

## CHARACTERISTICS OF PEDAGOGICAL AND PSYCHOLOGICAL EFFECTS ON THE DEVELOPMENT OF STUDENTS' PROFESSIONAL SKILLS

Ph.D., Nigmanova Umida Bahramovna  
Associate Professor of the Department of "Pedagogy and Psychology", Alfraganus University

ABSTRACT	KEYWORDS
In this article, pedagogical-psychological influence possibilities of professional skills of students, internal possibilities affecting the professional development of students, and pedagogical-psychological aspects of influence processes through professional skills are highlighted.	Profession, professional activity, skill, pedagogy, psychology, knowledge, competence, competence, education, spiritual maturity, perfect person, perfect person.

### Introduction

In the framework of the reforms being carried out in the field of education in the Republic of Uzbekistan, the upbringing of the youth, who are the present and future of our country, as mature cadres in their professional activities, is being put forward as an urgent issue. Touching upon the issue of educating socially active and mature youth, the President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed the Oliy Majlis on January 24, 2020: “The constant improvement of the spiritual and educational level of the population, especially our young men and women, is of paramount importance in our society. Therefore, based on the programmatic idea **“From National Revival to National Progress”** , educating young people in the spirit of loyalty to the Motherland, forming initiative, selflessness, and moral virtues in them is a very honorable task.” <sup>1</sup>In this context, it is important to raise the young generation studying in educational institutions to be mature and mature for their strong development in their professional activities.

It is clear that the adoption of the new edition of the Law of the Republic of Uzbekistan "On State Youth Policy" of September 14, 2016 is also aimed at raising a socially active and well-rounded young generation in the context of the reforms being implemented in our country on youth issues.

Article 4 of this law defines the main principles of the state policy on youth;

openness and transparency;

youth participation in the implementation of the state policy on youth;

support and encourage youth initiatives;

priority of spiritual, moral and cultural values;

<sup>1</sup> People's Word: "Address to the Supreme Assembly" of the President of the Republic of Uzbekistan, January 25, 2020, No.19

Determining principles such as non-discrimination of young people has a special place. <sup>2</sup>Because the role of the competence approach in teaching students is of particular importance.

The professional activity of a teacher is a creative process that requires quick thinking, making appropriate decisions and performing appropriate actions in non-standard, unforeseen situations.

In particular, one of the unique aspects of the work of secondary school teachers is the need for a teacher to have sufficient professional and personal qualities, such as conducting educational and organizational work in collaboration with young students, having a correct and clear scientific idea of their personality and team, and effectively organizing their relationships to develop their interests and inclinations.

On the basis of the described general theoretical descriptions, we have developed a model of the desired, i.e. necessary, concept of primary education pedagogues. We carried out our activities in this regard thanks to the study of the activities and work experiences of skilled pedagogues, teachers and organizers, as well as Methodists. Based on the results, a mechanism for developing professional knowledge of students of higher education institutions was developed.

### Work of future professional teacher

Activity	Professional competence	The content of professional competence
1. Knowledge of normative documents on professional skills.	K.1. Understands and implements policy in education.	K.1.1. Knows and can explain the regulations related to his profession. K. 1 . 2 . Can list and explain the policies and factors related to their profession.
2. Develop training programs enriched with professional knowledge, skills, and information.	K.2. Introduces concepts of professional knowledge enrichment into the curriculum.	K.2.1. Knows and can use education and related concepts. K.2.2. Can improve curricula with professional concepts.
3. Organization of pedagogical educational process.	K.3. Can use modern technology in professional activities and in organizing the independent learning process of students.	K. 3.1 . Lists modern technologies, defines their methods. K. 3 . 2 . Can use modern technologies in the educational process.
4. Assessment of students' knowledge and skills.	K.4. Able to use modern methods to assess students' professional knowledge.	K.4.1. It shows exactly which types of ICT to use in assessing student knowledge. K.4.2. It shows how to ensure transparency in the process of assessing student learning.
5. Self-development .	K.5. He can develop himself professionally.	K.5.1. He knows and lists modern technologies in his professional field. K.5.2. He explains how he uses modern technologies in his professional field.

**Figure 1. Mechanism of development of professional knowledge of students**

this mechanism is to train teachers with high professional skills. The mechanism includes several features:

<sup>2</sup> Law of the Republic of Uzbekistan “ On State Youth Policy ” dated September 14, 2016, No. ZURQ-406

1. **First**, the competency approach is an approach that emphasizes learning outcomes. In this case, the learning outcome is not a collection of learned information, but rather the ability of a person to act in various problem situations.

2. **Second**. Professional education is currently based on modern educational technologies that depend on creativity for the implementation of innovations. Professional creativity (creativity in the profession) is the creative ability of a teacher with professional education in his/her activities. Professional creativity determines the modern teaching environment and leads to the development of professional knowledge.

**Third**. The process of developing professional knowledge is carried out on the basis of the subject "General Pedagogy" and a special course .

At the heart of the initial concept called "professional skills of pedagogues", we mean a series of educational activities in a specific order, aimed at developing the psychological foundations of professional skills, which are carried out in specific situations. This method made it possible to cover the important qualities of the concept we intended and to clarify our directions.

As a result of the analysis of special and psychological and pedagogical literature studied within the framework of our research, as well as the experience of teachers of secondary schools, observation, study and sincere conversations with methodologists and leaders responsible for pedagogical practice (the total number of respondents is 54), it became clear that professional skills are a complex system of pedagogical influence on students by teachers, educators and organizers with a specific goal. It should be emphasized that the system of influence has a complex nature, since "the influence of any subject on an object is a qualitatively different manifestation of the psyche of the object being influenced in the process of interaction". As it became clear from our research, the important qualities of the concept of necessary or necessary are: theoretical knowledge of the structure, content and principles of professional skills that form an important basis for the activities of secondary schools. Based on these principles, we defined the concept of necessary or necessary as follows:

**The professional skills of a teacher** are a certain system of efforts successfully mastered by the subject, aimed at developing the student's personality as a complete person, leading to a specific goal with the help of innovative pedagogical technologies. The professional skills of a teacher are a multifaceted complex process, consisting of a certain sequence, a hierarchical system of efforts. Also, professional skills are an important element in the structure of pedagogical activity, a system of separate elements in the form of skills, having an internal complex structure, determined by a common goal.

As is known, any activity involves analysis of the work done, review of achievements and shortcomings, and on this basis, future plans are drawn up. It is important to explain the skills that make up this component with their own unique scores. The complexity of the process of positive solution of pedagogical problems lies in its creation by the teacher. The educational process differs from other types of activity in modeling situations, since the risk of research is observed in a narrow range. " can be explained by the fact that teachers with the same training in subjects solve the same problems at different levels, the presence of skills in different systems, and the formation of the same skills at different levels".

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