

PEDAGOGICAL AND PSYCHOLOGICAL FACTORS IN THE DEVELOPMENT OF PEDAGOGICAL SKILLS

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Abstract: This article highlights that the quality of education, students' cognitive activity, the level of independent thinking, and the overall productivity of the lesson process largely depend on the methodical tools a pedagogue uses, how they organize the educational process, and how they establish pedagogical cooperation with students. From this point of view, interactive methods and modern pedagogical technologies emerge as one of the most important practical pillars for enhancing pedagogical skills. Modern pedagogical technologies also expand the pedagogue's capability to implement an individual approach.

Keywords: pedagogical skills, psychological factors, educational process, interactive methods, modern pedagogical technologies, individual approach, professional development, communicative competence.

The formation and consistent development of pedagogical skills is not a random process, but rather the result of multi-stage professional perfection occurring under the influence of complex pedagogical and psychological factors [3]. While a teacher's profound knowledge, methodological preparation, and mastery of their subject are crucial, these aspects alone do not guarantee a high pedagogical outcome. Because pedagogical activity is always intertwined with the human element—their thinking, psyche, interests, needs, motives, and individual characteristics—psychological factors play a special role in the development of pedagogical skills. Concurrently, these factors manifest themselves in inseparable connection with the content of the pedagogical process, the educational environment, the quality of communication, the level of methodological organization, and the mechanisms of professional self-development [1].

The pedagogical factors in the development of pedagogical skills depend, first and foremost, on how the educational process is organized, what methods are selected, the nature of the relationship established between the teacher and the learner, the goal orientation of the lesson, and the pedagogical technologies applied. An educational environment that is rich in content, logically sound, and person-centered brings out the teacher's pedagogical potential. Conversely, an educational environment based solely on one-way information transmission, viewing the student merely as a passive recipient, restricts the natural development of pedagogical skills. Therefore, in the development of pedagogical skills, the teacher's ability to design a lesson, clearly define educational objectives, select interactive methods, increase student engagement, and effectively organize pedagogical communication is considered a vital pedagogical factor [4].

Psychological factors, on the other hand, are related to the pedagogue's internal professional state, personal position, and psychological readiness. The effectiveness of pedagogical activity is largely determined by the teacher's attitude towards the profession, internal motivation, pedagogical empathy, emotional stability, sociability, reflexive thinking, and creative mentality. In order to effectively organize the educational process, a teacher must not only know the educational material well but also be able to feel the emotional state of the audience, sense the interests and needs of the students, and approach them individually. This constitutes the psychological foundation of pedagogical skills. If the pedagogue's psychological readiness, self-



confidence, adaptability to situations, and culture of communication are strong, their professional activity will also be rich in content, impactful, and productive.

Motivation is of particular importance in the development of pedagogical skills. Professional motivation strengthens the pedagogue's conscious approach to their activities, their striving for continuous growth, their acceptance of innovations, and their need to work on themselves. A teacher with strong professional motivation perceives teaching a lesson not merely as a task to be completed, but as a responsible pedagogical process that serves the development of the individual. Such an attitude encourages them to learn new methods, use innovative tools, improve the content of the lesson, and analyze their own activities. Consequently, internal professional motivation is considered one of the most critical psychological factors developing pedagogical skills.

Pedagogical empathy also occupies an important place in this process. Empathy is the pedagogue's ability to feel the student's condition, understand their inner feelings, perceive their difficulties in the educational process, and demonstrate a humanistic approach towards them. A teacher with empathy does not merely see the student's mistakes but tries to understand the reasons behind them. As a result, an atmosphere of trust, respect, and psychological comfort is formed during the lesson. It is precisely in such an environment that the true effectiveness of pedagogical skills becomes apparent, as the teacher exercises their pedagogical influence not through authoritarianism or strict control, but through communication, understanding, and impactful pedagogical management.

Communicative ability is also a leading factor in the development of pedagogical skills [2]. The pedagogue's fluent, clear, logical, and impactful speech, their ability to listen, their skill in asking questions and guiding answers, and their creation of a favorable environment for the exchange of ideas enhance their professional strength [6]. The educational process, in essence, is carried out relying on pedagogical communication. Therefore, the quality of communication is not only an external manifestation of pedagogical skills but also an important indicator reflecting their internal potential. No matter how knowledgeable a teacher may be, if they cannot express their thoughts effectively or establish communication with students, their pedagogical capabilities will not be fully realized [5].

Reflection, i.e., the ability to analyze and evaluate one's own activities, is one of the main psychological mechanisms for developing pedagogical skills. A pedagogue with a reflexive approach critically evaluates their lesson, analyzes the results, identifies shortcomings, and plans their subsequent activities more thoroughly. Such a teacher is not indifferent to their experience; on the contrary, they strive to continuously improve it. From this perspective, reflection emerges as an internal, self-developing source of pedagogical skills.

Emotional stability is also extremely important in pedagogical activity. The educational process does not always proceed under a uniform psychological background. Unexpected situations during the lesson, a decrease in student activity, an audience of diverse characters, time pressure, and organizational complexities require the teacher to be emotionally resilient. An emotionally stable pedagogue maintains composure in difficult situations, does not jump to hasty conclusions, does not lose their educational influence, and does not disrupt the lesson environment. Therefore, emotional management is recognized as one of the psychological foundations of pedagogical skills.

