



Modern Pedagogical Specific Aspects Of Development Of Suggestive Skills In Future Teachers

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Annotation: In this article, there is a classification of pedagogical skills and the socio-pedagogical necessity of their development in teachers, improving the system of training pedagogues today, improving the skills of pedagogues, developing pedagogical skills and abilities. Each pedagogical ability has its own characteristics, and it is explained that it is necessary for a pedagogue to know them and to be able to develop these abilities.

Key words and phrases: sports, folk traditional values, intercultural relations, practical skills, continuous education, individual qualities, economic development, educational standards, education and training, scientific-methodical, subjective innovation in students.

Introduction. Today, it is becoming more and more important to use new approaches in the training of future teachers, introduce innovative educational technologies, and also form skills that can meet the needs of modern students. Based on the development of suggestive skills in future teachers, it will be possible to form qualities that can have a spiritual and emotional-volitional impact on students, follow them, convey their thoughts, show their initiative based on active communication, and thereby turn students' depression into excitement, and teach them to set ambitious goals from aimlessness.

Literature analysis and methodology (literature and methodology /Methods). F.N., who studied the pedagogical and psychological aspects of the teaching profession, In his treatise "A Story About a Teacher," Gonobolin, speaking on behalf of teacher Vera Alexandrovna Raush, describes a skilled teacher as follows: "In my opinion, in order to become a good teacher, one must first live a real life, strive for a full-fledged life, directed towards a specific goal. One must study nature and observe its laws, read books, listen to music, go to theaters, and travel. In order to share it with others, the teacher's soul must absorb a lot. That is why I constantly turn to books, learn from nature, constantly read, and study diligently." [1] Therefore, in order to become a possessor of suggestive abilities, a teacher must constantly work on himself, enjoy nature, art, life, and



science, develop, and become perfect. The master of human psychology F.N. As Gonobolin noted, a teacher gives all his strength, will, knowledge, all the good things he has to his students. However, if he gives everything he has today, tomorrow, and in the future, and does not replenish his knowledge, strength, and energy again and again, then he will have nothing left. On the one hand, a teacher should give everything he has, and on the other hand, like a cloud, he should get used to receiving from life, science, whatever good things there are, and work in cooperation with the most advanced people of the people. In this case, no matter how much he gives to his students, if he can feed on the people, life, and science and learn the best qualities, then he will always have such nourishing juices for his students in abundance.[2] Therefore, a teacher should regularly engage in science. Otherwise, he will be like a dry tree and a stone. Just as a dry tree and a stone cannot bear fruit, no results can be expected from this teacher in the future."

The scientific and theoretical foundations of the development of suggestive abilities in teachers, that is, the ability to exert mental and volitional influence, were studied by another Russian pedagogue V.A. Slastyonin. In his scientific articles on the personality and professional formation of a teacher in the process of professional and pedagogical training, he writes: - "A teacher acquires teaching skills only if he regularly relies on pedagogical theories. Because pedagogical practice requires constant reference to pedagogical theory. Firstly, scientific theories are scientific knowledge that reflects the general laws, principles, and rules of development. As for practice, it is always based on a specific situation. Secondly, pedagogical activity is a holistic process based on the synthesis of knowledge in philosophy, pedagogy, and psychology. Without the synthesis of this knowledge, it is very difficult to purposefully build pedagogical practice." [3] Therefore, since it is necessary to have scientific and theoretical knowledge in order to be a pedagogical expert and organize pedagogical practice correctly and purposefully, the teacher must always strive to acquire it.

Results. It is also important to assess the effectiveness of using pedagogical technologies in the process of developing suggestive abilities in future teachers. Depending on the capabilities of pedagogical technologies, the effectiveness of their application in practice can be determined by a number of criteria. These are:



- the ability to integrate them into the tasks of education, upbringing and personal development;
- the ability to express the level of modern science and technology;
- ideologically appropriate to the age and psychological characteristics of students;
- the educational material is fully provided with the necessary information;
- provides the opportunity to use various methods and tools in the educational process;
- the principle of ensuring transparency and openness of education;
- the availability of multifunctional teaching aids and ease of operation;
- the level of teacher assistance to students in effectively organizing independent work.

