

PRINCIPLES AND METHODS OF INCREASING TEACHING EXCELLENCE IN THE MODERN EDUCATIONAL SPACE

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Abstract. *One of the important means of implementing the teacher's pedagogical skills is his ability to communicate with students. The ability to influence students, the ability to communicate, and the teacher's communicative abilities contribute to achieving success in educational activities. This article presents judgments based on pedagogical experience to develop the teacher's ability to teach.*

Keywords: *skill, component, motivation, enhancement, pedagogical technique, mechanism, training, mutual information, Renaissance, interiorization, creative style.*

Teaching excellence is a combination of various dimensions that relate to the quality, effectiveness, and impact of teaching and learning. These dimensions include content knowledge, which is the mastery and currency of the subject matter and the ability to communicate it clearly and accurately; pedagogical skills, which is the use of appropriate and innovative methods, strategies, and technologies to facilitate student learning and engagement; learning outcomes, which is the achievement of intended and meaningful learning objectives and competencies by students; student feedback, which is the satisfaction, motivation, and perception of students regarding the teaching and learning experience; and professional development, which is the commitment and participation of teachers in continuous improvement and reflection on their teaching practice. Based on the results of many years of experimental and theoretical research, one cannot help but come to the conclusion that the significant problems of the modern educational space, especially such areas as pedagogy and teacher psychology, are the problems of forming the development (improvement) of a teacher's professional activity. The essence of these problems can be briefly formulated as follows: does specially organized education determine the development of a teacher's pedagogical activity, his pedagogical skills, and if it does, then is it possible to establish what the nature of the connection between education and the formation and development of pedagogical skills is? In practice, this problem takes the form of a question: is it possible, through a specially organized education, to form and develop in a person the ability for teaching activity, and then pedagogical skills, which he did not have before?

As you know, the spiritual wealth of a teacher is assessed by his broad worldview, ability to think, literacy, and high human qualities. Of course, this does not come naturally. At the present time of global changes, the time of development of science, technology and information technology, a teacher of the 21st century requires deep knowledge of his subject, pedagogical skill, psycho-pedagogical knowledge, broad outlook, ability to think, strong will and political literacy.

Raising a harmonious, comprehensively developed personality is a labor-intensive process; in Central Asia, since ancient times, the most worthy minds of society have been involved in this activity. This shows how important the education and upbringing of the younger generation is in determining the direction of development of society. Today, the creative application of the

principles and laws of learning, the practical application of ideas, theories and laws of scientific knowledge that have been formed over the centuries and are still used today are of great importance. In the works of such celebrities of the Renaissance as Abu Nasr Forobi, Abu Rayhon Beruni, Abu Ali ibn Sino, Unsurul Maoliy Kaikovus, Abul-Kosim Umar Az-Zamakhshari, Alisher Navoi, Abdurahmon Zhomiy, Jaloliddin Davoni, Husayn Voiz al-Koshifi and others, the intricacies of the teaching profession are shown, its responsibility, complexity and at the same time honorability, pedagogical skills are revealed, the requirements for it, the ability to treat students correctly and much more. The creative heritage of these scientists is still an important source in the formation of pedagogical skills and thinking for young teachers.

In Uzbekistan, the teaching profession is of particular importance. A teacher in our country is defined as a person responsible for the education and upbringing of the younger generation - followers of world-famous scientists and thinkers, builders of the bright future of our country.

The reason for this situation, in our opinion, is that, firstly, the existing means and methods for developing the components of holistic pedagogical activity look, at first glance, cumbersome, which causes many practitioners to have some negative prejudice towards them, which results in their abandonment applications.

Secondly, program requirements and methodological developments, no matter how perfect they are, do not themselves implement the process of development and advancement. The successful implementation of an educational program depends on the extent to which the specialist was able to most fully include the student or teacher improving his qualifications in the “live” improvement activities. Not every specialist successfully copes with this, for which there are many reasons for both the subjective and objective nature of the formation.

Thirdly, in pedagogical science and practice the possible genetic levels of a future teacher up to the level of a highly qualified master are not always taken into account. Both in science and in practice, these levels are not clearly reflected, which leads to scientific and methodological uncertainty in research and educational practice. It seems to us that the definition of three motivational levels of the principles of mastering pedagogical activity - teaching, training and improvement, is theoretically justified and practically the most appropriate.

Classes in the form of teaching are defined and standardized by the holistic structure of the subject content of pedagogical activity, the elements and particular phenomena of which are specified as necessary. The internal mechanism of this stage of improving pedagogical skills is orientation and understanding. At this level, the teacher develops knowledge or ideas about holistic activities. Awareness is required, not necessarily arbitrariness.

Classes in the form of training are standardized by procedural definitions of pedagogical activity. This level of assimilation is characterized by repeated intellectual, emotional, volitional and bodily actions and operations (exercises) in various variations, which requires a parametric (non-structural) image of activity. Internal mechanisms – patience, perseverance, perseverance. As a result, the teacher develops and strengthens his skills or teaching abilities. Voluntariness is required, not necessarily awareness.

Classes in the form of improvement and self-improvement are organized as a system of diverse real pedagogical conditions and situations that actualize professional actions and operations. The structure of conditions and situations, as well as the structure of the process of self-regulation of activity and its implementation, are integral and equivalent. The internal mechanism is installation and mobilization.

Improving pedagogical excellence in traditional studies is often seen as a system aimed at the reproductive-monological method. Research conducted by V.A. Prutnikova confirmed that the traditional system of advanced training does not initiate the growth of pedagogical skills and the disclosure of the creative potential of the teacher, since “personally alienated, content-oriented education only allows increasing the level of awareness,” which itself in itself is not a guarantee of growth in teaching skills.

Many researchers consider the problem of improving pedagogical skills rather narrowly, paying attention only to the formation and development of individual qualities of a teacher’s personality. For example, M.V. Korepanova in her study identified the conditions that influence the development of a teacher’s research skills in the process of advanced training. One of these conditions was course retraining of teachers, built on the implementation of active forms of collective and group work through the discussion of reports, articles, and the results of their own teaching activities. The created conditions influenced the formation of the teacher’s ability to assess real difficulties in his work and the chosen methods of resolving them, stimulating the search for their effectiveness, developing self-esteem and self-diagnosis as a professionally significant quality.

N.N. Nikitina, in her work aimed at identifying conditions that contribute to the improvement of a teacher’s pedagogical skills, complements the above conditions: dissemination of advanced pedagogical experience through creative workshops, meetings with innovators, a platform of advanced pedagogical experience, a school of excellence, kaleidoscope lessons, creative reports, mutual information between teachers. For example, the necessary conditions for the development of pedagogical creativity of teacher I.A. Zyazyun considers the availability of free time, developed material resources, moral and psychological conditions in the school, stimulation of teachers: to activate the process of creative self-development of the teacher’s personality, a creative style of school management, the creative potential of the team, recognition of the teacher’s achievements by colleagues, objectivity of certification, and, in general, working conditions in school. To measure and recognize teaching excellence, we need to identify and collect reliable indicators that can provide evidence of the different dimensions. These indicators can include student performance, such as grades, tests, portfolios, and projects; student surveys, such as course evaluations, focus groups, and interviews; peer review, such as classroom visits, peer evaluation, and mentoring; teaching portfolio, such as syllabi, lesson plans, samples of student work, and self-evaluation; and awards and recognition, such as prizes, certificates, or publications. Collecting these indicators can help to acknowledge and appreciate teaching excellence.

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