

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF SUGGESTIVE ABILITIES IN FUTURE TEACHERS

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Annotation: In this article, there is a classification of pedagogical skills and the socio-pedagogical necessity of their development in teachers, improving the system of training pedagogues today, improving the skills of pedagogues, developing pedagogical skills and abilities. Each pedagogical ability has its own characteristics, and it is explained that it is necessary for a pedagogue to know them and to be able to develop these abilities.

Keywords: sports, folk traditional values, intercultural relations, practical skills, continuous education, individual qualities, economic development, educational standards, education and training, scientific-methodical, subjective innovation in students.

Introduction. The current social and political life on a global scale is the stage of the development of the individual society, which has such a characteristic that it is not military power, but the psychological characteristics, suggestive abilities, volitional qualities, intellectual potential, intelligence, thinking, new techniques and technologies of the individual that are decisive. becomes important.

The ability is present in all people, and it is not uniform, one is high, one is medium, and one consists of certain levels. We can't find talent only in mentally retarded people. The activity of a school teacher is aimed at restoring the human personality. In order to work successfully, every teacher must have pedagogical skills. The owner of pedagogical skills spends little effort and achieves great results. Ability appears and develops in the process of activity, and in order to develop ability, it is necessary to have ability, intelligence, talent, i.e., anatomical and physiological characteristics of the human nervous system. Some mental processes of the teacher form such a complex of personal qualities that it can be called pedagogical ability. These abilities cannot be said to consist of certain psychic properties. Ability is an individual-psychological characteristic that is considered a condition for the successful implementation of a certain activity and is manifested in the differences that arise in the process of acquiring the necessary knowledge, skills and abilities. Ability appears and develops in the course of work. That is why it is of particular importance for future teachers to have skills, especially pedagogical skills, in the process of teaching. Pedagogical ability is the personal-individual characteristics of the teacher, which are necessary for the successful implementation of pedagogical activity, and represent the superiority of the levels of opportunity. The main requirement for a pedagogue is the presence of pedagogical skills.

Methods. According to the explanatory dictionary of "social pedagogy" terms, "suggestiveness (lat. - persuasion) is the process of correcting the psychosomatic state of the client aimed at changing the emotional and motivational sphere, cadres and pragmatic rules, softening the emotional response"[1] will be charged. This concept has gone far beyond the scope of psychotherapy and is actively used in such fields as pedagogy, social psychology, sociology, management and diplomacy.

Also, in the manual "Fundamentals of speech culture" by research scientist T. Kudratov, he defines suggestiveness as follows: suggestiveness is "the property of the voice to express excitement and thereby influence the behavior of the listener, regardless of what words are spoken"[2] is said to be.

Suggestibility is the psychological influence of one person on another (or group) in the process of influencing one's beliefs and decisions to some extent. Under its influence, a person loses his motivation and cannot control the influence directed at him. In a person's calm state and in such moderate conditions, suggestia will show its result. Subgestia is short in a state of high arousal and/or anxiety. Different people have different degrees of receptivity to different degrees of receptive influence and different degrees of ability to submit to it.[3] It is necessary for the teacher to know the main factors that help absorption. These are: insecurity, anxiety, restlessness, low self-esteem, feeling imperfect, high emotionality, impressionability, weak logical thinking, trust in authority.

Suggestiveness is the basis of pedagogical communication. In the process of pedagogical communication, open absorption (trust me), (now you will believe yourself), as well as closed absorption - symbols, principles, signs, room equipment and similar tools with visual and emotional impact. absorb using In general, a pedagogue should have mastered all of the indicated communication models and be able to use them correctly in the necessary places for a coherent activity.

That is why the ability to suggestiveness is very necessary in pedagogical activities. It should be recognized here that ability differs from competence and competence. If skill and perseverance are the result of training and study, then for the development of ability, it is also necessary to have talent, ability and intelligence, that is, anatomic-physiological features of the human nervous system.

