

## DEVELOPMENT OF EDUCATIONAL SKILLS IN THE ACTIVITIES OF THE FUTURE TEACHER

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**Annotation:** this article reflects on the factors for the development of educational skills in future teachers, the formation of a personal point of view of teachers, the place and importance of reflectivity in teaching activities.

**Key words:** formation of professional-personal position, self-development, pedagogical activity, reflexive abilities.

The formation of the educational maqei in the future teacher manifests it as a subject of pedagogical activity, ensures communication and personal development with students. In order for the teacher to strengthen his position, he must develop regularly, increase his professional and personal strength. Because the teacher develops professionally, spiritually with the help of cooperation and creativity. In order for the teacher to become a subject of the educational process, he must strengthen his constructive, ideological, professional-personal position. If the strengthening of one's position is a technological condition for the educational skills that are formed in the teacher, self-development makes it possible to assess the dynamics of the process as its technological criterion. Since this process is considered as a procedure for the formation of the professional position of the teacher, it is advisable to analyze the laws and factors of its formation.

The formation of educational skills in teachers depends on a number of laws. The non-systemic state of the formation of educational skills in teachers requires the identification of a number of factors. These factors affect the nature of the process. This encourages the teacher to develop his or her perspective and career. As a precursor to the leading factors in the formation of educational skills in teachers, it is important that they acquire modern information, carry out the comparison necessary for their activities, assess and understand vital and pedagogical processes. The personal point of view of the teacher makes it possible to understand certain phenomena in pedagogical activity and behavioral terms. Alternatively, the subject's self-understanding cannot be achieved without mechanisms of reflection. This is the precursor to the factors that shape educational skills in teachers.

Reflexive elements in the structure of strengthening one's position are separated by many specialists. Their interpretation is that a consciously realized choice does not arise without reflection. Because reflection is the basis of logical knowledge. In a particular pedagogical context, the method of reflection is expressed in a bounded way.

Pedagogical reflection is a phenomenon associated with an individual's understanding of how he occupies a place in his professional activities. This represents the attitude of the prospective teacher towards specific pedagogical decisions. The teacher always tells themselves "what kind of teacher am I?", "How do my personal qualities manifest?", "What is hindering my effective pedagogical activity?", "What factors are of particular importance in ensuring the quality of my pedagogical activity?", they should regularly diagnose their activities by asking questions.

Because these questions make it possible to determine the reflexive attitude of the future teacher towards his activities.

On the ground of the reflexive ability of the future teacher, the skill of his search for the basics of his own activity is manifested. Reflection is not only the ability of the teacher to understand the knowledge, skills, competencies that exist in him, but also a phenomenon that represents his personality, activity and cognitive competence. A person with reflexive skills will also master the basics of personality culture. He also has the capacity to develop his activities and personality. Because reflection is also an opportunity for self-spiritual development.

If we analyze the educational process within the framework of the subject-subject relationship, then the result of the teacher's influence on the student develops significantly with the help of a reflexive process. As a mechanism of self-analysis, pedagogical reflection manifests itself as a mechanism of self-control, thinking and responsible behavior. In this regard, the development of reflexive abilities is important in every future teacher. Because not only does reflection consist of pedagogical knowledge and self-understanding, it is also a phenomenon that determines in what way students can know and understand the teacher. These include his personal characteristics, the power of emotional impact, his cognitive imagination. Such visions, in their essence, form the basis of collaborative activities. In this process, a fundamental reflexive relationship is composed, which is a separate form of reflection.

It is possible to give a description of personal activity using reflection, while analyzing the problem of the pedagogical development of the future teacher. The creative thinking of the future teacher is an important factor in updating the pedagogical process in its own way and organizing the educational process aimed at the individual. A characteristic feature of creative thinking is that a teacher with such a way of thinking is able to transform his experiences into skills, look for new opportunities for pedagogical influence on the educational process, embody new methods used in his activities into advanced pedagogical technologies.

The fact that the future teacher shows educational skills in his activities and acquires pedagogical skills in this area, has the art of upbringing, largely depends on pedagogical reflection. It embodies a number of elements: the awareness of the inclinations of their pedagogical activity; the ability to distinguish their personal difficulties and problems from those of their readers; the ability to put oneself in the place of others, as well as to look at one's activities from the student's point of view; improving the process of assessing one's professional activity,

To do this, it is necessary to distinguish the skill of criticality in the composition of the reflex. Criticism is the criticism of habits associated with the educational process, which develops directly within the framework of school and extracurricular activities. In this, self-criticism is consciously realized and successful when it begins, not for the purpose of hitting oneself on the ground, but when one has control over oneself. Through the separation of the heuristic task in reflection, the attention of future teachers should be paid to unsolved educational issue To do this, it is necessary to distinguish the skill of criticality in the composition of the reflex. Criticism is the criticism of habits associated with the educational process, which develops directly within the framework of school and extracurricular activities. In this, self-criticism is consciously realized and successful when it begins, not for the purpose of hitting oneself on the ground, but when one has control over oneself. Through the separation of the heuristic task in reflection, the attention of future teachers should be paid to unsolved educational issues. In this place, the attention of the teacher is drawn to contradictions In this place, the attention of the teacher is drawn to contradictions. In innovative pedagogical activity, reflexive skills occupy an important place. The implementation of its innovative activity in practice in the future teacher will be

carried out when there is a specific model in it. The plan for the implementation of activities, the content of which is directed towards tagged.

Many experts have stressed the importance of the role of reflex in professional pedagogical activity. In psychological research, too, reflection is interpreted as a mechanism that adapts a person to new activities. The reflexive function of a person is carried out in the process of any activity. This is more due to the occurrence of certain difficulties in the functioning of the individual. In this process, reflexive mechanisms are used for the purpose of reconstructing the difficulties that arise. After identifying the causes of the occurrence of these difficulties, it was found that the reflex promotes the improvement of various activities. In this place, reflection is manifested as the main factor that develops pedagogical activity.

In particular, the conceptual position of the teacher always needs reflection. As a subject of pedagogical activity, the teacher mobilizes his strength for the development of students. If the future teacher is fixed in his personal point of view, he will be able to see the circumstances necessary for his activities with the help of reflection. In the process, he can clearly imagine what his goal is, what the path to this goal will be.

The subjective opinion of the future teacher directly depends on his own. This process is interpreted in the connection of the teacher's own opinion with the situations that exist in the outside world. They consist of social cultural values and are manifested in self-assessment. Kaisikim this factor serves as the second most important factor in the formation of the pedagogical activity of the future teacher.

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