

PEDAGOGICAL ETHICS AND PEDAGOGICAL ETHICS

Mamarajabova Yulduz Chorshanbi kizi

Student of primary education group 20_04

Scientific supervisor: Bobomurodov Sirojiddin

Termiz State Pedagogical Institute

Abstract: In this article Pedagogical tenderness and pedagogical ethics, understanding of Pedagogical tenderness, factors ensuring the continuity of Pedagogical tenderness are highlighted.

Basic concepts: Pedagogical delicacy; behavior; perfect person; demandingness and strictness; ethnopedagogical feelings; information process; rude and rude words; a sense of confidence; relativity and subjectivity; cordiality; pedagogical tact; extroverted individuals; introverted individuals; communicative culture of the teacher; a model of high manners; politeness; cuteness;

9.1. Concept of pedagogical sophistication.

It is an extremely difficult process for a teacher to be able to organically integrate into the environment of students. But his pedagogical activity is carried out directly among students. Strengthening the mutual relationship with feelings of trust and friendship requires serious psychological preparation from the teacher. For this, the teacher must first of all express his attitude to the pedagogical situations, which consist of students of different characters, which often change during the course of the class, and give him a fair assessment. He correctly perceives the behavior of students, can foresee the situation in advance, keeps the educational method in place, is gentle in dealing with students, patience, kindness that comes from our national tradition and way of life. and must be able to show the feelings of diligence, humanity and kindness.

Pedagogical politeness means that the teacher observes the rules of behavior and manners, showing the moral and spiritual image of the teacher. Pedagogical delicacy is a means of organizing the teacher's interaction with students. In psychological terms, femininity is a set of personal human feelings embodied in a single stable image of a person.

Pedagogical femininity standards require the teacher to have high human qualities. After all, one of the main goals of the reform of the education system is the education of a perfect person, which is declared as the priority direction of the state policy. It is the teacher's responsibility to bring up educated, enlightened young people who have a high level of consciousness, who can think independently, and whose behavior will be an example to others. Therefore, it is necessary for the teacher of the present democratic society to be a well-rounded human being, possessing excellent knowledge, and a master of his profession. Pedagogical sophistication in the behavior of the teacher is not a process that ends in a certain period of time, its factors are constantly refined as a result of the development of society.

Factors ensuring the continuity of pedagogical excellence:

- > Pedagogical sophistication is a process that is refined and improved throughout the entire pedagogical activity of the teacher
- > Pedagogical delicacy usually has a completed form ho'l may. continuously enriches at the

expense of human qualities

> the teacher can change the components of pedagogical sophistication depending on the social environment and people's way of life, customs;

> it is necessary for the teacher to always strive to master the subtle aspects of pedagogical sophistication

> the teacher brought the pedagogical delicacy to the most convenient form for him in the interaction with each student and kept it in a certain balance

> his sincere love for his profession, honesty, truthfulness, moral purity, humanity, humility.

Sincere treatment is a necessary requirement of pedagogical delicacy

on the basis of pedagogical delicacy, the teacher's kindness embodies the feelings of demandingness and strictness in education

> on the basis of pedagogical sophistication, the teacher enriches the norms of pedagogical etiquette and ethics with his worldview and moral experience

A teacher's pedagogy should be a fair assessment of every situation in the process of education and upbringing, a correct understanding of the student's behavior, perseverance and fortitude, self-control, patience, sensitivity, conscience. , it achieves by embodying features such as oriyat. Only a teacher who loves his profession in pedagogical activity devotes all his energy, light of heart and warmth to this work and achieves good results in his work. Loving children, caring for them are important qualities that show the moral image of a teacher.

The teacher meets with the students almost every day, answers questions, approves their good behavior and good deeds, evaluates their knowledge, reprimands them for bad behavior, and when necessary, recommends educational methods.

Pedagogical sophistication requires constant research and creativity. A teacher who is in constant creative search acquires research skills and qualifications, can freely think about the problems of science, ethics and psychology of education.

The teacher should try to penetrate the system of students' communication with adults to a certain extent and learn their internal rules. This is done by talking with students, studying their character, observing their relationships with peers and adults, jointly analyzing various events and problems in the lives of students, and expressing their opinions about the events happening in their environment. based on knowledge. In this way, students have the opportunity to learn about hidden events and events that happen in the community, which are not known when observing from the outside. As a result, the teacher can involve the students themselves in solving the task in front of them in the educational process.

