

**METHODS OF FORMING PEDAGOGICAL TECHNIQUES IN SCIENTIFIC
RESEARCH WORK**

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Annotation

As this article delves deeper into the secrets of the success of a skilled teacher, the accuracy of the methods of pedagogical influence in his work, the ability to artistically set and solve various practical tasks, and special skills here: the ability to consistently involve students in educational activities, the ability to ask questions, the ability to communicate with a team and an individual, observation, the ability to organize a team, and the ability to control one's mood, voice, facial expressions, and actions play an important role.

Keywords

concept of controlling one's own behavior, mimicry, pantomime, attention, observation, imagination, speech technique, speech breathing, voice adjustment and control, diction (pronunciation), speech pace, didactic, organizational, constructive, and communicative skills.

As we delve deeper into the secrets of the success of a skilled teacher, we become witnesses of the accuracy of the methods of pedagogical influence in his work, the ability to artistically set and solve various practical tasks. Here, special skills play an important role: the ability to consistently involve students in educational activities, ask questions, communicate with a team and an individual, observation, organize a team, control one's mood, voice, facial expressions and behavior. Pedagogical technique serves to ensure the appropriate harmony between the inner content and external expression of the teacher's activity. The teacher's skill is manifested in external expressiveness in accordance with spiritual culture and pedagogical goals. Thus, technique is a set of methods, special skills. Its tool is non-verbal means of speech and communication. We will study the components of pedagogical techniques in two groups: 1 - the components of the group include skills related to the management of the teacher's behavior. These are - controlling one's own body (facial expressions, pantomime); managing emotions and mood; social-perceptual abilities (attention, observation, imagination); speech technique (breathing, voice control, pronunciation, speech rate).

2 - the components of the group are related to the skills of influencing the team and the individual, as well as the technological aspects of the educational process. These are didactic, organizational, constructive, communicative skills, setting requirements, managing pedagogical dialogue, technological methods of organizing the creative work of the team. Taking into account that the technology of the lesson and educational process will be covered in detail in the following topics, in this topic we will dwell only on issues related to the organization of the teacher's behavior.

Typical shortcomings in the work of young teachers. Studies of teacher activity have shown that there are several typical shortcomings in the work of teachers who have just started working. Many of these losses of teachers are due to the inability to have a free conversation with students and their parents, to harbor anger or, conversely, to show it, and to lack of trust. In their work about their first lessons, students wrote that they were worried about their speech, were too strict, were afraid to speak openly, walked from one side of the board to the other, did not allow excessive movements in hand movements or were frozen in place, did not know where

to put their hands. Many students have such situations as hunched shoulders, awkward hand movements, and playing with various unnecessary objects in their hands.

The main shortcomings in the vocal technique are monotonous speech, lifeless, dry speech, lack of expressive, figurative reading skills. Many individual shortcomings in speech are associated with the uncertainty of pronunciation, the inability to find the optimal pitch of the voice. All these shortcomings affect the effectiveness of the teacher's work. Starting to eliminate them in the process of students' education in a higher educational institution is one of the important factors in preparing the teacher to lead the educational process. Both hairstyle, clothing, and decorations on clothes should be subordinated to the pedagogical task - the requirement of effectively influencing the formation of the personality of the student. The teacher should act based on the norms and conditions, while having the right to use makeup, various decorations and jewelry. The aesthetic appearance of a teacher is also influenced by the kindness and openness of the face, the moderation and composure of actions, posture, and gait. Even the way you enter the classroom, look at the children, how you push the chair, and walk around the classroom - these "little things" show your ability to influence the student. From all your actions, gestures, and gaze, they should feel great strength and confidence in themselves. It is only when you are confident, kind, and calm that you can be understood as a person and become significantly stronger as an educator. What are the specific requirements for the teacher's appearance, facial expressions, pantomime, and posture? How can these be controlled? Because all these elements depend on the internal state of a person, and you need to start by learning the technique of controlling your own creative mood.

Managing your emotional state. The implementation of pedagogical communication in front of many people, in a demonstrative manner, usually causes a feeling of "muscle tightness", distrust, fear in young teachers. Working under the gaze of many people affects the consistency of the teacher's thoughts, the state of the speech apparatus. All this requires psycho-physiological preparation for the communication being built, controlling one's emotional state during the communication process. The ability to control oneself can be checked using the following test.

When the time comes, it will be useful to follow V.A. Sukhomlinsky's advice on mental balance. "Do not allow excessive seriousness and excess of extraneous feelings; turn to humor; look to the future with confidence, be sincere. The conditions for the development of such qualities are: a deep understanding of the social significance of one's profession, the development of a sense of duty, pedagogical acumen, as well as the desire to analyze oneself and make an adequate assessment of oneself." All these methods of self-psychological and physical control are associated with the integral formation of a person's orientation. Indeed, without changes in this area, the effectiveness of subsequent methods will be low.

At this point, we also found it necessary to talk about the hygiene of the teacher's voice. Special studies show that people with professions related to voice have a higher probability of developing diseases of the vocal apparatus. This indicator for teachers is 40.2%. The causes of voice quality deterioration are various. Four main types are distinguished: high daily voice consumption, lack of skill in using the vocal apparatus, non-compliance with hygiene rules, congenital weakness of the vocal organs. Voice deterioration as a result of straining is mainly due to the fact that the teacher speaks alone for more than half of the working time, and also speaks louder than usual during lessons. The increase in voice intensity is due to the need to suppress classroom noise. Usually, classroom noise averages 55-72 decibels, while healthy voice intensity is up to 65-74 decibels. When voice strain is associated with poor use of the speech apparatus, this condition manifests itself when greeting students. In this case, the teacher speaks with a short exhalation, that is, with the remaining air in the lungs. If speech does not have sufficient respiratory support, the exhaled breath becomes short, as a result of which the teacher

has to breathe frequently. In this case, the teacher, breathing through his mouth, inhales uncleaned, unmoistened air, which dries and irritates the mucous membrane of the throat and larynx and leads to a hoarse voice.

To prevent such occupational diseases, it is necessary to engage in voice hygiene and observe certain conditions of work at school. After the end of the working day, the teacher should refrain from speaking for a long time for 2-3 hours. If necessary, it is required to speak in a low voice and limit himself to short phrases.

When drawing up a lesson schedule, it is necessary to take into account that in teachers with up to 10 years of experience, the vocal apparatus gets tired in 3-4 hours and can return to its original state only after 1 hour. In teachers with a high level of experience, this can happen in 2-3 hours. They need to rest their voices for up to 2 hours.

Particular attention should be paid to the health of the upper respiratory tract, nervous system and diet, as the vocal apparatus is sensitive to sharp, bitter foods. Very cold or very hot, spicy foods, alcoholic beverages, smoking lead to redness of the mucous membrane of the mouth and throat. To prevent dry throat, experts recommend rinsing with a mixture of baking soda and iodine.

So, after objectively assessing our speech capabilities, we should regularly practice on ourselves: controlling our breathing, developing correct pronunciation, tempo (speed of speech), and strengthening the vocal cords. The teacher's voice should be bright, juicy, resonant, clear, attracting attention, inviting observation and activity, and not dull. However, if the teacher's pedagogical activity is not imbued with a deep sense of civic dedication and patriotism, then no matter how perfectly he masters the technique, his speech and behavior will reflect falsehood and insincerity. Therefore, internal truth is of great importance in pedagogical technique.

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