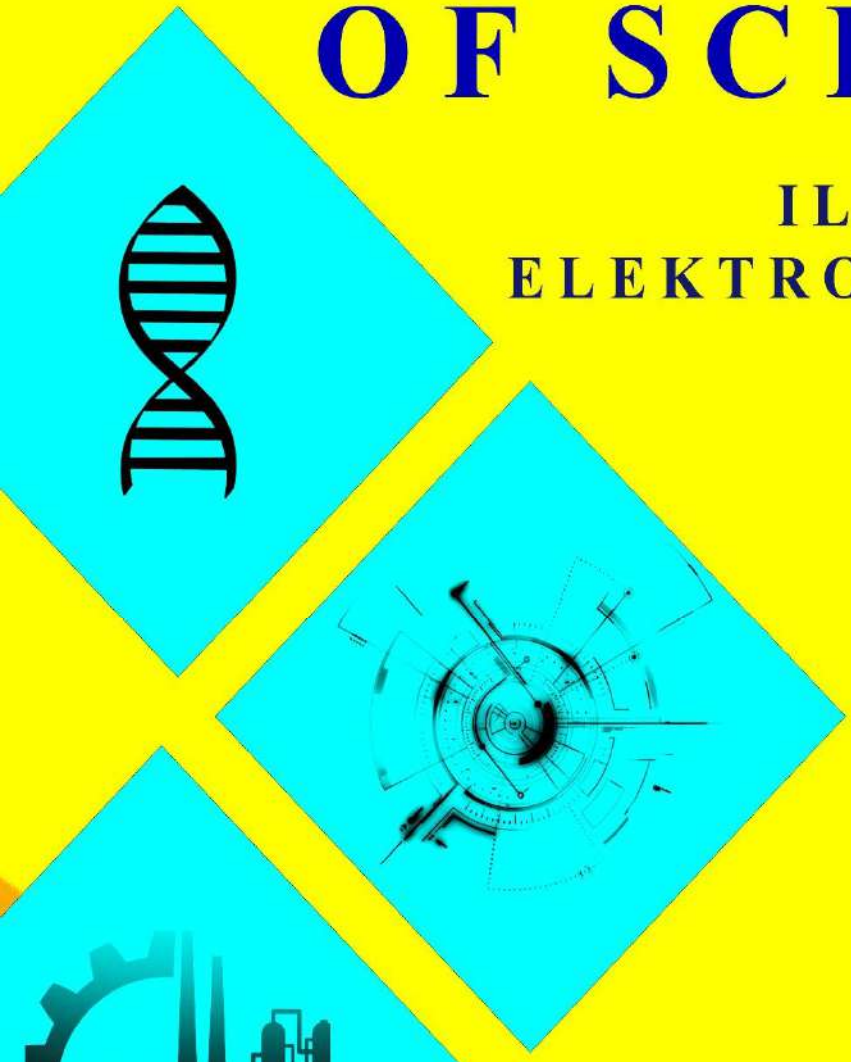
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THE ARTICLE ISAIMED AT DEVELOPING ORGANIZATION METHODS OF THE PEDAGOGICAL SKILLS OF A TEACHER OF VOCATIONAL EDUCATION

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The article is aimed at developing organization methods of the pedagogical skills of a teacher of vocational education.

Key words: technology, informational, communicative, constructive, design, Gnostic, instuition.

СТАТЬЯ НАПРАВЛЕНА НА РАЗВИТИЕ МЕТОДОВ ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОГО НАВЫКА ПЕДАГОГА ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Статья направлена на разработку методов организации педагогического мастерства педагога профессионального образования.

Ключевые слова: *технология, информационный, коммуникативный, конструктивный, проектирование, гностический, интуиция.*

Socio-economic changes in society require constant development of the education system. New approaches to the development of education have led to the formation of a person-centered and developmental education paradigm. The implementation of person-centered and developmental education primarily requires the teacher to have a high pedagogical culture and skills, a high level of professional qualifications and skills.

The work of the President of the Republic of Uzbekistan Sh.M.Mirzieev "Building our great future together with our brave and noble people" emphasizes the need to provide modern education to young people, to bring up young people with a strong position, to raise them to a new level. Today, in carrying out the work of economic growth, of course, there are high hopes for our young people with strong knowledge and potential in the field of modern thinking.
In his speeches, the President said that "we will continue the path of development based on the 'Uzbek model' of development, raising the country's economic strength, ensuring its competitiveness in the world arena, modernizing the economy to a new level." , recognize the importance of the need to pay close attention to the use of new technologies in product manufacturing.