In order to achieve positive results, the teacher must be able to gain the trust of the students. In order for a young student to gain the trust of "friends" or gain the trust, the teacher should be able to maintain the possibilities of pedagogical delicacy. After establishing a relationship of mutual trust, students turn to the teacher for help in difficult times and share their thoughts with him. Mutual trust, even in informal relationships, gives the teacher the opportunity to see the inner world of his students, which he sometimes does not understand. As a result of maintaining pedagogical sensitivity in relations with students:

- the teacher gets to know the character and inner world of the students well, opportunities for friendly communication with the students appear;

- the teacher is close to the students from the heart, sometimes he can pass without hearing the secret conversations of the students that he should not hear, because he does not listen to the words of others listening is impolite;

• Sometimes the teacher may not interfere in the daily work of the student group, and may entrust the positive resolution of some unpleasant events that occur in the group to the group activists.

And all of them put an end to the differences, disagreements and conflicts between the teacher and the students.

In our country, it is natural for any professional to have examples of manners and ethics, but pedagogical politeness and politeness is a real skill for teachers, which requires absolutely special actions and behavior. Because these feelings are formed over the years only in a rich teacher with pedagogical skills and talent.

9.2. The nature and characteristics of pedagogical delicacy.

The essence of the teacher's pedagogy is first of all ethno-pedagogical feelings, national values, customs and traditions, Uzbek culture of modesty and behavior, individual abilities that can be absorbed into any social environment, professional knowledge, skills and competencies are embodied.

Today, the rapid development of the information process has a dramatic effect on the psyche of the student. In order to maintain their psychological characteristics and mental state, the teacher is required to use a wide range of pedagogical skills, strong will, culture of behavior and tact. In the education of the young generation, the teacher should observe the following conditions of pedagogical delicacy even in the most difficult situations and adapt himself to this activity:

- observing the rules of self-control in emotional feelings and experiences, stress and affect;
- use of their behavioral characteristics while maintaining a constant balance;
- strictly refraining from petty actions, excessive behavior, nonsense words that do not correspond to pedagogical ethics;
- Mastering the secrets of the teacher's art of speaking, to the personality of the student not to use expressions that have a heavy impact and hurt his psyche, not to use rude and rude words in dealings, using punishment methods;
- to be based on specific psychological and physiological norms, not to allow arrogance, to avoid transitioning from one's own state to another state;
- based on formal and strict communication skills and business methods in relation with teachers and students, parents and strangers.

Qualifications of mastery of pedagogical femininity. Pedagogical delicacy along with pedagogical skill is formed by studying the experience of teachers over the years and based on the experiences of one's own life and professional activities. The level of spiritual maturity of the teacher is achieved as a result of learning the secrets of femininity, mastering the skills and abilities of communicating with students, acquiring special psychological knowledge, and working tirelessly on oneself. First of all, this knowledge is related to the knowledge of the psychology of the age characteristics of students and the individual character of children.

It is also important to know the basics of ethics, to acquire moral meaning in actions. At the same time, knowing the ways of positive educational influence on the student's psyche should become a daily activity of teachers:

- to love students wholeheartedly, to be able to show their love in a mutual relationship;
- try to understand, see and observe the hidden inner feeling in students' behavior and psyche;
- adapting to any conditions and environment in the classroom;
- choosing the appropriate way of interaction with the class team;
- in informal conversations with students, not to feel their inner feelings, on the contrary, to gain

their trust.

The main feature of pedagogical tenderness is that it helps the teacher to build communication based on positive emotions, to maintain psychological contact with students. The following features of pedagogical sophistication are considered the foundation of success today:

- The teacher adheres to the requirements of pedagogic delicacy and is politeforms the free democratic basis of the country;
- creates conscious discipline in the class team; achieves a culture of real communication with students;
- the teacher moved from single (authoritarian) rule in the classroom to free communication and applied the form of engaging in pedagogical activities based on democratic principles;
- consciously teaches students discipline based on dialogue.

On the basis of pedagogic delicacy, the teacher's non-contradiction in communication with students helps to organize the interaction correctly. We know that there are also signs of relativity and subjectivity in the teacher's opinions. It is natural that he cannot treat everyone the same, but he should instill confidence in all students that he is an impartial, good-willed, and just person. This situation is one of the important characteristics of pedagogical delicacy.

