



## **PEDAGOGICAL SKILLS OF A TEACHER IN THE PROCESS OF EXCURSIONS**

Mirzayeva Manzura Rakhmatdzhonovna;  
Lecturer Karshi State University, Uzbekistan.  
mirzayevamanzura1973@gmail.com

<b>ABSTRACT</b>	<b>KEYWORDS</b>
The article analyzes the formation and development of pedagogical skills in the process of excursions and also reveals the personal qualities of pedagogical activity.	pedagogical skills, components, excursion, guide, pedagogical methods, pedagogical process.

### **INTRODUCTION**

On the way to building a legal democratic society, the Republic of Uzbekistan pays special attention to the development of its citizens, especially the younger generation, who are determined to build a new society. The organization of a perfect upbringing of the individual has been an important requirement and the main task of social society in all epochs. Naturally, even in the conditions of the current educational reforms, the upbringing of a comprehensively developed personality is becoming increasingly important.

The socio-economic and spiritual-educational changes taking place at the present stage of society's development require a radical reform of the education sector, its complete liberation from ideological views and prejudices left over from the past, at the level of developed democratic states, which requires the training of highly qualified, modern personnel meeting moral and ethical requirements and improving the educational process.

In order to work successfully, every teacher must possess pedagogical skills, since only mastery can provide effective results of the teacher's work.

Pedagogical mastery is a high level of professional activity of a teacher. Externally, it manifests itself in the successful creative solution of a wide variety of pedagogical tasks, in the effective achievement of methods and goals of educational work.

From the inside, pedagogical mastery is a functioning system of knowledge, skills, abilities, mental processes, personality traits that ensures the fulfillment of pedagogical tasks. In this regard, pedagogical skill is an expression of the personality of the teacher, his ability to independently, creatively, professionally engage in pedagogical activity

By its very nature, the activity of a teacher is creative, since it includes many different situations that require immediate solutions. As a rule, these situations are non-standard, so the teacher must find various solutions to problems - and this, as you know, requires a creative approach to their work.

The peculiarity of pedagogical creativity is determined by the peculiarities of the teacher's work: training, education and development is a process that includes countless pedagogical situations related to the formation of personality, morality, worldview, beliefs, consciousness, and behavior of students. In the search for ways, methods (methods), means of solving these problems, in the technology of their application, the creativity of the teacher is manifested.

Only a creatively working teacher can successfully teach and educate children, teenagers, young people, study and use advanced pedagogical experience

The issues of pedagogical mastery at all stages of the development of pedagogical thought have been the subject of close attention and study. This is due to the fact that the pedagogical process is the most complex sphere of human activity. The teacher is dealing with a developing personality – the most complex system of all systems known so far. In order to intrude into the process of personal development, to regulate it, it is not enough for a teacher to be a good person.

A teacher should be able to manage the process of education and upbringing, which requires him to be highly qualified.

The constantly updated pedagogical process requires the teacher to constantly develop his skills.

Taking into account the complexity, versatility and duration of the process of formation and development of professional skills, the following stages can be conditionally distinguished in it:

Stage I: professional education;

Stage II- professional selection and professional training;

Stage III:- professional adaptation;

Stage IV - professional growth;

The personal and individual qualities of a teacher must simultaneously meet two levels of requirements for this profession. The requirements of the first level are imposed on the teacher in general as a carrier of the profession. They are regardless of social conditions, social formations, educational institution, educational subject. Any real teacher should meet these requirements.

The researchers note the obligation of such personal qualities as the adequacy of self-esteem and the level of claims, a certain optimum of anxiety that ensures the intellectual activity of the teacher, purposefulness, perseverance, diligence, modesty, observation, contact. The need for such qualities as wit, as well as oratorical abilities, artistic nature is specially emphasized. Especially important are such qualities of a teacher as readiness to understand the mental states of students and empathy. Great importance is attached by researchers to the "pedagogical tact", in the manifestation of which the general culture of the teacher and the high professionalism of his pedagogical activity and orientation are expressed.