Future teachers are required to organize scientific and pedagogical activities and gain experience in the following areas in order to develop their suggestive abilities.

I. Arming with the scientific, theoretical and methodological foundations of the specialty. As is known, each subject has a scientific, theoretical and methodological foundation depending on its field of study and teaching problem. After all, arming with the scientific, theoretical and methodological foundation of the subject allows the teacher-educator to clearly understand and interpret the existence and the laws of its development. For example, the process of education and upbringing is a complex of goal-oriented teacher-student cooperation aimed at understanding and achieving these laws of development.

II. Understanding the goals and objectives of education and upbringing at the current stage and acquiring the skills to implement them. The teacher-educator of the present era can implement them in accordance with the requirements only if he correctly and clearly understands the goals and objectives of education and upbringing based on the requirements of the time. For this, each teacher-educator, first of all, is required to know the essence and content of the concepts of "education", "education", the mechanism of "educational process", "educational process", their objective and subjective laws, and to have the skills to appropriately use them in practical activities.

III. Independent organization of pedagogical activity. Each teacher-educator, when entering into pedagogical activity, must first of all have the skills to independently organize it, to create personal experience. Only then can he



become a skilled professional. Therefore, a teacher, first of all, must work independently on his specialty, professional activity, and strive to perfectly master the scientific - theoretical, methodological - practical directions of his personal activity. Independent work, independent improvement of his activity is a requirement that the era places on every teacher-educator. This, in turn, indicates the need for the teacher to have complex skills of independent learning, self-control, analyze the results of his activities, and develop real skills of evaluating his own activities. This can only be achieved through independent organization of pedagogical activity.

IV. Approaching the pedagogical process from the perspective of creativity.

Each teacher-educator can achieve mastery if, first of all, he views his pedagogical activity from a research perspective and approaches it on the basis of research, has research skills, and creates his personal experience on the basis of pedagogical diagnoses and experiments. Because in this case, the teacher moves from progress to creativity and analyzes daily work, identifies the shortcomings and shortcomings made, and designs its correction. In this case, important factors of creativity contribute to the upbringing of pedagogical skill as a product of thought and activity, will and ability. Only if a teacher is creative can he take an unconventional path in organizing his educational work.

V. Use of educational opportunities of education. Each subject teacher, teaching the basics of science to the younger generation, first of all, forms the foundations of a scientific worldview in students based on the information provided, educates their spiritual and moral qualities, directs them to work and profession, and prepares them for socially useful activities. Therefore, a scientific understanding of the integrity of education and upbringing is possible through the appropriate and targeted use of the opportunities of education and upbringing. This, in addition, is the human duty of every subject teacher and the general law of pedagogy.

VI. Have a positive attitude towards one's work, comrades, colleagues, heads of educational institutions, parents. Experience shows that mutual respect, assistance, cooperation, and clear and correct understanding of each other are one of the important conditions for acquiring professional skills.

VII. Perfect knowledge of the methods and forms of organizing extracurricular and extracurricular activities is an important factor for comprehensive knowledge and practical application of the methodology for interesting and meaningful spending of students' free time, ways to involve them in socially



useful activities, forms of cultivating enthusiasm, interest, and initiative in students.

There is another layer in the moral world of a future teacher that determines the level of his humanity. In this layer, qualities such as conscience, courage, and will play an important role. Conscience is one of the important phenomena in the moral and ethical world of a teacher, helping him to control his own activities. If the organizing teacher, who should control the activities of others, cannot control his own activities, and if the teacher, who should evaluate the activities of others, cannot correctly evaluate his own actions, the moral and ethical climate in such a team will not be healthy. It turns out that conscience has not only spiritual and moral significance, but also great production value. Therefore, it should be evaluated not only as an additional quality to the working qualities of a teacher, but also as an important professional quality. A team that is not ready to show initiative, dedication, and self-sacrifice will not benefit from it.