9.4. Compassion and pedagogical tact in the teacher's care.

In pedagogy, friendliness, which is one of the important characteristics of morality and manners, is defined as a person's desire to have a stable, close relationship with the people around him. This aspiration ensures that the teacher can quickly communicate with students and people around him and achieve the set goal. Of course, this process does not happen all at once, especially young teachers need psychological knowledge, politeness and caution in communicating with people. Psychologists claim that the character of teachers is embodied in the character of two categories of people:

First, extroverts: They are active, serious and restrained in all activities, prone to calmness and outward impressionability.

The second is introverts: They are people who are only absorbed in their inner world, do not interfere with the people around them, are prone to self-control, and are always worried about themselves.

Pedagogical scientists emphasize that the teacher's heartiness appears in the combination of the character of rich individuals with extrovert or introvert characteristics. However, often in pedagogy, extroverts are recognized as warm-hearted people. The presence of these feelings in the teacher, his development of cordiality in accordance with the rules of pedagogical politeness is the basis and condition for improving the secrets of pedagogical skills.

A teacher who constantly embodies the attitude of kindness in his professional activity should not forget the following:

- to have a certain system of stereotyped thoughts about the class community;
- always able to communicate freely with students, approach each student as an individual;
- to make sure that not one of his students can do badly, that they cannot fail to gain their respect;
- Distrust, negative attitude towards a schoolhe knows that it prevents him from establishing a good relationship with his mother;
- It is impossible to maintain an excessive distance (subordination) in communication with students;
- not to forget that the teacher's extreme seriousness and strictness in funny situations that occur in the class group complicates the fragile situation in the group;

- not to forget that an impartial and fair assessment (positive or negative) given to each student is a bridge that strengthens the relationship between the teacher and the student.

In the professional pedagogical activity of the teacher, the virtue of cordiality is manifested in the fact that he engages in intense and successful communication with the group of students. First of all, the teacher should have clear information about his professional-pedagogical quality and what it is and what its components are. At the same time, the teacher should pay attention to the personal qualities inherent in his profession, determine what aspects of empathy should be formed in him, and make a personal plan for cultivating communicative skills in him.

The importance of pedagogical communication in the teacher's professional activity is that it shows the high communicative culture of the teacher. The communicative culture of the teacher, in turn, relies on the characteristic of ordinary human friendliness that appears in various pedagogical situations. Each of us has many wonderful memories of our own personal communication and the sweet polite communication that our significant other has with us. We know many pedagogues who demonstrate the qualities of cordiality in their interactions. They can easily communicate with people in any situation. However, there are also teachers who want to focus the whole conversation process on themselves and act in the heart of communication. In life, there are also such teachers who speak poorly in communication, participate reluctantly in the conversation, and do not play an active communicative role. Only with his communicative behavior, he keeps the conversation going. Sometimes there are teachers of the night class who cannot communicate with anyone at all. However, politeness in communication in pedagogical activity is not only a human quality, but also a high personal quality in the profession of everyone who chooses the teaching profession. Courtesy is described as an example of high decency in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. they reluctantly participate in the conversation, they do not play an active communicative role. Only with his communicative behavior, he keeps the conversation going. Sometimes there are teachers of the night class who cannot communicate with anyone at all. However, politeness in communication in pedagogical activity is not only a human quality, but also a high personal quality in the profession of everyone who chooses the teaching profession. Courtesy is described as an example of high decency in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. they reluctantly participate in the conversation, they do not play an active communicative role. Only with his communicative behavior, he keeps the conversation going. Sometimes there are teachers of the night class who cannot communicate with anyone at all. However, politeness in communication in pedagogical activity is not only a human quality, but also a high personal quality in the profession of everyone who chooses the teaching profession. Courtesy is described as an example of high decency in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. Sometimes there are teachers of the night class who cannot communicate with anyone at all. However, politeness in communication in pedagogical activity is not only a human quality, but also a high personal quality in the profession of everyone who chooses the teaching profession. Courtesy is described as an example of high decency in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. Sometimes there are teachers of the night class who cannot communicate with anyone at all. However, politeness in communication in pedagogical activity is not only a human quality, but also a high personal quality in the profession of everyone who chooses the teaching profession. Courtesy is described as an example of high decency in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. Sometimes there are teachers of the night class who cannot communicate with anyone at all. However, politeness in communication in pedagogical activity is not only a human quality, but also a high personal quality in the profession of everyone who chooses the teaching profession. Courtesy is described as an example of high decency in the works of Eastern thinkers.

Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. It is described as an example of high manners in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students. It is described as an example of high manners in the works of Eastern thinkers. Kindness is a great decoration for a teacher and is interpreted as social etiquette and instilled in the minds of students.

The politeness and kindness of the teacher is one of the wonderful qualities that includes the whole global humanitarian process and consists of many components. During the conversation with the former teachers who gave up their teaching profession, it became clear that most of them are rude and insensitive in communication. Communicating with people is not fun for them. Because of this, his professional feelings as a teacher have not been formed. The communication process is a continuous, long-term, comprehensive process. Because, that is why pedagogical activity - rough and unpolite teachers tire in their behavior, the work process touches their anger and nerves, and damages their activity in the educational institution.

Politeness and cordiality become one of the high qualities of teachers in their professional activities as a human quality of a person and ensure the effectiveness of teacher's pedagogical communication. Pedagogy requires special training for the formation of politeness and friendliness in the orientation of future teachers in higher education institutions. The kindness of the teacher

- is a process that combines three components:
 - existence of necessity in communication;
 - good mood after communication, during communication, before communication;
 - communication skills and competences.

This definition shows the creative aspects of communication in the teacher's professional activity. However, the need for communication is always present

- due to its universal character, it applies to all professions.

In his research, the Russian scientist AV Mudrik singles out the following criteria that determine a teacher's ability to engage in polite communication and develop skills for it:

- compatibility of human thinking with its own characteristics;
- perfect mastery of the art of oratory or freedom in speech;
- politeness and sweetness;
- possessing empathy and spontaneous intelligence;
- specific social attitude aimed at a certain goal (for example, interest in oneself, not in the results of the communication process);
 - in communicative skills - accurate understanding of time, interlocutor's inner world, attitude, situation.

From this point of view, it is worth noting that the rich pedagogical harmony that exists in the professional activity of the teacher also has its own content and the following components can be distinguished:

- the presence of a stable need for continuous communication with students in various conditions of education and training;
 - continuity of consistency in showing the teacher's personal and professional qualities of cordiality and politeness;
 - to feel peace of mind at all stages of cordiality and politeness;
 - effectiveness of communication and positive impact on various components of pedagogical

activity;

- in the implementation of the pedagogical communication process the presence of a liyat;
- teacher's continuous acquisition of pedagogical communicative skills and qualifications.

Nowadays, education is humane and democratic in nature, teaching students to think freely, independently, and conscious discipline, intellectual and moral-ethical education, deep knowledge from the teacher, professional qualifications and skills, high requires a person with moral qualities. In this regard, "Pedagogical tact" is recognized as an important pedagogical skill in the teacher's relationship with students.

The word tact has long been used in pedagogy to mean educational influence and is defined as a moral category that helps to manage interaction with students. Pedagogical tact requires absolute calmness, respect and respect for the interlocutor from the teacher even in the most difficult situations that occur in the process of communication with students.

Pedagogical tact is the basis of the teacher's professional skills, the ability to exert pedagogical influence on students based on all democratic requirements, to communicate based on humanitarian feelings, to encourage independent thinking and conscious discipline in students. is a form of creating content creation skills. In pedagogy, it is strictly required that the relationship of the teacher with the students is determined according to their age characteristics and that this law is followed. So it is. You are not yet fully formed in the process of teacher training. I am affected and my spiritual experiences are given quickly. Being the beloved child of your parents, you should never forget that you can be friends with them.

In communicating with students, rudeness, injustice, intimidation, insults, disdain, using methods of punishment contrary to pedagogy and other slang words that have a negative effect on their personality in the communication with the students, generally harm the students' hearts. it can cause irreparable injury or damage the teacher's reputation. Such conflicts between the teacher and the student often occur in the classroom and extracurricular processes. In this case, especially young teachers do not know the secrets of pedagogical tact, lack of experience.

The tactical skill of the teacher is not formed at once, it improves over the years in pedagogical activities, studying the experience of teachers, in the course of the lesson, in extracurricular activities and in communication with students during educational hours. It is very necessary for a teacher to have pedagogical tact, which is the basis of pedagogical skills in the course of the lesson.

