



THE PEDAGOGICAL MASTERY OF THE TEACHER IN TEACHING TECHNICAL SUBJECTS

Nazarov A.

Master of Production Training,

Soliev A.

Deputy Director for Vocational Education,
Samarkand Transport College

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Abstract: This article discusses the pedagogical mastery of the teacher in teaching technical subjects.

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Currently, the successful implementation of the national program for personnel training in our country largely depends on the activities of teachers and the enhancement of their professional reputation. The cultivation of a well-rounded, healthy generation is contingent upon the teacher's level, preparedness, dedication, and attitude toward educating and nurturing the youth within the continuous education system.

The teacher fulfills the social mandate of society; therefore, in preparing highly qualified specialists, they must meet certain social, political, pedagogical, and personal requirements. A teacher should possess a strong belief in the idea of independence, have well-developed scientific thinking, hold relevant qualifications in their profession, and be a deep knowledge bearer of their subject. They must also master pedagogical communication, pedagogical-psychological, and methodological knowledge and skills, quickly resolve various pedagogical tasks, and be able to sense and analyze situations.

Moreover, a teacher should have the ability to select the most effective methods and tools for pedagogical influence. The education of the generation that represents the future of independent Uzbekistan is a delicate and extremely demanding process that requires significant attention. Thus, the teacher must closely observe the development processes of students and learners with enthusiasm and meticulousness. While managing the educational process, the teacher must be a holder of pedagogical knowledge and skills. Only then can they grasp the essence and dialectics of pedagogical phenomena, the methods of pedagogical labor, and the profession and technology of teaching, thus attaining a high level of professional pedagogical mastery. A teacher who possesses pedagogical knowledge and skills must first understand the methodological foundations of pedagogy, the laws and factors of personal development, and the essence, goals, and objectives of the national program for personnel training. Most educators working in the education system have a deep understanding of the necessity and importance of pedagogical mastery in the educational and developmental process.

For this reason, they strive to continuously improve their skills, acquire modern knowledge and experiences that meet today's high standards, and engage in creative work. However, we must also acknowledge that some educators in educational institutions do not fully appreciate the importance of enhancing their pedagogical skills. They show little interest in studying the requirements of the Law on Education and the national program for personnel

training more deeply, and they tend to superficially regard the scientific nature of the educational process, its relevance to contemporary demands, and its connection to real life and practice. They often forget the scientific and ideological unity of the subjects being taught. This leads to an insufficient level of knowledge among students and learners, causing them to fall behind in mastering educational curricula.

When discussing the process of implementing a continuous education system and the need to educate and nurture the younger generation as desired, it becomes clear that this is an extremely complex and multifaceted task that can only be accomplished by teachers with qualified pedagogical mastery.

Thus, teaching is a significant art. This art cannot be easily or automatically achieved by any educator. It requires a strong desire and enthusiasm for the teaching profession, a deep understanding of the demands of the time, and a commitment to consistently enhance one's scientific, social, and political level along with pedagogical mastery. Only those who are equipped with a strong sense of independence, patriotism, and dedication to their work can succeed in this field.

Pedagogical mastery is not an innate talent or a characteristic passed down from generation to generation; rather, it lies in the pursuit of knowledge and creative labor. Therefore, pedagogical mastery is not a standard or one-size-fits-all approach for all teachers; instead, it is formed and developed through each teacher's individual work on themselves and their creative efforts.

In this process, it is essential for other teachers to learn from the pedagogical skills and experiences of an advanced teacher, creatively apply these insights, and enrich their own work with progressive practices. A teacher's pedagogical skill is primarily evident in classroom or lecture hall activities, as these educational sessions are the core of a teacher's role in an educational institution. Therefore, teaching should be scientific, ideologically sound, accessible, and connected to real life and the students' level of preparedness.

In the educational process, there should be lively communication, mutual respect, and genuine relationships between the teacher and students, with collaborative effort to achieve common goals. Lessons, lectures, and other educational activities that are shallow in content, disconnected from practical experience and real life, and filled with general statements and empty moralizing, conducted superficially for formality's sake, do not interest students and fail to provide them with adequate intellectual and ideological nourishment. Thus, educational sessions must be organized in a way that stimulates diverse viewpoints, scientific thinking, and convictions in students, cultivating their intellectual curiosity and engagement with the subject.

The effectiveness of the educational and developmental process depends on the teacher's scientific competence, reputation among youth, personal qualities, scientific talent, experience, pedagogical skills, and friendly relations with students. The effectiveness of a teacher's pedagogical activities is also linked to the extent to which their abilities are developed. Such abilities are formed and refined through activity and include comprehension, explanation, communication, gaining respect, and interpersonal skills.

Pedagogical skill and mastery do not come easily to teachers. Those who choose this profession must continuously study, learn, and search, engage in creative labor, swiftly understand the realities of our independent country, and deeply feel the importance of their work for the nation. When considering a teacher's pedagogical mastery, one must focus on

their awareness, dedication to national values and ideology, breadth of knowledge and thinking, and commitment to their responsibilities. In particular, the broad scope of thinking is crucial in pedagogical skill, as a person cannot attain excellence without comprehensive knowledge and thoughtfulness.

Indeed, individuals solve issues primarily through thought. Therefore, those striving for pedagogical mastery must constantly expand their knowledge and update the ideas and concepts that have a moral and ethical impact on students. For this, they must read and learn extensively. When evaluating a teacher's pedagogical mastery, their ability to organize and deliver high-quality education holds significant importance.

In continuous education, organizing lessons and lectures comprehensively is a primary duty of the teacher. Topics covered at a high level remain in the minds of young people for a long time and influence the formation of their faith, beliefs, and ideology. For this reason, a teacher's scientific competence, attitude toward their responsibilities, passion for mentoring youth, and pedagogical skills are initially reflected in their lessons and lectures. The quality of a teacher's work is often judged by the level of their lessons and lectures.

In mastering the art of teaching, the educational sessions organized by the teacher serve not only as a tool for deep learning but also as a mirror reflecting the growth of independent Uzbekistan, faith in the future, and the capabilities of our people's intellect and hard work. It shows what is necessary to become a worthy citizen and builder of society.

In summary, today it is essential that young people feel thoroughly satisfied with their teacher's lessons. They should be inspired by scientific aspirations, develop their thinking, and nurture a passion for practical work, creative abilities, learning, and labor. They should feel not just grades but a sense of gaining knowledge, skills, and moral nourishment after each session. The meaningful, engaging, and comprehensible nature of education helps connect the hearts and spirits of teachers and students, strengthening mutual respect and trust. For this, teachers must thoroughly master their subjects and teaching methods, exhibit high cultural standards typical of an educator-mentor, respect and love their students, show interest in their lives, understand their emotional state, exercise patience, manage their emotions, and pay attention to personal appearance and attire. They must have a refined speech culture, be active in community activities, and, especially, serve as advocates for scientific, educational, and cultural activities among the public.

Only then will our students, the future of our country, speak of their mentors with great respect and deep gratitude. To achieve this, each teacher, as stipulated in the Law on Education of the Republic of Uzbekistan, must possess the necessary knowledge in their field, demonstrate high professional preparation, and uphold strong moral values.

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