Courage is directly related not only to morality, but also to the psyche of a teacher. However, throughout human history, courage has been evaluated as a social phenomenon. However, if the leader's psyche does not have the qualities associated with courage, such as courage, self-sacrifice, and ambition, then there will be no courage. Since courage is highly valued by people, the presence of such a quality in a leader adds prestige to his reputation. This makes it possible to unite team members around a common goal and mobilize them to solve the tasks facing the team. In addition to the moral qualities described, there are others that are necessary for a teacher to effectively perform his duties. These include diligence, responsibility, and optimism.

Diligence is a quality that ensures the future teacher's pedagogical activity is both qualitatively and quantitatively productive. This quality is manifested in the teacher's positive attitude to work, enthusiasm in the work process, etc. Psychologically, diligence requires the formation of a need for work, a sense of satisfaction and enjoyment from work. If diligence is not inherent in the organizing teacher, he cannot demand diligence from his students. Or, if he does not have enthusiasm and enthusiasm in himself, how can he demand that others work with enthusiasm and enthusiasm.

Discussion. The organizing teacher, while possessing the virtue of diligence, must know that this quality cannot be formed in students by force, and that just as one cannot love a student by force, one cannot love forced labor either.



The above-mentioned qualities of educators create favorable conditions for the successful solution of such tasks as the ability to correctly assess their capabilities in organizing innovative activities; correctly assess the current situation; make appropriate decisions; logical and critical thinking; motivate students to study and learn, as well as ensure their deep assimilation of knowledge, skills, and competencies on an individual, group, and collective basis; choose the form of activity in the educational process in an appropriate manner; and apply effective and efficient methodologies.

In educational activities with students, in order to achieve a certain goal, teachers must involve children in the process of cooperation. In order to attract students to cooperate with them, the teacher must perform the following tasks:

- In order for cooperation to occur, the activity that must be organized in a team must be interesting for students, correspond to the age characteristics and interests of students;
- the teacher must set pedagogically and psychologically correct tasks for students, provide guidance;
- when students begin to implement the task, the teacher must simultaneously perform the role of both a participant and a consultant.
- The perception of suggestive abilities and moral obligations in future teachers as a guide to their activities not only improves the spiritual and psychological climate in the school, but also has a positive effect on the teacher's own mental state. In this case, it is appropriate to give teachers recommendations on adhering to the principles of wise behavior in the system of motivational self-management. These are the following principles:
 - knowing how to separate the main from the secondary;
 - inner peace, protection from situational interference, reliance on personal values;
 - emotional maturity and stability, reliance on the highest emotional-valued normative setting;
 - knowledge of measures to influence events based on the logic of development, stages of development, opportunities for correction;
 - ability to approach the problem from different perspectives, think systematically;
 - readiness for voluntary unexpected events, anti-crisis approach, caution;
 - perception of reality as it is, realism; inadequate perception of reality



leads to inadequate responses and results of influencing it;

- ability to go beyond the scope of the problematic situation, to see the problem in the context of a larger set of events, more broadly;
- observation, in which not only reality is observed, but also oneself, changes in oneself;
- striving to understand others;
- foresight - understanding the logic of events and development prospects;
- the ability to gain positive experience from all that is happening.

By developing suggestive abilities in future teachers, it is also possible to cultivate leadership qualities in them. The leadership process involves the interaction of three necessary components: the presence of a leader, the presence of followers, and the presence of a social environment in which leadership interactions are carried out.

Among the suggestive abilities and organizational qualities of a teacher are the following: sociability and developed imagination in combination with empathy and high sensitivity; clearly expressed altruism and joy from communication in combination with the need for respect and self-improvement, disinterestedness and strength of spirit, high morality, correct speech and justice, personal charm, etc.

One of the important components in the development of suggestive abilities of future teachers is pedagogical creativity. Pedagogical creativity in the pedagogical process is always manifested in the ability to use new and grounded methods and forms of education, professional knowledge and personal qualities. It is also expressed in the ability to understand pedagogical ideas, solve non-traditional tasks using educational methods.

Conclusion. Another component in the development of suggestive abilities is pedagogical optimism. Pedagogical optimism is faith in one's own strength and abilities and faith in the abilities and possibilities of students, in achieving high educational and professional results.

In conclusion, the suggestive ability of a future teacher is a quality formed on the basis of the integration of his professional and socio-moral qualities, which creates the opportunity to educate students on the basis of a spiritual and emotional impact.



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