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**PEDAGOGICAL SKILL IN THE FORMATION OF THE ABILITY TO KNOW A
FOREIGN LANGUAGE**

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Annotatsiya. *Ushbu maqolada ta'lim muassasalarida til bilish qobiliyatini shakllantirishda pedagogic mahoratning o'ziga xos xususiyatlari yoritib berilgan.*

Kalit so'zlar: *pedagogik qobiliyat, pedagogik mahorat, xorijiy til, bilim, ko'nikma va malaka, ta'lim sifati.*

Аннотация. *В данной статье освещаются особенности педагогического мастерства в формировании языковых навыков в образовательных учреждениях.*

Ключевые слова: *педагогическая компетентность, педагогическое мастерство, иностранный язык, знания, умения и навыки, качество образования.*

Abstract. *This article highlights the peculiarities of pedagogical skill in the formation of language proficiency in educational institutions.*

Keywords: *pedagogical skills, pedagogical skills, foreign language, knowledge, skills and qualifications, quality of education.*

Learning is an incredibly complex process. The effectiveness of education depends on the activity of the teacher and the student-pupil, the availability of educational resources, organizational, scientific, methodological perfection of the educational process, the need for knowledge of people in society and other factors that have not yet been identified. To form a teacher's pedagogical skills, first of all, it is necessary to organize pedagogical work on a scientific basis. To do this, it is necessary to take into account the desires and interests of the teacher, to harmonize his aspirations and other external factors, to increase his activity depending on his profession and personality characteristics. This requires careful research, observation, study of experience, analysis and conclusion.

Every teacher of foreign languages should be experienced, know his subject better than other subjects, and a well-rounded specialist, have such qualities that could help him master the audience, be able to present every foreign word as a native. The most important condition for improving the educational process at the university is the improvement of pedagogical skills, which is the core link of any pedagogical system. The pedagogical skill of a teacher is the possession of professional knowledge and skills that allows a specialist to successfully solve professional tasks. This is knowledge of the peculiarities of the pedagogical process, the ability to build it and set it in motion. A special place in the structure of the teacher's skill is occupied by pedagogical technique. This is the set of skills and abilities that is necessary for the effective application of the system of methods of pedagogical influence on individual students and the team as a whole. The ability to choose the right style and tone in dealing with students, the ability to manage attention, a sense of pace, management skills and demonstration of their attitude to the actions of students. To become a master, a creator, a teacher needs to master the laws and mechanisms of the pedagogical process. This will allow him to think, act, analyze pedagogical phenomena, dissect them into their constituent elements. Mastering pedagogical skills is available to every teacher, provided that they work purposefully on themselves.

Pedagogical mastery is a fusion of personal and professional qualities. Professionally significant personalities of a teacher are a complex of socially demanded qualities and abilities of a person that allow them to effectively implement modern educational goals. The success of a foreign language teacher depends on the level of professionalism. A professional is a specialist who has mastered high levels of professional activity, makes his individual creative contribution to the profession, has found his individual purpose, stimulates interest in the results of professional activity in society and increases the prestige of his profession in society.

In modern conditions, a teacher must have creative qualities. Professional maturation, personal development as a specialist is manifested in the process in its essence. Pedagogical mastery is an art based on continuous improvement, improvement of educational work, inherent in every teacher. This

art is characterized by systematic regulation of cognitive activity, control and elevation over one's own work. It provides for the effective application of pedagogical and psychological theories.

Professionalism is an integral characteristic of a person as a person, a subject and as a professional. The skills of a foreign language teacher are divided into constructive, organizational, communicative, including didactic and organizational.

Constructive skills help the teacher of foreign languages to plan their activities, organizational skills are associated with the direct implementation of their planned plans; the teacher should be able to organize both their activities and the activities of students.

Didactic skills are the skills of a foreign language teacher to clearly and intelligibly explain new material to students, demonstrate foreign language skills.

Organizational skills will allow the teacher to correctly and accurately conduct a well-thought-out training session, implement the planned event. In the process of fostering interest in foreign language classes, they usually proceed from the essence of the general system of educational work, as well as from the peculiarities of the age of the trainees.

The conditions of training and education of students determine the interests of students in activities, contribute to the formation of personality. Pedagogical skills are based on the professional level of the teacher, his general culture and pedagogical experience. For a teacher, the most important link of his professional activity is the practice of education, training and development of the younger generation. Pedagogical mastery consists not only of knowledge of the subject, professional competence and pedagogical technologies, but also of style, creativity, thinking, experience and many other factors.