Suggestiveness is the basis of effective pedagogical activity and quality of education. In order for the pedagogical activity to be effective, the teacher must have the following types of abilities:

1. The ability to know. - A teacher who has acquired such ability knows the subject not only in the scope of the training course, but much more widely and deeply, he always follows the discoveries in the field of his subject, knows the material from thread to needle, is interested in it, and carries out scientific research.
2. The ability to explain is the ability to explain educational material to students in an understandable way, to arouse interest in students to think independently. The teacher should be able to change the educational material when necessary, to make the difficult thing easy, the complex thing simple, and the unclear thing comprehensible to the students.

A pedagogue with developed suggestive ability takes into account the level of knowledge and maturity of students, imagines what they know and what they do not know, what they have forgotten. a competent, experienced teacher can put himself in the place of the student, he works on the basis that things that are clear and understandable to adults can be difficult and abstract for students to understand. Therefore, he plans the form of the statement separately.

3. Observability. - psychological observation related to the ability to understand the personality of the student and his temporary mental states very well. Such a teacher can appreciate subtle changes in the student's mood based on small signs, minor external signs. Pupils say about such a teacher: "He looks like he's not looking, he sees everything!", "He knows by his eyes that the pupil is upset or not preparing for the lesson!" - they say.
4. Speech ability - the ability to clearly and clearly express one's thoughts and feelings with the help of speech, as well as by means of gestures.

The teacher's speech in the lesson is always aimed at the students. Whether the teacher is explaining new material, analyzing or criticizing the student's answer, his speech is always distinguished by his inner strength, confidence, interest in what he is talking about. The teacher's presentation is aimed at

maximally activating the students' thinking and attention, asking questions and encouraging them to give correct answers gradually, increasing the student's attention and activating their thinking. ("Pay special attention to this place!", "Think about it!"). Also, appropriate puns, humor, and light sarcasm enliven the speech and are quickly absorbed by the students.

The teacher's speech should be clear, vivid, figurative, pronounced, expressive, emotional, without stylistic, grammatical, phonetic defects. Some students tend to speak quickly, while others tend to speak slowly. However, it should not be forgotten that moderate, lively speech gives good results for students' learning. Haste interferes with learning the material and tires children quickly. Excessively slow speech causes laziness and boredom. Excessively sharp and loud speech breaks the nerves of the students and makes them tired quickly. The weak voice of the teacher is poorly heard. Finally, repeating the same gestures and actions over and over again gets annoying.

5. Organizational ability means, firstly, to organize and unite a group of students, to motivate them to solve important tasks, and secondly, to organize their own work. Being able to organize one's work means being able to properly plan and control one's work. Experienced teachers have a special sense of time - the ability to correctly distribute work according to time, to meet the set deadline. Unexpected overtimes are sometimes found during the lesson. But an experienced teacher can change the lesson plan if necessary.
6. The ability to gain reputation is to have a direct emotional and voluntary impact on students and to gain reputation on this basis. Reputation is earned not only on this basis, but also on the basis of teachers' good knowledge of science, kindness, gentleness, etc. This ability is related to the totality of the teacher's personal qualities, such as his willpower (boldness, endurance, determination, demandingness, etc.), as well as the responsibility of teaching and educating students. It also depends on the ability to believe that it is true, and to be able to convey this belief to the students.

Results. In addition to the above-mentioned skills, a teacher should also have a number of positive qualities, such as goal-setting, persistence, hard work, and humility. The noted abilities of the teacher are necessary for him to function as a perfect professional in the society with a deep understanding of the essence of social development.

Development of suggestive skills in future teachers gives them the opportunity to show their personality. Suggestive qualities are seen in the manifestation of willful qualities of the teacher and the student. Because expressive tenacity is the basis of suggestiveness. Volitional qualities are formed during the formation and acquisition of life experience of the personality and are an important practical task for every student, parent and teacher. As a person who has his own personal thoughts and principles in the current and future life of the growing young generation, he must be able to avoid various harmful habits and vices (smoking, alcoholism, drug addiction, etc.), study and Since the ability to overcome existing difficulties in educational processes in complex situations depends on the degree to which the system of voluntary qualities of each person is developed, the solution of this task is the effectiveness of the student's current and future educational process, which is constantly becoming more and more complicated and It is directly related to the activities of the expanding classroom.