Study of professional-pedagogical harmony of young teachers

PROGRAM

I

- 1.0 Do you feel the need to communicate with people?
2. Alone do you get bored when you are alone, do you want to be around people, or are you content to be alone?
3. On the street When you meet an acquaintance, do you want to talk to them, or do you want to avoid a possible conversation?
4. Do you have many acquaintances?
5. What Do you think your acquaintances will enjoy interacting with you?
6. Can you easily communicate with strangers out of necessity?
7. On the phone do you talk for a long time (compared to your friends, acquaintances, colleagues)?
8. Do you sometimes have such a situation: for example, you are tired of constant communication

with a group, you want to be alone, but before a few seconds pass, do you feel the need to communicate with people and friends again?

9. Do you sometimes think about your acquaintances and want to talk to them and find a suitable topic of conversation?

II

1. Do you feel a constant need to communicate with students?

2. Do you think about your children and students in your spare time?

3. Do you have such a situation: for example, about the book you read Or do you want to tell your readers about an impressive event that happened in social life, express your opinion? Explain your situation in more detail.

4. When you think about children, class, communication with them, do you suddenly have a desire to teach, educate?

5. Do you feel like interacting with students when they are on vacation?

153

6. Do you have a future with 0 students? How do you organize and think about the loss process, what do you think?

7. How do you feel when you come to school before the activities with the student team? Analyze in detail.

8. After all, recess is a busy time in the life of an educational institution. What kind of emotions are you experiencing at this time: apathy, a state of nervousness, fatigue and exhaustion, a desire to observe students and rebuke some of them, a feeling of satisfaction with this appearance?

9. You are in the teacher's room before the lesson: do you think about the upcoming interaction with the class team, how will these thoughts and ideas affect your work mood?

10. Entering the classroom, greeting the students, the beginning of the lesson in general, how these situations affect you (invites you to act quickly, awakens the mood of work, refreshes, gives a good mood to the mind, not affected at all, etc.)?

11. Lesson Can you easily overcome your frustrations with unruly and undisciplined students?

12. Do you find the learning process with students interesting, or do you feel more neutral?

13. How do you feel if the relationship with the class team is not established: you are sad, you try to improve the relationship, you are indifferent, you force yourself to do what you say, you also approve the opinion of the students?

14. Lesson Do you feel satisfied that the process went well? Does it affect your work mood, does it create the need to interact with students?

15.0 When you see your students on the street, in the neighborhood, do you want to talk to them?

16. In transport, Do you have a desire to observe the student in neutral situations while walking on the street and understand his mental state?

17. Analyze what happened to you in the classroom: trying to understand the students, their moods.

154

to feel their emotional and spiritual experiences, to implement the lesson plan regardless of the mood of the class group.

18. While preparing for the lesson, in addition to choosing different pedagogical technologies for learning a new topic, can you also think of ways to communicate with students?

19.0 When you get angry with a student, does your anger last long?

20.0 Could you change your teaching profession? If you could change, which career would you choose?

III.

1.0 Have you formed the usual, relatively stable methods of pedagogical interaction with students: analyze it?

2. To what extent do you think the communication methods you have chosen will help you in your teaching work?

3. How important are the communication methods you have acquired in unexpected situations that arise during the course of the lesson?

4. Can you tell the difference between your daily interactions with people and the interactions you have with your students while teaching the class? If so, what are the differences?

5. During your pedagogical communication in the classroom, what is different from everyday communication with people?

6. Are there any situations in which you have transferred the methods of pedagogical communication with the class team, sometimes to the situation of ordinary daily communication with people? Analyze.

On the basis of self-observation, determine for yourself the importance of empathy as a professional quality, so that, based on the main shortcomings of your pedagogical activity in the process of communication with students, you can "Communicatively self-discipline" for yourself. you can create an individual-typological program of education. This program is a program for the development of friendliness and politeness in the teacher as a professional quality (when the level of communication with students is low) and can also eliminate negative aspects of communication with students (tightness, shyness, tension, etc.), professional - creates a foundation for the formation of communicative skills and competence in a short period of time.