The first condition for the formation of pedagogical skills of a teacher is activity. After all, the activity of mastering and improving pedagogical skills is a leading factor. After all, work, knowledge, skill, creativity are the main criteria of human life and activity. This criterion is realized through everyday work, activity. In the process of work, search, that is, in the process of practice, successes will be achieved, skills will be acquired. Every teacher seeking to learn the secrets of professional skill should, first of all, strive to master pedagogical knowledge and information, try to visualize all aspects of their work and analyze, evaluate the results, try to understand the essence of the mistakes and shortcomings. These cases, of course, are carried out through activities. Pedagogical activity of a teacher plays a key role in mastering pedagogical skills. Pedagogical skills are inextricably linked with pedagogical activity.

The following qualities are inherent in a knowledgeable teacher:

- interaction with social actors, cultural dialogue;
- in the process of searching for information on the specialty, their processing based on the content of education and professional activity;
- the ability to use them effectively, transfer educational information to students.

Pedagogical activity is carried out in connection with the influence on them in the educational process on the student youth. As a result, students are trained, their personal qualities are brought up, psychological characteristics are developed. At the same time, the student will improve as a mature specialist. Therefore, in the process of professional activity, a teacher, i.e. a teacher - educator, organizer, instructor, propagandist, collector and transmitting information, should act as a factor of personal characteristics and professional skills. All this directly and indirectly affects the formation of pedagogical skills.

If the pedagogical activity is clearly visible, then the teacher clearly sees and tries to solve the tasks of training, education, development. The activity in this process spiritually prepares the mind, determines the means of influence, controls, analyzes, evaluates the results and determines new tasks.

The ability to quickly and easily transfer training programs that are directly or indirectly distributed by the teacher in the educational process, the ability to effectively use and apply them in practice, act responsibly during the task, achieve the goal and achieve their short-term physical activity. One of the important aspects of the formation of professional pedagogical skills is taking into account the structure of the professional capabilities of the teacher.

So, professional skill has been and remains an important pedagogical phenomenon for each period. Prospects for improving pedagogical skills are solved, first of all, by mastering philosophical, pedagogical, psychological, physiological knowledge, obtaining extensive, deep and perfect knowledge on the subject, their creative study, systematic implementation in their activities and the implementation of theoretical and practical interrelationships. After all, pedagogical skills are improved by mastering certain necessary information.

Indeed, in order to improve pedagogical skills, first of all, it will be necessary to arm yourself with the scientific and theoretical foundations of the educational subject, master its methodology, understand and implement the goals and objectives of educational education, master computer literacy, clearly plan independent cognitive activity, become the owner of pedagogical thinking, master pedagogical technique, master social activity and methodological culture and other information. Every young teacher starting pedagogical activity will first have to take care of the formation and improvement of their professional skills, not to be afraid of the difficulties that arise along the way, not to fall into perplexity.

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ORGANIZING CLASSROOM FOR STUDENTS WITH SPECIAL NEEDS

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Аннотация. Ушбу мақола алоҳида таълим эҳтиёжлари бўлган талабаларни дарсга жалб этиши масаласини таҳлил қилишга қаратилган. Ушбу тадқиқотга ҳисса қўшган ўқувчилар махсус таълимга муҳтож эканлиги асосланди. Маълумотлар таҳлил қилинар экан, мактаб томонидан ишлаб чиқилган жараёнга қўшилиши борасида кўп ишлар қилиниши, ушбу жараёнида оиланинг ёрдами юқори самара бериши далилланди.

Калит сўзлар: ўқитишни қўллаб-қувватлаш, инклюзивлик, махсус таълим эҳтиёжлари, асосий таълим, марказий эшитиши бузилиши, ижтимоий интеграция.

Аннотация. Эта статья призвана описать реальность включения учащихся с особыми образовательными потребностями. Проблема, которая способствует этому исследованию, была основана на представлении о том, что существует мало инициатив, чтобы дать учащимся с особыми образовательными потребностями право голоса на протяжении всего базового образования. При анализе данных было отмечено, что предстоит еще большая работа в процессе включения в процесс включения в процесс, разработанный школой, а также результативность семьи в этом процессе поддержки и сопровождения.

Ключевые слова: преподавательская сопровождения, инклюзивность, особые образовательные потребности, базовое образование, центральное слуховое расстройство, интеграция в обществе.

Abstract. This article aims to describe the reality of inclusion of students with special educational needs. The problem that contributes to this study was based on the notion that there are few initiatives to give students with special educational needs a voice throughout basic education. It was noted with the analysis of the data that more work remains to be done in the process of inclusion developed by the school, as well as the performance of the family in this process of support and follow-up.

Key words: teaching support, inclusiveness, special educational needs, basic education, central auditory disorder, social integration.