Creativity and innovative thinking also play a crucial role in the development of pedagogical skills. In today's educational conditions, teachers are required not to rely on ready-made templates, but to find flexible solutions adaptable to situations, develop new methodological approaches, use educational tools in novel ways, and create pedagogical situations that encourage students to think. A creative teacher does not repeat a lesson in the exact same format but innovates methods based on its content and purpose. This keeps pedagogical skills in a state of continuous development.



Only when these factors are harmonized does the pedagogue gain the opportunity to organize their professional activity effectively, impactfully, and in accordance with modern requirements.

A profound understanding of pedagogical and psychological factors is of great importance in determining scientifically grounded ways to develop pedagogical skills. For it is not enough to prepare a teacher solely from a methodological standpoint; they must also be prepared psychologically for their professional activity. Supporting the pedagogue's professional motivation, forming their reflexive approach, enriching their culture of communication, strengthening their emotional management, and developing their creative thinking enable them to achieve high pedagogical mastery. Precisely for this reason, the system of developing pedagogical skills must rely on a comprehensive approach capable of viewing the teacher's personal, professional, methodological, and psychological perfection as a unified whole.

Consequently, the pedagogical and psychological factors in the development of pedagogical skills manifest as the fundamental factors determining the quality of education, ensuring the professional maturity of the pedagogue's personality, and enhancing the internal effectiveness of pedagogical activity. A consistent analysis of these factors indicates the necessity of approaching the issue of forming and improving pedagogical skills not superficially, but from a scientific, systematic, and practical perspective.

The improvement of pedagogical skills is manifested precisely by the teacher's ability to apply a differential and individual approach to each learner. In a person-centered educational environment, the pedagogue's task is not merely to explain, but to encourage the student to think, research, ask questions, express their point of view, and demonstrate their potential. In this sense, a person-centered approach is considered an important direction enriching pedagogical skills with humanistic content.

The third priority direction is associated with the effective application of interactive methods and innovative pedagogical technologies. At present, lesson effectiveness largely depends on which method the pedagogue chooses and how purposefully they apply it. Interactive methods stimulate students' independent thinking, teamwork, problem-solving, engagement in communication, and drawing of practical conclusions. Utilizing such methods elevates pedagogical skills to a new level, as the teacher in this process emerges not only as an information provider but as a subject who manages educational activity, guides discussion, supports diversity of thought, and leads students to results. The use of innovative technologies enriches pedagogical skills methodologically, creating an opportunity to organize lessons in a more lively, engaging, and effective manner.

The fourth priority direction is the development of competence in working with a digital educational environment. Digital technologies have already become an integral part of modern education. Electronic platforms, presentation tools, elements of distance education, multimedia resources, auxiliary tools based on artificial intelligence, and electronic assessment systems are significantly changing the content of pedagogical activity. Under such conditions, a pedagogue's inability to use digital tools limits their professional potential.

Conversely, a pedagogue with digital competence organizes the educational process in a visual, flexible, interactive manner based on rapid analysis. The purposeful use of digital technologies enhances pedagogical skills not only technically but also methodologically, organizationally, and communicatively. Therefore, digital literacy is considered one of the important professional indicators within modern pedagogical skills.

The fifth priority direction is related to elevating the culture of pedagogical communication. The effectiveness of the educational process largely depends on the quality of communication between the pedagogue and the student. Communication built on respect, trust, sincerity, demandingness, and pedagogical ethics is the most effective tool of pedagogical influence. A pedagogue with a high culture of communication can listen to the student, does not ignore their



questions, creates opportunities for them to express their thoughts, provides psychological support when necessary, and stimulates their intellectual activity [2]. In modern education, an approach based on authoritarianism, one-way demands, and mere control is losing its effectiveness. It is being replaced by educational communication based on pedagogical cooperation, subject-subject relations, and mutual understanding. This situation indicates that communicative competence is one of the priority directions in improving pedagogical skills [5].

The sixth priority direction is strengthening the pedagogue's reflexive activity. The elevation of pedagogical skills is largely determined by the teacher's ability to look at their activities not with an external but with an internal perspective, and their ability to analyze their lesson, chosen methods, communication style, and achieved results. Reflection prevents the mere repetition of experience in pedagogical activity and provides the opportunity for its conscious improvement. A pedagogue with a reflexive approach measures the outcome of a lesson not only by grades or discipline but also pays attention to the students' true engagement, level of understanding of the topic, shifts in the thinking process, and the psychological environment of the lesson. Such an approach serves as an internal mechanism that consistently develops pedagogical skills. Therefore, in modern educational conditions, reflection should be viewed not as an optional element of pedagogical activity but as its integral component.

The seventh priority direction consists of improving the system of continuous training and retraining of the pedagogue, relying on the principle of continuous professional development. Innovations in the field of education are so rapid that the professional growth of a pedagogue should not be limited to an episodic seminar or a short-term course [2]. A modern pedagogue is formed in the process of continuous learning, self-improvement, exchange of experience, conducting scientific-methodological research, and applying innovative practices to their activities. The professional development system should also correspond to these needs, not limiting itself to providing theoretical knowledge, but should be directed towards developing practical skills, lesson design, reflection, communicative skills, the use of digital tools, and finding pedagogical solutions in problematic situations.

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