Each teacher should ideally have certain pedagogical abilities to achieve successful activity.

E.F. Zeer gives the following personality traits, the structure of which, in his opinion, constitutes the actual pedagogical abilities:

- the ability to make educational material accessible;
- creativity in work;
- pedagogical and volitional influence on students;
- ability to organize a team of students;
- interest and love for children;
- the content and brightness of speech, its imagery and persuasiveness;
- pedagogical tact;

- the ability to connect an academic subject with life;
- observation;
- pedagogical exactingness.

The requirements of the second level are imposed on an advanced teacher in general, regardless of the academic subject he teaches - this is his personal readiness for pedagogical activity. Readiness presupposes broad and professional systemic competence, strong conviction of a person, a socially significant orientation of the personality, as well as the presence of a communicative and didactic need, the need for communication, the transfer of experience.

The steady urge to work in the chosen profession, the desire to realize oneself in it, to apply one's knowledge and abilities reflects the formation of the professional orientation of the individual. This is a complex, integrative quality. The components of the professional and pedagogical orientation of the personality of teachers and masters of industrial training are socio-professional orientations, professional and pedagogical interests, motives of professional activity and self-improvement, professional positions of the individual. They reflect the attitude to professional and pedagogical activity, interests and inclinations, the desire to improve their training.

An important place in the activities of the guide is occupied by pedagogy — the science of the laws of upbringing, education and training of the younger generation and adults. Any excursion gives a person new knowledge about nature, society, historical events, natural phenomena, i.e. it is part of the educational process. Communication with the guide, his recommendations, comments also have an educational effect on the tourists, Educates the studied material itself, morally and aesthetically influencing their consciousness. Thus, the excursion becomes part of the pedagogical process, assuming the functions of education and upbringing of a person, the formation of his worldview.

The pedagogical excursion process is based on didactic principles that determine the content, organization and methodology of teaching tourists. These principles include: scientific, ideological, connection with life, accessibility, consistency, clarity and persuasiveness.

The excursion as a form of cultural and educational work plays an independent role As for the general education school, here it is subordinated to other types of general education activities - lessons and lectures. In the educational process, the excursion, being a form of learning, does not differ in its significance from other forms of this process.

However, not only educational, but also other excursions on their tasks and the impact on the participants represent a pedagogical process. As in any pedagogical process, two parties participate in the excursion: the teaching guide and the trained tourists. The guide reports knowledge on a certain topic, the tourists perceive this knowledge. The interaction of these two sides is the basis of the pedagogical process. The guide uses the methodology of pedagogical influence in his relations with the audience.

An integral part of the professional skill of the guide is pedagogical skill, the art of the teacher. The concept of "pedagogical skills of a guide" includes: knowledge of the specialty; the ability to analyze, imaginative thinking; understanding of the psychology of the tourist; the ability to manage a group; knowledge and skills in the field of pedagogical technology; intuition; respect for the personality of the tourist, as well as the skillful use of pedagogical means for the purpose of education. Pedagogy assigns an important place to the exactingness of the educator, which stimulates, and in the right cases slows down the activities of tourists, provides the necessary activity in the manifestation of their business and moral qualities.

The task of creating an atmosphere of common experience, like-mindedness (in a tour group) can be fully attributed to the guide, which means creating a collective from a group of people united by a common interest and communication.<sup>1</sup>

Guides should pay more attention to the educational aspect of the tour, combining it with the educational aspect. The excursion material should be selected and used in such a way that it develops the cognitive abilities of the participants of the excursion, educates them with high moral qualities — love for their Homeland, respect for other peoples, collectivism, etc.

Each of the groups of thematic excursions has its own tasks. Natural history excursions foster a careful attitude to nature, animal and plant life. Art history excursions are aimed at the aesthetic education of tourists. Industrial excursions form love and respect for work. Many excursions foster respect for the customs and traditions of other peoples inhabiting Russia

Building the pedagogical process, the guide uses pedagogical methods of communicating knowledge in his story. They are divided into inductive and deductive. Applying the inductive method of communicating knowledge, the guide summarizes the facts and draws conclusions based on the material presented, moving from the particular to the general, from individual facts to the general position.

