects depends on educated, modern-thinking people who are masters of their field. That is why special attention is paid to the development of education and human capital in our country .

In the concept of development of the higher education system, the issue of improving the quality of training of highly educated specialists was considered, and an opinion was expressed about the creation of effective mechanisms for the involvement of highly qualified professors, teachers, and scientists in the educational process.

Man is a part of nature. A human child is born with certain buds and certain possibilities. But these are possibilities. A favorable social environment, conditions, and education are necessary for the development of these budding abilities.

Among Central Asian thinkers, Farabi, Abu Ali ibn Sina, Abdullah Awlani and others have paid great attention to the importance of factors affecting human education. Farabi stressed the importance of education in the development of a person: "In order to become a good person, a person has two opportunities - education and education. Theoretical maturity is achieved through education, and education is the way to create moral value and practical activity in communication in these people," he says.

The great thinkers and sages who lived in the past, especially Abu Nasr Farabi, Ibn Sina, expressed valuable thoughts about the forms and methods of nature in their works.

Farabi is the first scientist to describe education. The word "education" means teaching a person, imparting theoretical knowledge based on explanation, education-theoretical qualities, behavioral norms and practical skills necessary for mastering a responsible profession, says the scientist.

Education is only through words and teaching. And education is practical work, learning through experience.

Farabi, in his work "On the Attainment of Happiness", expressed his opinion about the method of learning knowledge. He said: "The science that is necessary to know is studied first, and this is the science of the foundations of the universe. After learning it, it is necessary

to study natural knowledge. After that, in general, the science of living nature - plants and animals is studied," he says.

In Farabi's didactic views, the teacher represents the responsibility of the teacher. "Teacher," he says, "should not oppress his students too harshly, nor indulge too much. " Because too much oppression makes the student hate the teacher, and if the teacher is too gentle, the student will ignore him and become cold from the knowledge he imparts. Especially in his works such as "The City of Virtuous People", "Philosophical Questions and Their Answers", "Wisdom Conclusions", and "Commentaries", Farabi also thinks about human education.

The great thinker Abu Ali Ibn Sina's pedagogical views are interpreted as the main criteria for the development of a person both intellectually, morally, aesthetically and physically. Abu Ali ibn Sina, a scholar known in the East as "Shaikh *al-Rais* ", while thinking about his teaching skills, mentions the following:

- to be strict and serious in dealing with children;
- to pay attention to how students acquire the given knowledge;
- use of various methods and forms in education;
- to know the student's memory, ability to acquire knowledge, personal characteristics;
- to teach in accordance with the intellectual level;
- it is necessary to achieve that each word is at the level of awakening children's feelings.

According to Abdulla Awlani, it is absolutely necessary and a sacred task to develop the ability to think in children and regularly engage in this education. Therefore, it is a **sacred duty that relies on the teacher's attention and is entrusted to his conscience... Because the strength, ornamentation, breadth of thought depends on the education of the teacher.**

**The following requirements are set before the modern lesson:**

1. Each lesson must be carefully planned and aimed at achieving a certain goal.
2. The teacher should first introduce the students to the news.
3. Each lesson should have a strong ideological direction. Depending on the subject of the lesson, it is necessary to teach the students the ideas of national independence ideology, independence, patriotism, and humanitarianism, to educate them such qualities as national pride, national manners, a new worldview, and faith.
4. The lesson should be related to life.
5. Each lesson should be conducted with wide and effective use of various methods, methods and tools.
6. It is necessary to save the time allocated to the lesson and use it effectively.
7. In each lesson, the teacher should ensure the unity of active activity of the students, in which the use of interactive methods gives new results.
8. Lessons should be organized with the whole audience and with each student, taking into account their unique personal characteristics.
9. In the lesson, there should be a strong discipline that ensures that students work diligently.
10. Each lesson should be aimed at increasing students' independence.

It is important for a skilled teacher to follow the following in order to form and constantly develop students' interest in learning:

1. Development of students' desire for knowledge, interest in science, mental work, and the development of their interests ensures that the educational process is organized in such a way that the student takes active action, seeks independent research and "discovery" of new factors, and tries to solve problematic situations by himself.
2. Learning activities, like other activities, are interesting only when they are varied. Giving information in the same way and acting in the same way soon leads to boredom.
3. It is very important to make students aware of the necessity, importance and appropriateness of studying this science and some of its parts in forming interest in science.
4. The more the taught material and the previous material are explained, the more interesting it seems to the students. Explaining the learning material by relating it to what interests the students also plays an important role in keeping them interested in the lesson.
5. Study material of moderate difficulty does not arouse interest in students. The study material is a bit more difficult, but should be something that students can handle.
6. Frequent checking of the work done by students also arouses their interest in science.
7. The accuracy of the educational material, the richness of emotions, and the pleasure of the student's speech have a great impact on the student and the increase of his interest in science.

Advanced teachers pay special attention to the choice of teaching methods. Although frontal, differentiated and individual activities of students have more in common, their organization requires a unique approach from the teacher, if the whole audience, group and individual are affected by the same method, then both education and creative approach will fail.

In some cases, it is recommended to pay more attention to methods that encourage a sense of duty and responsibility than to methods that make reading interesting.

Skilled teachers pay special attention to the use of lecture, seminar, debate, conference, study tour, independent lesson with the help of student-consultants, exhibition-competition.

The skill of the teacher is evident in mastering the technique of passing non-traditional types of classes mentioned above.

Seminar classes are important in the development of students' mental activity related to the discovery of new knowledge and laws . In the seminar class, even the most idle student performs mental work in amounts that cannot be done in any other type of class. Sometimes it can be in the form of a discussion or conversation. However, the teaching material is presented clearly and convincingly.

