PEDAGOGICAL TACT ENSURES THE QUALITY OF EDUCATION

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ABSTRACT

The technology of "optimal steps" for the implementation of pedagogical tact, which is one of the key factors in ensuring the quality of education is discussed in this article. At the same time, the teacher identifies the pedagogical problem, assesses the difficulties expressed in the pedagogical process, forms a real pedagogical goal, sets criteria for personal success in pedagogical activity, collects and analyzes pedagogical information, defines and improves the order of practical actions, provides access to acme. The conditions of application and guidelines for their practical application are described.

Keywords: education, technology, pedagogical tact, problem, pedagogical information, acme.

Introduction

Education is the task of the society, which ensures the creation and development of the society. This task is accomplished through the translation of culture in a specific space and the application of cultural norms. This is probably why in the 60s and 80s of the twentieth century, developed countries adopted the system of "Continuing Education" or "Lifelong Learning" (the doctrine created in the 90s of the twentieth century) involved a person as an educator. In the philosophy of education, this concept is a systematic doctrine created to restore the disturbed balance between "man-society-nature" in the provision of social life, based on the influence of various factors (personal, economic, natural, cultural, political, etc.) and in the history of education, it can be assessed as a process based on the influence of economic, socio-cultural factors to ensure development. Although such comments have a theoretical content, they have a practical content to define the tasks ahead to ensure development based on the perspective of the historical period [1].

Systematic implementation of the education system in our country has been identified as a strategic priority within the framework of state policy. As a result, in order to ensure our national development, documents such as the Law "On Education", the National Program of Personnel Training were adopted, and the basic principles set out in them were divided into specific periods in terms of implementation [2-3].

Education and society are inseparable from each other and are essentially a system. Socio-economic processes in society affect both the educational space and the quality of education. In fact, education and society as a system are aimed at improving the spiritual wealth created by human beings and ensuring a positive attitude towards oneself and those around you. Therefore, any programmatic action aimed at the development of education should be considered a priority for the prospects of national development.

President of the Republic of Uzbekistan Islam Karimov has clearly stated the main goal of the issue: "Without changing the education system, we can not build a free and prosperous society." [4].

Today, the quality of education remains an important issue for the education of a mature person - a professional. Our country is gradually working to address this issue. In particular, on the basis of the Resolution of the President of the Republic of Uzbekistan dated May 20, 2011 No PD-1533 "On measures to strengthen the material and technical base of higher education institutions and radically improve the quality of training highly qualified specialists." attention was paid to the modernization of the educational process and teaching activities. The goal is to train competitive national staff for the global labor market, to improve the sectoral development of society, taking into account national needs and requirements. "It is clear that the most important changes that will be achieved as a result of the deepening reforms will never happen overnight, at the behest of anyone, at the behest of anyone," he said. It will take time, and most importantly, it is crucial that our society and our people have a deep understanding and support for the content and goals...
of these reforms"[4]. In particular, every pedagogical professional must organize his or her activities in accordance with the laws adopted to ensure national development.

In pedagogical activity, motives are divided into external (personal and professional development) and internal (the desire to satisfy a spiritual need that dominates in the humanities and social context). Theoretical and practical knowledge, teaching aids, visual aids are used as a tool in the implementation of pedagogical activities, ie as a basis for education. In this case, based on the purpose of education, that is, to ensure that students acquire a set of knowledge, professional skills and competencies, to explain, demonstrate, observe, practice together, mental games control over the conduct, mastery process and behavior, to ensure the conduct of correction of identified deficiencies. In short, the development of personal and professional qualities in the learner is ensured. This process is described as "the transition from hypothetical maturity to quantitative, qualitative and structural changes in the form of a psychological model:" from number a, quality and structure → number A, quality and structure" accessible. This indicator is the effectiveness of pedagogical activity. To achieve this, the educator needs to have the appropriate knowledge delivery techniques, skills and competency-building strategies. If the educator has a strategy to form the student as a person-specialist in the subject he teaches, this indicator can be specified as an active in pedagogical activity. Therefore, educators need to be constantly on the lookout for ways to improve their careers. To do this, every educator chooses any technology based on their abilities, experience, professional goals, life principles. In modern education, there are many technologies aimed at achieving professional maturity, and in theory they can be divided into groups such as interpretive-educational technologies, person-centered technologies of education and technologies for the development of education.