Using the deductive method, he goes from the general to the particular and only after that, with the help of arguments, proves the thesis put forward at the beginning. Usually, such a thesis is the formulation of a topic or one of the main issues.

Based on the requirements of pedagogy, the guide uses five levels of transition from a direct deductive explanation, possible with sufficient knowledge, to a probable explanation in the absence of sufficient knowledge<sup>2</sup>:

the first is an explanation of facts from known theoretical knowledge;

the second is an explanation of facts based on the restructuring of previously acquired knowledge and their combination;

the third is the statement of the method of explanation in the form of a deductive guess in cases where an explanation is impossible in the first two ways;

the fourth is an explanation by means of modeling (inductively-deductively) or analogy;

the fifth is an inductive explanation.

The effectiveness of the excursion as a pedagogical process depends on the level of activity of both parties — the guide and the tourists. The creators of excursions for young students in the 20s set a task - to achieve maximum activity and amateur activity of tourists, to encourage them to "work" on excursions on their own. The guide was required to show objects in such a way as to lead the tourists to the analysis of visual impressions accumulated during the observation of objects.

An important part of the pedagogical process that takes place during the excursion is the comprehension of the excursion information. In the course of such comprehension, various mental operations occur in the minds of tourists — comparison with what they have previously seen and heard, comparison of this object with another, highlighting the main and secondary, generalization, conclusions.

Another task of the excursion as a pedagogical process is to equip tourists with practical skills for independent observation of objects. The excursion contributes to the activation of tourists with its visibility, methodological methods of showing, forms of the story. To solve this problem, the guide seeks to instill in the group a certain "excursion literacy", primarily the ability to see the object.

An important place in the excursion process is occupied by the organizational work of the guide, carried out throughout the route from the moment the group gets on the tour bus, from the first steps in the walking tour. Organizing the tourists, the guide performs the duties of a teacher.

An important part of the excursion as a pedagogical process is the after-excursion work of the guide. The guide is tasked with turning the end of the tour into the beginning of independent homework of its participants to consolidate and deepen the knowledge gained. Tourists receive recommendations on how to continue self-education; they are informed of a list of literature to read, a list of films to watch, the names of excursions that need to be visited.

In the pedagogical activity of the guide, there are stages:

- 1) preparation of the guide and the group for the excursion;
- 2) conducting the tour itself;
- 3) after the excursion work, fixing the excursion material.

The guide carries out two pedagogical tasks: didactic — arming tourists with knowledge and educational - forming a worldview, norms of behavior and speech etiquette.

For a guide, as well as for a teacher, four components of activity are characteristic: constructive, organizational, communicative and cognitive.

The constructive component is the ability to select and correctly arrange the excursion material, to reconstruct the plan of the excursion, the scheme of using the methodological technique, its content

The cognitive component is the ability to: improve the content of excursions, the methodology and technique of their conduct; analyze the features of the excursion process, the results of their activities

The activity of a guide differs from other types of activities in terms of the level of psychological stress. It is related to the activities of a teacher, writer, artist. It is important that the guide knows the basics of pedagogical psychology, which is part of psychology as a science. Pedagogical psychology studies the psychological problems of education and training. Having mastered the basic requirements of pedagogy, the guide actively uses the most effective forms of knowledge transfer to the audience, means of education and upbringing.

An integral part of the guide's skill is the possession of pedagogical techniques. Its constituent elements are:

1. Speech skills (the ability to speak competently, clearly, beautifully). Expressively intonate your speech, express certain thoughts and feelings in speech.
2. Mimic and pantomime expressiveness, precise gestures, expressive looks, smile.
3. The ability to manage your emotional state, to be friendly, benevolent.
4. Possession of elements of directing and acting skills. All this allows the guide to have an active verbal and non-verbal impact on the audience.

Thus, the pedagogical skill of the teacher is manifested in the constant search for creative approaches to children and the choice of means of influencing children and parents.

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