Behavior formed on the basis of suggestive abilities is goal orientation, self-control, refraining from one or another action when the situation arises, that is, mastering one's own behavior. The ability to control one's behavior is an important characteristic of an adult. "We can talk about the formation of a person only after acquiring personal behavior," writes LSVygotsky.[4]

Suggestive adjectives are a feature of the will order, a manifestation of the character in a specific situation that requires overcoming difficulties.[5] According to the Russian scientist AS Puni, "... the

volitional qualities of each person appear as a whole system, but the structure of volitional qualities changes in different individuals, even as a result of the same person engaging in different activities.

Therefore, volitional qualities are expressed as an interrelated, affected, moving, dynamic system".[6] Volitional qualities are a specific aspect of volitional control that is manifested in specific situations related to character, formed in overcoming difficulties and become personal characteristics. Therefore, the willpower qualities of future teachers mean their perseverance in overcoming difficulties and it is manifested in concrete situations. Physical education organized on the basis of innovative approaches prepares students to strengthen their will in specific situations.

Discussion. It follows from the above points that suggestibility is endurance, perseverance and patience, which is manifested on the basis of the inner strength of a person. The development of such suggestive qualities in future teachers creates a foundation for success in their pedagogical activities.

In general, suggestive skills mean the polishing and training of the teaching activities and behavior of future teachers. Because suggestibility is an important feature of human activity, behavior and behavior, an important factor that determines the content of his life. Consistency of activity and behavior is observed in a person with strong suggestibility. The feeling of confidence in the achievement of the goal set before the person is the strength of the will and the main criterion. After all, firm belief creates the basis for overcoming difficulties on the way to the goal, both physically and mentally. Each person has all the opportunities to develop suggestive will and educate it independently. The sooner the process of consciously cultivating the qualities of suggestibility begins, the more success can be achieved.

If we look at the scientific psychological literature, they tried to explain suggestive abilities in different interpretations, and below we will discuss their psychological description.

Courage- a high level of self-control, which is evident in the struggle against unusual difficulties in difficult and dangerous conditions. It takes courage, endurance and determination. It was considered an important component of suggestive abilities, because the moral courage of the pedagogue plays an important role in the manifestation of his suggestive ability.

Pursuit of a goal- in suggestive relationships, a person's understanding of the goal plays the most important role. The greater the importance of a person's goal, the more active he will be to achieve it. Pursuit of a goal is the ability of a person to focus all his energies on the goal he has set for himself, to subordinate his actions to the task of achieving the goal, to strive to achieve the goal despite any difficulties and obstacles. Consistent pursuit of the goal develops the suggestive ability of the pedagogue. Because suggestibility is manifested on the basis of steady progress towards a specific goal.

Self-control- self-restraint is also considered one of the qualities of suggestibility. Such suggestive qualities are embodied in a person's ability to control himself, his actions, feelings, and behavior. A self-possessed, patient person can force himself to fulfill his vows. But in this, he does not give free rein to his desires and inclinations that oppose the decision he made. He manages to control his behavior, he knows how to stop himself from doing wrong, thoughtless things. Self-control is a quality of will that is reflected in a person's ability to control his actions, feelings, behavior, activities, behavior, etc.

Perseverance –is an important tool that shows the suggestiveness of the pedagogue's persistence. Because persistence is an important tool in the art of persuasion. A person's ability to mobilize his capabilities for a long struggle with difficulty. Some of the problems, due to their complexity, require a person to be calm, serious and detail-oriented, think through and deal with intelligence, while others are very quick and fair to make a decision and immediately go to work to solve the task. requires

access. When we see the results of the actions and activities of determined or determined people, we look at them with envy, in some sense we admire them, or, on the contrary, we feel sorry for the plight of stubborn, indecisive people. Based on the above considerations, this psychological concept can be defined as follows: persistence is the ability of a person to quickly understand the objective and subjective situation, evaluate it rationally, and make a timely, well-thought-out, solid, It is a willful quality (virtue) that consists in making a mature decision, without any hesitation, boldly starting to do it.

