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Genesis Of Development Of Pedagogical Skills Of Teachers Of Endocrinology In Higher Medical Educational Institutions

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Abstract: Improving the methodological support of students in endokrinologi in higher medical education institutions based on the experience of foreign countries, improving new educational technologies.

Keywords: Professional skills, knowledge, development, pedagogical skills, personal and professional qualities.

Introduction: The great Uzbek thinker Muhammad al-Khwarizmi, in his work “Al-Jabr and Al-Khargana”, assessing pedagogical activity, writes the following: “One of them surpasses others in implementing the work of his predecessors and interprets the works of his predecessors, reveals the secrets of nature, illuminates the path and makes it more understandable. Or this is a person who finds flaws in some books, collects what is scattered, and he thinks well of his predecessors, is not arrogant and is not proud of his own work” [1]. In this way, the scientist supports the creativity and skill of the educator in explaining difficult problems in an easy way.

Abu Nasr Al-Farabi, in his work “A Treatise on the Ways to Happiness,” also divides the methods of education into two types - encouragement and punishment (compulsion).

Commenting on these methods, he also touches on the pedagogical skills of the teacher: “A person who stands above children is a teacher, and he uses various methods of education in education. From this it becomes clear that the government and the teacher, although both are small, are educators, mentors and teachers of children or the people. One of them educates children with kindness and good words, while the other educates them forcibly” [2]. The unique ideas

of Eastern thinkers about education, the teacher and his personality, skills, and activities have not lost their significance for young and future teachers and mentors.

Literature analysis

It is clear that if a teacher uses these teachings, he will achieve better results in his work. The fact that pedagogical skills were also the focus of attention of many Russian and other foreign educators who lived several centuries later than Uzbek thinkers, and how important pedagogical skills are in education, can be read from their written pedagogical heritage.

In particular, V. A. Sukhomlinsky, K. D. Ushinsky, A. S. Makarenko, emphasized the great role and importance of pedagogical skills in instilling knowledge, skills and competencies in a person.

Psychologists N. V. Kuzmina and N. V. Kukharev have shown in their research that pedagogical skill is the highest level of pedagogical activity, which is manifested in achieving the highest results at a given time. They define a teacher's pedagogical skill as follows: a teacher's pedagogical skill is a synthesis of his methodological art, personal qualities, scientific knowledge, skills and qualifications of the teaching profession.

M. M. Akhmedzhanov, B.Q. Khojaev, Z. D. Hasanova emphasized the need to provide future teachers with comprehensive information on the acquisition of professional skills and abilities and the development of personal skills, the cultivation of creativity, the acquisition of pedagogical skills, skills, and qualifications [6]

M. M. Akhmedzhanov, B. Q. Khojaev, Z. D. Hasanova define the concept of pedagogical skills as follows: "Pedagogical skills are formed in the pedagogical process. The pedagogical process serves to prepare professionals who are responsible to the state, society, nation and future generations by establishing professional and personal training and preparing future specialists for work and life. Therefore, a teacher must have personal and professional qualities. The personal qualities of a teacher include faith, worldview, social needs and activity, morality, sense of civic duty, spirituality, openness, demandingness, determination and goal-orientedness, humanity, legal knowledge, etc. These help the teacher to cultivate professional qualities in himself" [7].

So, we can conclude that the professional skills of a teacher are a set of personal and professional qualities. In this case, it is necessary to keep up with the achievements of modern science and technology, interdisciplinary integration, improve the

methodological principles of organizing the educational process, personal qualities, and take into account national and universal values.

Pedagogical scientist F. N. Gonobolin in his treatise "A Story about a Teacher" describes a skilled teacher as follows: "I think that in order to become a good teacher, one must first live a real life, strive for a purposeful, full-fledged life. One must study nature and observe its laws, read books, listen to music, go to theaters, travel, etc. In order to later share it with others, the teacher's soul must absorb a lot. "That is why I constantly turn to books, learn from nature, read constantly, and study diligently" [5].

Information technologies, their types, their place and tasks in the educational process in the lessons of physiology. Today, information technologies are widely used in physiology education. Technical tools, television, computers are rapidly entering education

The future of every society is determined by the level of development of the education system, which is an integral part of it and a vital necessity. Today, reforming and improving the continuous education system of our country, which is on the path of independent development, raising it to a new level of quality, introducing advanced pedagogical and information technologies into it, and increasing the effectiveness of education have been raised to the level of state policy. With the adoption of the Law "On Education" in the new version, the basis of modern personnel training through the continuous education system was also improved [3].

It is known that continuity and integrity put an end to excessive repetition in the education system, first of all, it expands the moral and intellectual potential of the society, and in addition, it ensures the stable development of production as a factor of improving the social and scientific-technical development of the state. The development of pedagogical technologies and their introduction into the educational process, as well as the rapid exchange and improvement of information technologies, will create an opportunity for everyone to strengthen their professional training and skills [5].

In this process, the teacher creates conditions for the development, formation, learning and education of individuals and the team, and at the same time, he performs the functions of management and guidance. In such an educational process, the student becomes the main figure

This led scientists and practitioners to the idea that it is possible to try to turn the educational process into a technological process that gives a certain guaranteed result in the production of teaching.

Today, the main reason why special attention is paid to

the use of pedagogical technologies in the educational process of educational institutions is the following:

First of all, there is a wide range of opportunities to implement personality-developing education in pedagogical technologies. The Law "On Education" pays special attention to the implementation of developmental education [1].

Secondly, pedagogical technologies provide an opportunity to widely introduce a systematic activity approach to the educational process.

Thirdly, pedagogical technology encourages the teacher to pre-design the technological chain, starting with the goals of the educational process, and ending with the creation of a diagnostic system and control of this process.

Fourthly, since pedagogical technology is based on the use of new tools and information methods, their use ensures the implementation of modern requirements.

The correct introduction of pedagogical technologies in the educational process leads to the teacher acting as the main organizer or consultant in this process. This requires more independence, creativity and willpower from the student.

CONCLUSION

In conclusion, a teacher acquires teaching skills only if he regularly relies on pedagogical theories. Because pedagogical practice requires constant reference to pedagogical theory. Firstly, scientific theories are scientific knowledge that reflects the general laws, principles, and rules of development. As for practice, it is always based on a specific situation. Secondly, pedagogical activity is a holistic process based on the synthesis of knowledge in philosophy, pedagogy, and psychology. Without this synthesis of knowledge, it is very difficult to purposefully build pedagogical practice. So, a skilled teacher must have scientific and theoretical knowledge in order to successfully organize the educational process.

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