Debate classes also occupy an important place in the work experience of advanced teachers. Conducting debate classes requires a lot of skill from students. In this, first of all, it is important to compare the opinions of students and identify contradictions in their opinions. However, this type of lesson is not always passed. Because not all topics are controversial.

One of the non-traditional forms of the lesson is the examination-competition lesson. In this case, students of the audience are divided into groups of 3-4, learn the topic independently

and explain the lesson by themselves. Since this type of lesson is conducted in the form of a competition, every student strives to prepare for it. All students in the group participate in the assessment. Particular attention is paid to the content, methodological support, and the uniqueness of the material explanation of such a lesson. Working students in groups teaches them to work cooperatively in a team and to help each other.

Creative and advanced students are fundamentally different from inexperienced teachers as follows: teachers with little experience provide students with ready-made knowledge in class. Such teachers try to get students to memorize more of the learning material in the lesson from the teacher's explanation or from the textbook. Of course, such teaching is easier than finding a problem and creating problematic situations.

Some teachers do not fully understand the essence of developmental education. They do not have enough didactic and general pedagogical information. As a result, they fail to implement problem-based teaching.

A skilled teacher constantly improves the teaching methodology. While posing a problem, he makes the student think out loud about the internal conflicts in solving it, express his thoughts and discuss them. Eliminates the possible objections in advance, proves the truth in the experiment. The teacher demonstrates the ways of scientific thinking in front of the students. Guides students to the truth through scientific research, making them participants in it. For example, V.F. Shatalov solves a lot of problems for students and develops the skills of applying theoretical knowledge in practice. If the teacher's explanation, used cues, schemes and outlines develop their memories, problem solving develops their thinking, and mathematical logical thinking is embodied in independent activities.

In the development of students' creative thinking, the system of supporting signals, "open ideas lessons", and their participation in the Olympiad are of great importance.

According to advanced teachers, problem-based teaching ensures students' activity in class and their free thinking. Advanced teachers wisely use the principles based on the delivery of educational material in blocks, from general to specific, from laws to events.

Thus, creative students take the problem situation practice to another level. Their experience creates a basis for a new understanding of the approach to the modern lesson and its organization. This is directly related to problem-developmental teaching.

A master teacher's lesson is a pedagogue's and teachers' interest, thoroughness, and the need for knowledge. Students ask questions and seek answers on their own, and learn to use their thinking skills to overcome challenges that match their reading strengths.

To increase the activity and curiosity of students, teachers who are skilled in using problem-based teaching come up with a system of questions and assignments for students. The questions they formulate should be short, concise and to the point. They develop students' curiosity not only their ability to think independently, but also their creativity. However, it should be noted that 80 percent of the questions asked by young teachers to students do not require thinking. Of course, it is necessary to use mechanical memory, to develop it, but at the same time, one should not forget the need to develop students' cognitive activity, thinking and attention. The questions asked to the students should be rich in ideas that

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require contradictory proof, ensure that the existing knowledge is required only in a specific situation, and ensure that the knowledge is applied in practice.

An experienced teacher achieves the desired goal with less effort and time compared to an inexperienced teacher, because he always teaches students to learn independently. They follow the rule that "if the students are not strong enough to learn the subject, let them learn it independently, otherwise the teacher should explain the material himself."

Independent work includes answering questionnaire questions, solving exercises and problems, filling in diagrams and tables, reading recommended literature, etc. to review the topic.

Regardless of whether it is a theoretical or practical lesson, the independent work of students should be managed by the teacher. Future teachers should pay special attention to teaching students to work with a book, to draw up a synopsis, to organize and perform creative works. For example, V.F. Shatalov uses a system of methods for developing students' direct creative thinking. They carry out a wide range of assignments and various independent tasks. To achieve this, he shows one version of the problem in the lesson. He asks the students what similar problems they have and recommends solving them independently.

Especially, the independent work of students is extremely useful in acquiring new knowledge by independently analyzing, summarizing and drawing conclusions. When organizing students' independent work with the book in the lesson, the teacher does not stop the fast student, does not rush the student who is learning slowly, and gives an additional task to the student who answered the question correctly.

In order to acquire pedagogical skills, a teacher, in addition to having a deep knowledge of his work, should also be aware of what interests students in the fields of politics, science, culture, and technology.

The lesson should have a social direction, like the entire educational process. The lesson, both the chair and the pulpit, as a whole, expresses the worldview of the teacher, the teacher shapes his attitude to the life of his students and other ideologies. The key to acquiring pedagogical skills is in the lesson itself.

In his work, the teacher always tests students' development level, memory, attention, will, conciseness of thought and important working skills. First of all, he should not be in a hurry to say bad things about his student-person. It is characteristic of creative students to carefully study and understand the changes taking place in students, act thoughtfully, and find the right way to the student's heart and psyche.

Young teachers should not be indifferent to who is not in class and what students are doing. And the students are extremely nervous. Unprepared math homework, a character he just read from an interesting art work, the bad luck of his favorite football or hockey team, gossiping with friends, these are all factors that disturb the teacher's peace of mind. Therefore, the teacher should have psychological knowledge and practical skills, such as understanding students' facial expressions, managing their attention, and observing them.

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The fact that the teacher knows the students' interests, abilities, speed of thinking, character traits of each student in the audience is a psychological factor of a positive approach to the lesson.

Thus, the teacher's ability to prepare for the lesson and conduct it is very difficult, but it is a task that every teacher who has a creative approach to his work can do.

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