

CHILD PSYCHOLOGY IN PEDAGOGICAL SKILLS

Saburova Sarbinaz Saburovna

A practicing psychologist at School No. 6 in Nukus

Annotation: *The development and spiritual potential of a democratic society largely depends on the content of psychological and educational education provided to these children. As each child lives in a society, he or she strives to have a unique place and an independent position in it, so he or she demonstrates unique aspirations, abilities and activism, examples of intellectual labor. There are a number of pedagogical disciplines that study the interactions between children and the role of each individual in society and the nature of his or her different social relationships, among which psychology has a special place.*

Keywords: *Educator, Teacher activity, component, child psychology, methodological*

The purpose of pedagogical activity has its own characteristics, is determined by society, and is mainly aimed at the full development of the personality of the younger generation. It is about preparing young people for the interconnectedness of generations, using the natural potential of man to gain experience in society.

Thus, although the purpose of pedagogical activity is defined in a socially standard way, but in a specific pedagogical situation, the tasks arise in a non-standard way. This requires a creative approach from the teacher, based on the specific situation and the ability to see the goal in relation to the social situation.

Being a teacher means managing the activities of others. In other words, teaching is a student-centered activity.

It is very difficult for an educator to be able to see and organize the future by living in the spirit of the present.

One of the most important issues in the activities of a student-educator is to make the student, the object of education, an active participant in the realization of the purpose of education, that is, a subject that creates a system of interactions. This process can be achieved mainly through the socialization of the future life of the individual, the ability to connect his personal needs with the needs of society, to understand its essence.

A real teacher must be able to understand and manage the main components of pedagogical activity (goal, tool, object, subject), to define goals, to choose the necessary means of activating the subject. But how? Which of my points do you disagree with? What does he do for a living?

Here we try to understand pedagogical skills from the point of view of personal activity and approach it from the point of view of a set of personal complex features that ensure the organization of professional activity at a high level. Such important features include the humanities, professional knowledge, pedagogical skills and pedagogical techniques. The most important for us in this tariff are the following.

First, pedagogical skill is a self-organizing system in the structure of the individual, where the

human factor is the building block of the system. Because his activity is aimed at organizing the pedagogical process at the level required by the social system.

Second, it is the foundation of a teacher's professionalism, and his or her deep, comprehensible pedagogical knowledge is essential. Oriented professional knowledge is the basis of a highly self-organized professional activity.

Third, pedagogical ability is a factor in the rapid development of pedagogical skills.

Fourth, techniques based on knowledge and skills help to link all the tools to the goal, thereby expanding the structure of pedagogical activity.

Thus, in the system of pedagogical skills, all the above elements are interconnected, which can be the basis not only for its growth through external influences, but also for self-development. An important condition for success is the ability to integrate: pedagogical techniques that provide direction and interdependence.

Teacher skills. The ability of the book to assimilate the knowledge acquired, not to convey it to the audience or the class, should be expressed in the form of their own views of the world.

On the basis of pedagogical professional knowledge the basic principles and rules of its behavior and attitudes, ie pedagogical consciousness are formed. These principles and rules are created by each educator based on his own experience, but to understand them, to be able to see their laws, requires only constant research and study. This is done through the acquisition of scientific knowledge. The difficulty in teaching a teacher is that professional knowledge is formed at several levels in the field:

- a) in the field of methodology (knowledge of the laws of philosophy, understanding the need to determine the purpose of education);
- b) in the field of theoretical knowledge (knowledge of the laws of pedagogy, psychology, principles, forms of activity);
- d) in the acquisition of methodological knowledge (modeling the educational process, mastering the level of construction);
- e) in the field of technology (mastering the level of solving practical problems of education and upbringing in specific conditions).

This requires an experienced educator to be able to distinguish the need for sufficiently developed professional thinking, to be able to analyze and summarize the knowledge acquired in achieving the pedagogical goal, and to be able to demonstrate them in a technological way.

The speed of acquisition of skills does not fully ensure the growth of pedagogical knowledge. Of course, the pedagogical practice of an excellent student in higher education is not always successful. The key to a successful career is the ability to grow professionally.

Realizing this, skilled educators base their activities on the needs of the child, that is, they formulate their program of activities in accordance with the child's program. Thus, the specificity of the purpose of pedagogical activity should be reflected in the teacher's personal initiative in defining the social function of society, that is, in the pedagogical position of the teacher to increase the purpose of society. Creative understanding of the goals and objectives of a specific activity; take into account the interests of children and change the types and content of activities as they pursue their learning goals.

The object of pedagogical work: - As a person, "the subtleties of the spiritual life of the emerging person - the mind, feelings, will, confidence, self-awareness."

Specific aspects of the object of pedagogical activity are as follows:

Man is not a dead material of nature, but a unique individual quality, an active being who understands only his own attitude and events. He is a participant in the pedagogical process, distinguished by his goals, motives and behavior.

The teacher is in constant contact with the ever-changing, evolving person. Therefore, it is important not to use the same stereotypes. This is a very complex process and requires a teacher to be constantly creative.

At the same time as the educator, the child is constantly exposed to the environment, the spontaneous influence, the multifaceted means in different directions. Therefore, pedagogical work is aimed at correcting (changing, correcting, updating) all the effects, and even the targeted orientation of the pupil's behavior, ie upbringing, self-education, re-education. required to stand.

Being a good teacher depends not only on the teaching system, but also on the behavior of the learner. Therefore, the teaching system in higher education helps to build and understand the learning process for the future teacher. First and foremost, the university should focus on ensuring that the student achieves high professionalism in the teaching process. The development of pedagogical skills is the basis for coordinating teacher training. The focus is on psychological and pedagogical sciences.

References:

1. The basis of pedagogical mastery. / Edited by A.I. Zyazina Moscow, Prosveshchenie, 1989.
2. V.I. Zagvyazinskiy. Pedagogical masterstvo uchitelya. Moscow, Pedagogy, 1987.
3. Pedagogical research. T.: Teacher, 1990.
4. Azizhojaeva NN Pedagogical technology and pedagogical skills. T.: 2003.
5. Saidakhmedov N. Pedagogical skills and technology. T.: 2003