

**A MODERN APPROACH TO IMPROVING THE PEDAGOGICAL SKILLS OF
RUSSIAN LANGUAGE TEACHERS**

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Annotation: The article examines the innovative activity of teachers as one of the most urgent problems of modern higher education. It is emphasized that innovative pedagogical practices are transferred and disseminated through pedagogical innovators, while the subjective factor plays a decisive role in the adoption and distribution of innovations. A teacher does not merely introduce new methods but also modernizes and improves them in the process of practical application.

Keywords: profession, psychologist, pedagogical activity, competence, competency-based approach, academic activity.

Today, instead of asking “Who can be considered a good professional?” or “What qualities should an ideal specialist possess?”, it is more important to identify practical technological ways to support professional development and the formation of mastery in one's field. One of the essential components of the competency-based approach is the concept of professional flexibility, which is indispensable for beginning teachers entering their professional careers.

There is a well-known saying among our people: “A person may have a desire to learn, but without a knowledgeable, experienced and devoted teacher, this desire may fade.” Indeed, passionate and dedicated educators are key to guiding students into various fields of knowledge. A teacher must make significant efforts to awaken a student's interest in science.

Each student has a unique worldview, thinking style, and personal interests. Therefore, a teacher must possess strong psychological skills in order to attract and maintain students' attention. This is particularly important in modern higher education. Harsh comments such as “You don't know anything” can discourage students and hinder communication. Sensitive pedagogical tact, encouragement, and supportive nonverbal communication help students express themselves more confidently during lessons.

Education is the foundation of future success, and today's teacher, as a product of the educational system, must be able to participate fully in democratic society and meet the demands of a modern market economy. The main goal of educational processes is to develop individuals with independent and critical thinking skills, openness to new knowledge, readiness for cooperation, and a willingness to seek consultation. Introducing innovative technologies into education is a crucial step toward achieving this goal.

Graduates of pedagogical universities often face various challenges when entering the profession: adapting to a new team, meeting unfamiliar expectations of the administration, understanding students who were taught by different teachers, and adjusting to new working conditions. These challenges reflect the broader problem of social adaptation in the education system. Such difficulties are not limited to novice teachers but occur at various levels of continuing education.

Currently, there is a noticeable gap between the pedagogical requirements imposed on teachers and the level of preparation of university graduates. Mismatches also exist between existing teacher-training systems and the professional-creative characteristics expected from modern teachers.

Today, competency-based education is recognized worldwide as a leading educational model. Based on this approach, new state educational standards and curricula are being developed in our country. Competency-based learning fosters active citizenship, initiative, media literacy, the effective use of information and communication technologies, professional self-determination, healthy competition, and intercultural communication skills.

Concepts such as competence, competency, and competency-based approach have gained particular significance in the modern educational paradigm. According to psychological and pedagogical literature, competence is a complex interdisciplinary concept. Besides providing professional knowledge and skills, teacher education should also cultivate diligence, patriotism, empathy, kindness, respect for cultural and religious values, and responsibility—qualities that form the social and professional motivation behind choosing the teaching profession.

The rapid globalization processes of the 21st century and ongoing educational reforms impose new responsibilities on the pedagogical community. Consequently, both the number of teachers and the social expectations of their work continue to grow. Pedagogical activity, as a type of socially significant activity, is aimed at achieving educational goals through the interaction between teacher and student. Its effectiveness largely depends on the teacher's professional and pedagogical competence.

Scientists conditionally divide professional pedagogical competencies into several key components, among which are:

Communicative competence — the ability to communicate effectively in society, including mastery of one's native and foreign languages.

Civic and social competence — awareness of and active participation in social processes and events.

J. A. Comenius considered teaching to be an exceptionally significant profession. He emphasized that “only a highly cultured, educated and moral person can become a teacher.” The success of education, in his view, depends on the teacher's culture, mastery of teaching methods, enthusiasm for the profession, and sincere love for children.

In recent years, improving teacher training has become one of the central themes of pedagogical research.

According to A. V. Khutorskoy's concept of learner-centered productive education, the main functions of the teacher include: organization, communication, diagnosis, guidance, activity facilitation, assessment of learning products, pedagogical reflection, socialization, and designing educational processes tailored to the learner's capabilities.

Literature

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