In terms of communication, the system of self-education should be developed individually, taking into account the given recommendations. Of course, there are many things about communication that any teacher can develop with just common sense and experience. For example, people who feel natural discomfort in communication with others should consciously gain experience after such communication and eliminate psychological barriers for a specific purpose. For this, a young teacher should strive to speak more at various seminars, meetings, teachers' circles, use every opportunity to communicate with colleagues and people. For example, set the task of talking to several colleagues about a problem. Ask senior, experienced teachers with problematic questions you are interested in, comment on the shopkeeper's behavior in dealing with customers, etc. When you answer a passenger's question on the street, try to understand that he was satisfied with it. Every time you prepare for a lesson and learn new material, let your mind be occupied with the thought of not only how to use pedagogical tools and methods, but also how to communicate with the class team. Think about interacting with students in extracurricular activities. Don't forget the communication situation that made a great impression on you and gave you a good mood. Try to analyze some failures in communication with students. Admit and see your mistakes, think about how to organize the next communication to give you satisfaction.

Don't be discouraged if you are told that you are unfit for communication. Try to convince yourself that your behavior, actions, life and work experience and your personal characteristics are the opposite, that you have the qualities of cordiality and politeness in communication. Constantly working on your

professional situation based on experiences, developing the professionally important features of communication, improving communication skills, and forming pedagogical professional skills and qualifications are important. If the goal of education and upbringing is a positive influence of a person on a person, then the teacher should penetrate into their spiritual world in the context of mutual cooperation with students.

Analyze your or your colleague's lesson based on the following indicators, and then give a final description of your or your colleague's interaction with the classroom team:

1. Access to the class (trigger, trusted, table, untrusted, empty).
2. Feeling free at the initial stage of communication, umumental mood (fresh, mature, neutral, tight, insecure).
3. Description of the communicative mood (describing the perfect preparation for communication on all sides, or the absence of expressive communicative mood).
4. Communicative initiative is demonstrated, entering the lesson with a good mood, being able to "infect" this mood to the class, an upbeat and neutral beginning of the lesson; or mental exhaustion, lack of initiative in organizing communication.
5. Ability to create the teacher's mood, which is necessary in the lesson (in general, during the whole lesson, step by step, in some situations).
6. Being able to control one's emotional state during the course of the lesson and communicating with the students (stable mental state, the ability to control oneself in accordance with the situations that arise during the lesson, mood disorders, instability in managing one's creative mood).
7. The nature of the dialogue organized during the lesson (harmonious, productive, light, formal; or forced, forced dialogue).
8. Effectiveness of communication management for solving educational tasks, organizing interaction with students (quickness, delicacy, feeling the effectiveness of one's personal style in communication, organizing a unity of methods of interaction and influencing ability to do; or insufficient use of communication as a tool of educational influence).
9. Speech (bright and sonorous; figurative and intonation; with deep feeling - memorization; simple and neutral; speaking in a calm and restrained manner; or less expressive, lack of impressiveness; neutral; directive - departmental).
10. Mimics (expressive, lively and bold, bright-looking coloring, pedagogical appropriateness of the appearance, emotional, calm and restrained expression on the face).
11. Pantomime (expressive and impressive movement, being able to show oneself as a pleasant person, a beloved teacher, full of emotions, calm and restrained, avoiding neutral, indifferent actions).

LIST OF USED REFERENCES.

1. "Strategy of actions on five priority areas of development of the Republic of Uzbekistan in 2017-2021. Appendix 1 to the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947. Collection of legal documents of the Republic of Uzbekistan, 2017, No. 6, Article 70.
2. Abdullayev H. Wisdom of the Green Notebook. -Tashkent, teacher, 2000.
3. Ochilov M., Ochilova N. Etiquette of the teacher. //Not selected. - T.: Teacher, 1997. - 118 p.
4. Sultonova GA Pedagogical skills. - T.: TDPU named Nizomi, 2005, p. 149.
5. Methodology of educational work. //Study manual for pedagogical institutes (edited by LI

Ruvinsky). - T.: "Teacher", 1991. - 376 p.

6. Tolipov O', Usmonboeva M. Pedagogical technology: theory and practice. - T.: Fan, 2005. - 206 p.
7. Turgunov ST, Maksudova LA Organization and management of the pedagogical process. - T.: "Fan", 2009. - 168 p.
8. Azizkho'jayeva NN Pedagogical technology of teacher training. - T.: TDPU, 2000. - 52 p.
9. Davletshin MG Psychology of a modern school teacher. - T.: Uzbekistan, 1999.-29 p.

Internet resources

www.tdpu.en

www.pedagogue.en

www.damage.Uz