Ways to Increase the Efficiency of Educational Methods in the Experience of Teachers 'Pedagogical Skills

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A B S T R A C T

This article discusses ways to improve the effectiveness of teaching methods in the practice of pedagogical skills of teachers.

A R T I C L E I N F O

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I. Introduction

The purpose of the study of pedagogical skills is to improve the quality and effectiveness of the lesson, which is a professional and creative activity of the teacher. At the same time, the skill of the educator develops the ability of students to quickly (in time) find out what is not clear to whom.

II. Main part

Pedagogical skill is a well-formed professional activity of a teacher based on the qualities of a teacher - coaching, deep knowledge of the secrets of the teaching profession, humanity and talent and intellectual potential, etc.

A teacher of pedagogical skills must have at least the following skills:

- The teacher should present the lesson material clearly and concisely;
- The teacher should be able to get his or her students to agree on the topic as much as possible;
- The teacher should be able to fully explain the nature of the topic and, if necessary, give them an idea of the place and role of the topic in their professional activities;
- be able to quickly engage a learner who is indifferent during the lesson to learn the content of the lesson;
- Assess how many students are in the classroom who want the teacher to continue the lesson, and thus be able to improve their teaching technology;
- the ability of the teacher to evaluate and summarize the achievement of the objectives of the lesson,

etc.

The focus is on the experience of the teacher's pedagogical skills and the ways to increase the effectiveness of teaching methods as a result, and they are implemented using different methods, principles, approaches and decisions, as well as pedagogical skills in relation to the educational process. Here is a summary of them: Pedagogical methods.

1. Accuracy in the acquisition of distinctive features to students create conditions for input. That's what most of them need.
2. Ask others to write down how they feel about them, how they felt about it, and how they behaved in the process. For example, do they hide their interest in others? Ask them to analyze why they did it.
3. Ask students why they want to stand out from the crowd.
4. Ask students to divide their writing into groups.
5. Discuss the relationship with the whole group. It's an opportunity for them to analyze their feelings. This, in turn, allows them to identify the good sides.

The problem-solving approach to education is a way of educational activity aimed at the independent search of students' knowledge.

In this way, the main content of teachers' pedagogical skills is conveyed to students through verbal, visual and practical methods. It is also important to increase the teacher's pedagogical skills and to ensure its effectiveness by reasoning, proving, generalizing, analyzing and systematizing the problem through the expression of a problematic report, the student's mastery of information on this topic. It is planned to use methods such as following it and making it more active;

Demonstration methods of teaching are ways of using teaching and visual aids in the classroom, the main purpose of which is to increase the effectiveness of the lesson.

The peculiarity of using this method is that they are combined with the method of verbal expression, and the pedagogical skills of the teacher play an important role in this process. This important role is enhanced by the educator's prior knowledge of the teaching aids. In order to ensure the effectiveness of the teacher's pedagogical skills in this method of teaching, it is necessary to take into account the fact that there are different forms of interaction of oral and visual methods and their effective use in each place. This is due to the fact that in education, depending on the content of the topic, the nature of the available visual aids and the level of readiness of students, the rational use of their adaptation to the state of each educational process allows to ensure the effectiveness of the lesson.

Principles of education. It is a set of actions developed by people and recommended for use in the learning process, based on the necessary connection between the parts that are objectively present in the learning and teaching process and make it a whole.

Thus, the principles of education are the basis for determining the nature of the teacher's activity and the student's cognitive activity. It reflects the important internal aspects of the activities of the teacher and the learner, and determines the effectiveness of education, which is organized in different norms, different content and in different ways. That is why the pedagogical skills of the teacher are very important in this process, and the principles of education reflect the important objective laws of teaching.

There are many general principles in pedagogy that allow a teacher to improve his or her pedagogical skills. They are: awareness and activism; exhibition; structure and regularity; consistency; comprehensibility; scientific; unity of theory and practice; education - the unity of upbringing; education - the system of education and its membership; principles of pedagogical technology.

The pedagogical approach is that education is interdependent. It is a pedagogical activity that studies processes and events that are structurally and organizationally integrated.

The types of pedagogical approaches vary depending on the source they are used on. Among them, with the widespread use of pedagogical technologies in education, there is a growing focus on the technological approach.

The technological approach is a continuous process that has clear expected learning outcomes. Its components include: designing a learning process based on a systematic approach; clarify learning objectives as much as possible; training students based on their actions; feedback; the full acquisition of knowledge, skills and competencies for the intended purpose guarantee access; achieving effective teaching.

The feedback decision of the educator is the result of defining the responsibilities between the teacher and the learner in implementing this decision and taking into account the feedback and making recommendations for practical use.

This process is a comprehensive education in the creation of technologies, the implementation of advanced information educational technologies, the definition of the tasks of learners in decision-making, the implementation of decisions, suggestions and feedback to make excellent decisions can be a didactic basis for doing.

The application of feedback-based decision-making in scientific-pedagogical, organizational-pedagogical activities and in the work on monitoring their results gives effective results;

Pedagogical ability is a set of necessary characteristics of a teacher inherent in pedagogical activity, in which a certain degree of formation of the ability to skillfully engage in pedagogical activity is formed.

III. Conclusion

In this process, the following skills can be an important basis for increasing the effectiveness of teaching methods, especially those based on improving the pedagogical skills of the teacher: the ability of the teacher to know; the educator's ability to distribute attention; the ability of the teacher to determine the future; professional culture and knowledge of the teacher; professional politeness and observation skills of the teacher; teacher's spiritual and educational culture and speaking skills; the ability of the educator to enhance the reputation; organizational skills of the teacher; the teacher's ability to explain; the ability of the educator to explain correctly; the educator's ability to behave properly, and so on.

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