Today, in the training of future teachers of vocational education, it is important

to work in the following areas.

• Development of informational, communicative, constructive, design, organizational and gnostic skills in the formation of pedagogical skills of future teachers.

• In the future, each teacher will develop the skills to improve and develop their pedagogical culture and skills.

• Formation of skills for future vocational education teachers to master and apply pedagogical and information technologies.

Pedagogical skill is the art of teaching and educating a teacher at a constantly evolving and high level. Pedagogical activity is carried out in such areas as education, upbringing and management of student activities, and pedagogical skills are reflected in each of them.

Pedagogical skills include knowledge and intuition, science-based management, overcoming difficulties in the teaching and learning process, a respectful approach to the student's personality, creative activity, scientific analysis and imagination skills.Thus, pedagogical skills can be considered as a set of features of the teacher's activities in the effective organization and conduct of the educational process. In the process of training a future teacher of vocational education, the educational process should be organized in such a way that in each lesson, along with the formation of knowledge, skills and abilities that a student should acquire in the relevant subject, their pedagogical skills should be formed. In the educational process, the teacher is always required to master the art of public speaking.He must have the ability to present, prove, and persuade, not just to convey educational information. He must know the technological processes of informational impact on the audience. In order to prepare for and conduct theoretical lessons aimed at the formation and development of pedagogical skills of the future teacher, it is recommended to: identify the most important issues and aspects to be studied on the topic; it is necessary to determine the form of theoretical training (it is determined whether it will be in the form of a lecture, discussion, problem or other); during the lesson, the teacher should pay attention to the logical narration of the teaching material, the use of logical means, interpretation, clarification, reasoning, argumentation, examples, proof and analysis; When speaking in front of an audience or in the course of a discussion, attention should be paid to the elements of kiss management, communication, separation of psychological situations, humor, rules of appeal, adherence to ethical methods of treating students and cooperation; it is important to remember that “students evaluate and think based on how we look, how we act, how we speak and think, how we behave”. These circumstances should leave a positive impression on the future teacher of vocational education in the conduct of his pedagogical activity in the future. He should strive to be like a teacher with high

pedagogical skills just like you in the future. It is recommended to provide training information in the following two optionsa) educational information is transmitted as an objective event or situation on the basis of specific materials; c) The educational information is presented in the form of real facts and is based on a proof, thesis, argument or illustration or is conveyed as an idea. The social significance of the evidence, examples, and experiences should be highlighted. In order to engage the audience, the teacher must express his / her opinion correctly, clearly and precisely, be punctual, and treat students with respect. The teacher should also pay attention to the sound so that the speech is received correctly; not to schedule a lecture for more than 30 minutes; try to activate learners every 20-30 minutes by conducting conversations or discussions with problematic questions and assignments specific to the topic; The development of students' independent and free thinking skills through activation is very important in the training of a vocational education teacher.

Preparation of a written abstract on the basic concepts, definitions, rules related to the theoretical training, not to use special terms that do not belong to the field or science; during the lecture, attention should be paid to the interest of the learners. It is important to begin the lecture with arguments, quotations, life experiences on the topic, to summarize the learning information at the end of the lecture, to motivate learners, to give various examples and narrations. It is important to remember that “The best speech depends on a good start and completion.

The two must be interconnected.Seminars and practical classes to develop analytical, informational, communicative, design, gnostic and other pedagogical skills and reflective skills in future teachers, to form ideas about ways and means of improving their pedagogical skills in the future; creation of conditions for mastering pedagogical techniques for conducting training sessions; forming a culture of interaction with other individuals; is aimed at establishing creative collaborative relationships with students and teachers and highlighting opportunities for practical application. It is recommended to organize practical and seminar classes on the basis of problem-based learning technology.

Today, seminars and practical trainings based on problem-based learning technology give good pedagogical results. Problem situations in the form of organization of educational activities and teaching methods are formed in the seminar. Students' activities in the classes are focused on solving problematic situations. Strengthening knowledge and skills is done through independent work assignments. Practical sessions and seminars should focus on developing students 'skills in working with different sources and independent thinking skills, analyzing and summarizing teachers' best pedagogical practices, and developing skills to identify problems and find solutions. Separate seminars can be held in the form of scientific-practical conferences, educational-methodical and scientific seminars,

round tables. The topics of such seminars are approved by the councils of educational institutions.

It is also recommended to use the role of games, discussions, training methods in the role of seminars and workshops aimed at the formation and development of pedagogical skills of future teachers of vocational education. Preparation for a practical or seminar session includes the following steps:

1. Theoretical stage - this stage includes acquaintance with the educational literature, writing down the basic concepts of the subject, preparation of abstract and other materials
2. Theoretical-practical stage - this stage helps to enrich theoretical knowledge with evidence-based materials. The student writes the results of the seminar in the form of a video fragment, reference or annotation, draws diagrams and tables.
3. Presentation stage - allows students to speak in front of an audience.
4. Analytical stage - students learn to analyze the methodology of practical or seminar classes.

Training is a way to improve an individual's ability to manage behavior and activities. The purpose of the training is to broaden the social psychological outlook of the future teacher, to develop a culture of interaction and interaction with students. The organization of training sessions is based on the unity of pedagogical knowledge and practical actions.

Training builds in students certain practical skills in acquiring and using knowledge. In the training sessions, firstly, knowledge is transferred and given the opportunity to apply it in practice, secondly, a certain level of practical skills is formed, and thirdly - the pedagogical skills of the future teacher are developed along with understanding the purpose and content. The training sessions are based on developmental learning and are conducted in a variety of group forms students develop good relations with each other, independent thinking, mutual discussion, skills are developed; the free interaction and attitude of the participants, psychological security is created.

Training sessions are based on the following principles:

Dialogue.Equal communication and respect are established between individuals.

Feedback. During the training, continuous information is obtained on the results of the actions of one participant from another participant. Feedback in the training takes place after the task is completed and depends on the real situation.

Creativity-seeking. Demonstration of personal professional qualities of the participant, independent creative activity.

Intellectual and emotional. Attention is paid to the intellectual and emotional state of the training participant.

Free participation. Each participant is given the right to choose to participate in the task. For example, a participant may not complete a task or skip a session if, at his or her own discretion, for example, he or she is not in the mood or other problematic and conflicting situations arise. This can only happen in some cases.

Real situation analysis. The real actions of the individual are analyzed without going beyond the audience. Freedom of thought. Each participant will have the right to express their point of view. Activation. Ensuring the active participation of each student in the group process.

Motivation. Encourage students to take part in training sessions, which in turn lead to assignments. Motivation to master the learning material. Theoretical and practical unity. Theoretical knowledge gained in the training sessions is translated into practical skills during the performance of tasks. It is recommended to follow these rules when implementing these principles in training sessions: ensure active participation of students; each participant has the right to express his or her point of view; everyone has the right to support the opinion expressed; the responsibility to hear without words; active participation in all processes; being on the move from start to finish; to express one's personal opinion about current events or processes.

It is recommended to conduct the training sessions in the following stages: Defining the purpose of the training. Preparation for the lesson begins with setting learning objectives. The purpose of the training should be clear and understandable, the essence of the knowledge and skills acquired by the teacher during the training to achieve the purpose of the training.

Training design. The content of the course includes areas of knowledge, skills, values. It also depends on the physical, emotional, intellectual and mental qualities of the future teacher. If we pay attention to each individual’s qualities, the training involves the student engaging in physical activity along with mental activity by performing certain psychogymnastic exercises to relieve the emotional tension of the student in physical activity. Training relieves emotional stress, any training is focused on the formation of students' intellectual skills and competencies.

The methods used in the training should focus on the development of personal qualities, pedagogical skills and creative work activities in students, as well as the formation of knowledge and skills to be acquired. It is recommended to use the methods of discussion, role-playing, project, psychogymnastics, problem situations, creative assignments in the training sessions. At the final stage of the training, each student is assessed on the achievement of learning objectives during the lesson, the development of his personal qualities. Criteria for evaluating the results of the training include.

Success - the level of achievement of the learning objectives set in the training;

Effectiveness-Changes in the development of which personal qualities and qualities

of a student;

Productivity is the achievement of the best results.

If the training is organized on the basis of the above methodological recommendations, there will be an opportunity to form and develop the pedagogical skills of future vocational education teachers

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