



PEDAGOGICAL AND COMMUNICATIVE SKILLS

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Article history:	Abstract:
Received: 24 th October 2022 Accepted: 20 th November 2022 Published: 30 th December 2022	Communicative ability is the ability to communicate, which has a special appearance in the field of pedagogical interaction. In order for the pedagogical activity to be effective, the teacher must have and cultivate some abilities. It will be discussed about the pedagogical and communicative skills.
Keywords: pedagogy, communication, creativity, ability, skill, coordination, relationship, study environment, interaction, education	

Ability appears and develops in the process of activity which is different from competence and competence. If skill and ability are considered as the result of training and study, then for the development of ability, it is also necessary to have talent, ability and intelligence, that is, anatomic-physiological features of the human nervous system. It is on this natural ground that the mental quality called ability develops. The mutual action of the participants in the communicative relationship consists of exchanging not only words, but also actions and behaviors during the speech process. The third aspect of the relationship is to ensure that the participants in the relationship can perceive each other. Thus, three aspects of the single relation process can be conditionally indicated: communicative (information transfer), interactive (mutual action), perceptive (mutual perception) aspect. When working together, a person should connect with other people as necessary, enter into a relationship with them, that is, communicate, achieve mutual harmony, get the necessary information and give information in return. The understanding of the relationship as the production of a common thing that unites people in the process of working together means that this common thing consists of a language as a relationship. It is necessary to be able to convey simple things, unclear things in an understandable way. The teacher can encourage the student's independent thinking. But we can find some opinions: our teacher sister is useless, she could not explain anything on the way. It is based on these abilities to take into account the mentality of students. A competent pedagogue acquires the level of knowledge and maturity, imagines what they know and what they don't know, what they have forgotten. Most teachers, especially experienced teachers, do not think that the teaching material is simple and clear and does not require any special explanation. Pupils characterized the teachers according to the following three qualities: First, the teacher's humanity, fairness, love for children; Thirdly, the teacher knows his subject and can explain it. Ways to develop the teacher's communicative ability. In order for the teacher to be successful in exerting pedagogical influence on the class group and the individual pupil, he should rationally plan the system of mutual pedagogical relations among the students and change the psychological environment in a positive direction. Knowing in advance the characteristics of a properly organized and well-regarded class team; establishing a direct, friendly and cooperative relationship; having a preference for the relationship and managing it rationally on the basis of democratic requirements; they give a continuous analysis of the negative and positive aspects of the relationship. It is clear that a high school teacher who teaches the subject of pedagogic skills should be a master of his profession, have a broad worldview, internal and external culture complement each other, and have rich pedagogical and life experience. In such conditions, an experienced, creative, inquisitive teacher widely involves his students in creative work and learns that the personal qualities that are determined in the student on the basis of modern methods and methods are growing. The obtained scientific information provides opportunities to prepare the child for a certain profession, profession, and family life. The culture of the teacher's interaction with students in mutual pedagogical influence. Discipline in a child can be considered as the formation of cultural behavior, basic skills and abilities. It is known that needs develop and become motives of activity. What is meant here is the quality of the child's motives of discipline and cultural behavior. It is related to the important types of activities that come and go in their land. Children are involved in emotional, emotional, social, educational, useful work and recreational activities. At each specific age, one of the above-mentioned activities is important and plays a decisive role in the development of a child's personality. While children are initially engaged in the type of activity, they learn in practice that the results are effective, the behavior is necessary, and in the process of this activity, they are also connected with the right interpersonal relations with other peers and adults. In order to successfully implement interpersonal discipline and cultural behavior education with the teacher's students, the goals of the desire-motive system, which are related to the student's important activity and the limit of development, are

not the methods of the teacher's external influence. It is necessary to cooperate with students based on development methods. In a word, it is necessary to implement the education of mutual relations and discipline, cultural behavior, not from the outside, but from the inside, based on the system of desires and motives of students. The existence that surrounds us and the way of life of mankind allows us to influence the existence with certain results by following certain rules of interaction, discipline, and cultural behavior. In this place, there is a karma-opposition, which is the basis for improving the culture and attitude of interaction and discipline, cultural behavior education: because a person has a spiritual quality, the level of interaction, behavior, discipline, and cultural behavior formed in him is not always correct. Secondly, the rules demanded by existence do not always correspond to personal, material, and spiritual interests. The person actively tries to develop mutual relations and behavior, discipline, cultural behavior education to the level of existence's requirements. This leads to continuous work on self-discipline, behavior culture, and behavior habits of a person. The goal of the activity remains to achieve the intended results.

Based on the above-mentioned points, we consider it appropriate to define discipline and cultural behavior education as follows. The culture of interaction and behavior, discipline and cultural behavior education is a unique quality of a person, and the fulfillment of educational rules leads to the active creative approach of the student and interpersonal communication, and the achievement of social and educational results. Cooperation with the teacher is understood.

In this given definition,

- First of all, discipline and cultural behavior are emphasized.
- Secondly, the student's activity in fulfilling the rules of discipline and procedure is shown.
- Thirdly, attention is paid to the fact that discipline and moral behavior are focused on the result of activity.
- Fourthly, it is shown that discipline is manifested in the process of educational activities, and cultural behavior is reflected in interpersonal communication and relationships.
- Fifthly, it is considered that the education of discipline and cultural behavior is carried out in cooperation between the student and the teacher.

Proceeding from the above considerations, the teacher of pedagogy should not be limited to a narrow range of educational and educational thoughts and information, but to make his spiritual world richer and more beautiful: the tasks of the National program of personnel training and the rights of citizens. They should inculcate in their daily life the effective use of computer technology, visual materials, books and literature to increase the effectiveness of education. The science of pedagogical skills is also the science of the art of education. The extent to which the teacher has mastered the subtle aspects of pedagogical activity is reflected in his ability to apply modern pedagogical technologies to the education and training system. Therefore, it is difficult for a teacher who does not have pedagogical skills to develop technological skills. Such a teacher cannot even reach the level of a master of his profession. Therefore, a teacher who meets the requirements of the time must have deep mastery of pedagogical skills, pedagogical technologies, advanced teaching methods, and computer technologies

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