These include David Kolb's "Periodicity of Experimental Teaching" and Carl Rogers' "Factors Affecting Education Effectively" (i.e., sincerity, respect, trust) technology[5].

Here are the "Best Steps" technology to help educators achieve professional maturity. This technology requires the educator to perform certain tasks at each step in order to achieve professional development. At each step, the educator successfully completes specific tasks to achieve the next step. The purpose of technology is to ensure the process of professional development of teachers, including the development of professional knowledge, pedagogical tact, the formation of professional qualities that are not embodied in the personality of the teacher, decision-making based on the idea of protecting educational interests in different pedagogical situations. is to prepare to do. The steps are interrelated, with the main focus on qualitative change in professional activities [6-7].

The first step is to identify the pedagogical problem by the educator. In this case, the difficulties expressed in the pedagogical process are assessed (according to the criterion of "5"), the problem is identified.

"5 points. The problem is with the teaching methodology (preparation for a specific topic)";
"4 points. The problem is the personality of the teacher (for example, high mood, aggression, destructive "I")";
"3 points. The problem concerns the pedagogical community (andrologic features, conflict situations)";
"2 points. The problem concerns the professional qualities of the teacher (professional consciousness, pedagogical competence)";
"1 point. The problem is related to technical factors (organization of the lesson, non-compliance of existing conditions)."

The second step is to formulate a real pedagogical goal. In this case, a clear goal is formed to address the pedagogical problem identified in the first step, and the educator evaluates his / her work for those involved in the educational process (pedagogical team, student community, parent council, etc.). Rating is defined as "satisfactory" and "unsatisfactory".

The third step is to set criteria for personal success in pedagogical activities. Knowing how meaningful the actions of the pedagogue during his / her activity will ensure the effectiveness of his / her pedagogical activity. Sometimes, this indicator can be reflected in the formation of pedagogical goals. If this
is not the case, it is recommended that the educator set the assessment criteria. This can be done as follows: -

The educator should assess his / her satisfaction with his / her profession (as “satisfied” or “unsatisfactory”); the educator should determine how satisfied the students are with the content of the course (whether the requirements are “satisfied” or “unsatisfied”); the educator will need to determine their expectations from the results of their professional activities and assess their achievement.

The fourth step is to gather pedagogical information. To solve a pedagogical problem, it is necessary to determine its causes, course, level of influence and factors. This requires the collection of pedagogical information. For example, observation of information about a particular event, a person and his life. For example, the collection of information on the basis of the test "Professional Performance Assessment" or the results of objective tests (for example, intelligence tests, aptitude tests, personality tests, etc.). All information is analyzed on the basis of the idea of achieving efficiency in professional activities, and the educator develops a plan for himself to address the identified shortcomings.

The fifth step is the analysis of pedagogical information. The educator will need to analyze the cumulative information about his or her career and personality in terms of cause and effect. As a result of the analysis, an alternative solution to the pedagogical problem was identified. In this case, the educator asked he/she "Why?" will have to ask. He/she creates a personal action plan based on the results of the answers. It identifies specific ways and techniques to take targeted action to address the problem.

The sixth step is to determine the order of practical actions. In order to solve the pedagogical problem, the methods are selected for the ways (procedures) identified in the plan to solve the problem (independent work, seek advice from experienced colleagues, consult a psychologist). practical actions are taken. As a result, the educational task and responsibilities of the educator and the teaching staff to become successful in their work become more relevant.

The seventh step is to improve the actions. The actions taken by the pedagogue to achieve professional success are compared taking into account different pedagogical situations. As a result, alternative options (ways, methods) are selected, taking into account the alternatives of action, the interests of pedagogical activity and the specific situation. Changes will be made to the responsibilities of the educator and the teaching staff.

The eighth step is to reach the acme level. In this case, the current state of all resources for the implementation of the assigned tasks is determined in order to ensure success in professional activities. In doing so, it is necessary to assess the level of their use. The purpose, ways of using underutilized resources, the address, time, procedure and type of control are defined. Practical actions should be passed.

REFERENCES: