

Pedagogical Mastery Is The Art Of Education And Teaching That Is Of A High Level And Continuously Improving

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Abstract. This article discusses the formation of pedagogical and professional skills of a teacher, personal and professional qualities of a teacher, the main components and professional characteristics of pedagogical skills, as well as professional pedagogical training.

Annotatsiya. Ushbu maqolada o'qituvchining pedagogik va kasbiy mahoratni shakllantirish, o'qituvchining shaxsiy va kasbiy sifatleri, pedagogik mahoratning asosiy komponentlar va kasbiy xususiyatlari, shuningdek, kasbiy pedagogik tayyorgarlik haqida so'z yuritilgan.

Аннотация. В данной статье говорится о формировании педагогического и профессионального мастерства учителя, личностных и профессиональных качествах учителя, основных компонентах и профессиональных характеристиках педагогического мастерства, а также о профессиональной педагогической подготовке.

Key words: high professional training, educational process, holder of pedagogical skills, professional and personal training, components of skills, main components, professional characteristics, personal and professional qualities.

Kalit so'zlar: yuksak kasbiy tayyorgarlik, o'quv-tarbiya jarayoni, pedagogik mahorat egasi, kasbiy va shaxsiy tayyorgarlik, mahoratning tarkibiy qismlari, asosiy komponentlar, kasbiy xususiyatlar, shaxsiy va kasbiy sifatlar.

Ключевые слова: высокая профессиональная подготовка, образовательный процесс, обладатель педагогического мастерства, профессионально-личностная подготовка, компоненты умений, основные компоненты, профессиональные характеристики, личностно-профессиональные качества.

The cornerstone of progress, as well as the force that makes a nation great and a country strong, is science, education, and upbringing.

Shavkat Mirziyoyev

The acceleration of globalization processes is intensifying competition across all sectors worldwide. In the modern world, intellectual and social capital is becoming increasingly important in the development of nations. Under such conditions, only an education system based on modern, high-quality knowledge can ensure a country's competitiveness. This environment increases the demand for specialists who possess non-standard, creative, and critical thinking skills, as well as high intellectual potential.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, emphasizes that "improving the quality of education is the one and only correct path to the development of New Uzbekistan." Undoubtedly, enhancing the quality of education is one of the most urgent issues on our national agenda. After all, at its core lies the task of preparing highly qualified specialists capable of leading our country into the ranks of developed nations.

Today, the education system in our country is being consistently developed with the aim of educating youth who are knowledgeable, skilled, and capable of meeting the requirements of global progress. This, in turn, demands that educators engaged in teaching and upbringing possess high professional competence, strong ideological and political commitment, as well as organizational and managerial skills. The renewal taking place within the national education system has also led to the modernization of educational content, resulting in new forms, methods, and tools of teaching and upbringing that reflect the Uzbek cultural context. National traditions and values are increasingly being integrated into the educational process.

These transformations call on every teacher and educator to think in new ways, to work in accordance with Eastern professionalism, and to engage actively in entrepreneurial, managerial, and socio-spiritual initiatives. As our esteemed President has emphasized, the foundation of progress, the force that makes a nation strong and great, is science, education, and upbringing. Therefore, today—more than ever—the task of preparing teachers with high pedagogical mastery, innovative thinking, strong moral and ethical values, and intellectual capability has become a priority. Ensuring the continuous improvement of teachers' professional skills and pedagogical excellence requires the development of modern content, forms, methods, and tools of education.

As President Sh. Mirziyoyev noted, unless the methodology of teaching in schools changes, neither the quality, nor the content, nor the environment of education will change.

Indeed, among all professional fields, the teaching profession holds exceptional social significance. A teacher is the architect of young hearts and minds. Today, while strengthening the ideological and political maturity of the youth and teaching them the laws governing nature, society, and the development of human thought, the teacher must also prepare the younger generation for future labour activities, assist them in acquiring a profession, and equip them to fulfil important socio-economic responsibilities within society. Such a level of responsibility requires teachers to be true masters of their profession—individuals capable of providing educational influence, discovering optimal ways to develop students' interests, abilities, talents, beliefs, and practical skills in a well-rounded manner. Moreover, it demands continuous pursuit of pedagogical and professional excellence.

Pedagogical mastery encompasses a teacher's pedagogical creativity, pedagogical technique, the ability to organize the teaching and upbringing process, teacher–student cooperation and communication, professional culture, reflective thinking, as well as competence in conducting spiritual and educational work. It also requires the ability to regulate and develop one's own behaviour and emotional responses. In addition, pedagogical mastery includes knowledge and skills related to solving instructional tasks, managing and guiding the educational process, approaching teaching from pedagogical and psychological perspectives, modelling the teaching-learning process, and applying advanced pedagogical technologies. All these components form the comprehensive foundation of pedagogical mastery.

Pedagogical mastery is formed and developed within the pedagogical process. This process ensures both professional and personal preparation, serving the purpose of training future specialists who are responsible before the state, society, the nation, and future generations for educating individuals capable of contributing to labour and social life. Therefore, a teacher must possess strong personal and professional qualities.

A teacher's personal qualities include faith and conviction, worldview, social awareness and activity, moral character, a sense of civic duty, spirituality, sociability, decisiveness, perseverance, humanism, legal literacy, and similar attributes. These qualities help teachers cultivate the professional competencies required in their field. Although each quality has its own unique meaning and essence, together they form the core content of a teacher's professional competence.

As noted in the definition, pedagogical mastery represents the combination of a teacher's personal and professional qualities and consists of a set of pedagogical, psychological, and methodological competences. To achieve this, a teacher must, first and foremost:

a) possess comprehensive knowledge in their field of specialization at the level of modern scientific and technological development, and have the competency to integrate their subject with related academic disciplines;

b) be able to clearly and effectively organize the teaching–learning process, supported by sufficient pedagogical, psychological, and methodological knowledge;

c) be capable of “seeing” the learner and the group—understanding their interests and aspirations, recognizing the difficulties students experience in the learning process, quickly identifying their needs, and discerning each child's personality traits, abilities, and willpower, as well as being familiar with the appropriate forms, methods, and tools of educational influence;

d) continuously improve their own personal qualities, such as cultural refinement, organizational ability, artistic sensitivity, aesthetic taste, and other characteristics essential for professional growth.

Based on the definition of pedagogical mastery, as well as the characteristics of a teacher's profession and the socio-economic and socio-cultural requirements placed on educators, pedagogical mastery can be understood as consisting of the following key components:

- **Pedagogical Creativity.** *Pedagogical creativity reflects the teacher's capacity for innovation, initiative, and professional resourcefulness, enabling them to advance through the stages of pedagogical mastery without fear of challenges. This component is closely linked to a teacher's pedagogical abilities, which embody their intellectual, emotional-volitional, organizational, and cognitive qualities, along with the coherent integration of these dimensions within the pedagogical process.*
- **Pedagogical Technique.** *Pedagogical technique refers to the methods and technologies through which the teacher conveys emotions, knowledge, skills, and moral qualities to learners. Pedagogical communication—an essential manifestation of a teacher's professional activity—represents the interaction and collaboration among participants in the teaching and upbringing process.*
- **Pedagogical Culture.** *Pedagogical culture encompasses a teacher's sense of duty, responsibility, dignity, conscience, and ethical conviction. It expresses the teacher's fairness, integrity, moral maturity, honesty, and adherence to professional values.*
- **Pedagogical Tact.** *Within the structure of pedagogical mastery, pedagogical tact serves as a measure of the appropriateness, usefulness, and ethical boundaries of the teacher's actions. It defines the limits and the degree of influence the teacher employs in achieving pedagogically meaningful and purposeful outcomes.*

The components of pedagogical mastery outlined above enrich the teacher's professional qualities, guide them toward excellence, and contribute to the formation of their pedagogical skills. However, relying solely on these components may not be sufficient for achieving true mastery. To become a genuine expert in their profession, a teacher must engage in continuous pedagogical thinking, pedagogical reflection, and pedagogical action. This means consistently analyzing pedagogical phenomena and situations, striving to understand their interconnections, independently evaluating daily outcomes, and developing the habit of comparing new ideas in education with previous ones. Teachers must also be able to identify key pedagogical and psychological problems and contemplate the most effective ways to solve them.

In addition to its core components, pedagogical mastery also includes specific professional qualities. These qualities encompass a teacher's love for their profession and their students, perceptiveness, responsiveness, composure, pedagogical potential, imagination, talent, organizational ability, deep and broad scientific knowledge, professional competence, spiritual needs and interests, intellect, openness to innovation, ability to apply new approaches, and commitment to continuously improving their professional qualifications.

Based on the ideas mentioned above, professional pedagogical mastery may be understood as a system formed through specific stages of preparation. This preparation can conventionally be divided into the following areas:

- *preparation related to the teacher's personal qualities;*
- *psychological and pedagogical preparation;*
- *social-pedagogical and scientific-theoretical preparation;*
- *specialized and subject-specific methodological preparation.*

In conclusion, as our esteemed President has stated, the foundation of progress, the force that makes a country strong and a nation great, is science, education, and upbringing. Moreover, the fundamental basis of pedagogical mastery is professional knowledge. Article 44 of the Law of the Republic of Uzbekistan "On Education" emphasizes that: "Persons with the appropriate education, professional training, and high moral qualities have the right to engage in pedagogical activity." Fulfilling the requirements of this Law serves as a means to enhance the effectiveness of pedagogical activity. Therefore, developing pedagogical mastery among future teachers is a demand of the times.

The presence of the personal and professional qualities described above—rooted in national pedagogy and essential for effective professional performance—constitutes an important practical guideline for meeting the requirements of the National Program for Training Personnel. Furthermore, a skilled teacher is a key figure responsible for educating the younger generation who will build the bright future of Uzbekistan and follow in the footsteps of world-renowned scholars and thinkers. Hence, a teacher's professional image, as well as their reputation among students, colleagues, and parents, must fully correspond to the expectations of the modern era.

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