Discipline- this is the conscious submission of one's behavior to social norms and established order. Suggestiveness in pedagogical activity, that is, the art of persuasion, takes place on the basis of strict discipline. Because suggestiveness is a product of disciplined pedagogical activity.

Sabotage- it takes a lot of time and certain difficulties (obstacles) to implement (fulfill) the decision made by a person in a specific situation, activity, behavior and behavior process and to achieve the goal he has set for himself. It is a sign of will that is embodied in its unwavering pursuit, despite the need to overcome. This is an important part of suggestiveness. Because the art of persuasion is based on consistency. Persistence is required along with suggestibility in breaking down different views, ideas, theories and stereotypes.

Independence- this is from a person's personal initiative to make a decision and implement it, from the individual's independent choice of effective methods and ways of implementing the decision, his knowledge, skills, abilities in each job (activity), intellect, worldview and faith is considered to be a voluntary quality.[7]

Obligation- (execution) - a willful quality manifested in the clear, strict and systematic execution of decisions. Initiative is the ability to make attempts to implement ideas that arise in a person.

The qualities described above are considered to be suggestive, mental and emotional qualities of a person and show his mental and spiritual strength and power. Based on the development of these suggestive abilities, future teachers will be able to improve their pedagogical skills.

Identification of gifted young people on the basis of differentiation and individualization of education envisages the creation of conditions for gifted young people to consistently receive fundamental and special education at the highest level of education. This creates norms that should be relied upon and not forgotten in the development of professional and methodical training of future teachers.

Today, as a result of the teacher's view that his task is to give new knowledge to students, little attention is paid to the comprehensive development of students' cognitive abilities. Students' activities in the educational process are manifested through their mental activities, such as listening carefully to the lessons, analyzing the educational material, comparing and drawing conclusions. It is known that in traditional education, students used to listen to ready-made, organized information given by the teacher in lectures and practical sessions, and received knowledge on the basis of ready-made instructions. In the process of such reproductive education, students engage in activities such as memorizing proofs written by the teacher, repeating what they heard from the teacher, and become simple observers and listeners of the educational process.

Therefore, a technological approach to education aimed at developing suggestive abilities creates the following opportunities.

- ✓ managing the pedagogical process and targeting results with great accuracy;
- ✓ analysis and systematization of practical experience and its application on a scientific basis
- ✓ complex solution of educational and socio-educational issues;
- ✓ providing favorable conditions for personal development;

- ✓ reduce the impact of unfavorable situations on a person;
- ✓ optimal use of available resources;
- ✓ selection of effective technologies and models of solving social pedagogical problems and development of new ones.[8]

For this, first of all, it is appropriate to consider the current state of the effective organization of educational institutions, the existing situation and the factors affecting it. Today, special attention is being paid to the effective organization of the activities of educational institutions, raising the status of the teacher in the society, creating conditions for his high-quality practical activity, material and moral stimulation. All these actions should improve the daily educational practice, first of all, in terms of content, as well as form, and in the end, it should be reflected in the moral education, knowledge and level of students. In order to fulfill this task, it is important to analyze the current situation in the teaching of each subject and identify the achievements and shortcomings.

Conclusion. In short, the ability to inculcate their own science, thoughts and opinions in students is formed based on the development of suggestive skills in future teachers. The ability to absorb is a much-needed tool in today's distraction-filled learning environment. Processes considered important in the development of a student's personality include education - independent education, education - self-education, information - independent information, along with development and educational relations, in the family, neighborhood, education the need to take into account the process of interaction that occurs in the educational institution and between peers as a component of the education and training processes, suggestive ability - to have a mental and emotional-volitional influence on students, to make them It is seen in the ability to convince of one's capabilities, and in the process of education and training, the formation and development of critical and analytical thinking skills in students: to be open and wide-eyed; analysis and objective assessment; analyze, compare and understand the importance of new concepts; mastering events and tools; creates opportunities for the formation of a new outlook.

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