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## **PEDAGOGICAL ABILITIES OF A TEACHER, STRUCTURE AND DEVELOPMENT**

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### **ABSTRACT**

Abilities (as well as a person as a whole) are studied by various sciences - philosophy, sociology, medicine, etc. But none of them considers the problem of abilities as deeply and versatile as psychology. Russian scientists S.L. Rubinshtein, B.M. Teplov, N.S. Leites and others made a significant contribution to the study of the problem of abilities.

Among many professions, the teaching profession is not quite common. Teachers are busy preparing our future, they educate those who will replace the current generation tomorrow. They, so to speak, work with "living material", the damage of which is almost equal to a disaster, since those years that were spent on training were missed.

The teaching profession requires comprehensive knowledge, boundless spiritual generosity, and wise love for children. Only every day, joyfully giving yourself to children, can you bring them closer to science, inspire work, and lay unshakable moral foundations.

The teacher's activity is every time an intrusion into the inner world of an eternally changing, contradictory, growing person. We must always remember this, so as not to injure, not to break the fragile sprout of a child's soul. No textbooks can replace the friendship of a teacher with children, and not everyone can become a teacher. It is psychology that examines pedagogical abilities, helps a person decide on the choice of a teacher's profession.

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The purpose of this work is to consider pedagogical abilities, analyze their structure and development. Teachers are called the engineer of human souls, the architect of character, the physician of growing pains, the trainer of intelligence and memory. The list goes on. This shows the relevance of the topic of the work, tk. a teacher must certainly be endowed with pedagogical abilities, develop them and improve themselves in their professional activities.

**KEYWORDS:** abilities, mental capabilities, types of activities, physical, psychophysiological, mental capabilities of a person, individual abilities, giftedness, genius.

## 抽象的

各种科学——哲学、社会学、医学等，都在研究能力（以及整个人）。但没有一个像心理学那样深入和多才多艺地考虑能力问题。俄罗斯科学家 S.L.鲁宾斯坦，B.M.新南威尔士州特普洛夫莱特斯等人对能力问题的研究做出了重大贡献。

在众多职业中，教师职业并不十分普遍。老师们忙着为我们的未来做准备，他们教育那些明天将取代当代人的人。可以说，他们使用“活的材料”工作，其破坏几乎等于一场灾难，因为错过了那些用于培训的岁月。

教师的职业需要全面的知识、无限的精神慷慨和对孩子的智慧的爱。只有每天快乐地将自己奉献给孩子，才能让他们更接近科学，激发工作，奠定不可动摇的道德基础。

老师的活动每一次都是对一个不断变化、矛盾、成长的人的内心世界的入侵。我们必须永远记住这一点，以免伤害，不要破坏孩子灵魂脆弱的萌芽。没有任何教科书可以代替老师与孩子的友谊，也不是每个人都能成为老师。心理学检查教学能力，帮助人们决定选择教师的职业。

这项工作的目的是考虑教学能力，分析其结构和发展。教师被称为人类灵魂的工程师、性格的建筑师、成长痛苦的医生、智力和记忆的训练师。名单还在继续。这显示了工作主题的相关性，tk。教师当然必须具备教学能力，在其专业活动中发展并提高自己。

**关键词：**能力、心理能力、活动类型、身体、心理生理、一个人的心理能力、个人能力、天赋、天才。

## INTRODUCTION

Abilities - a set of innate anatomical and physiological and acquired regulatory properties that determine the mental capabilities of a person in various activities.

Each activity makes a set of requirements for the physical, psychophysiological and mental capabilities of a person. Ability is a measure of the correspondence of personality traits to the requirements of a specific activity.

In the structure of the personality, it is not individual abilities that are essential, but their

complexes, which most fully meet the requirements of wide areas of activity.

A high ability for a specific type of activity is talent, and a set of abilities that ensure success in a particular field of activity is giftedness. The highest level of abilities, embodied in epoch-making achievements, is genius (from the Latin "genius" - spirit).

The mental characteristics of giftedness and, moreover, genius are manifested in a highly developed intellect, non-standard thinking, in its combinatorial qualities, and powerful intuition. Figuratively speaking, talent is hitting a target that no one can hit; genius - hitting a target that no one else sees.

The prerequisite for brilliant achievements is a creative obsession, a passion for the search for a fundamentally new, the highest manifestations of harmony. Gifted people are distinguished by early intensive mental development, the development of giftedness and genius is facilitated by favorable social conditions that do not constrain non-standard personality traits. A society must be a spirit of certain social expectations in order for a corresponding genius to emerge.

Abilities are not limited to the individual's knowledge, skills, and abilities. They are manifested in the speed and strength of mastering the methods of certain activities, act as regulatory features of the mental activity of the individual.

The inclinations of abilities are the features of the nervous system, which determine the work of various analyzers, individual cortical zones and cerebral hemispheres. Congenital inclinations determine the rate of formation of temporary

nerve connections, their stability, and the ratio of the first and second signaling systems.

The natural prerequisites for abilities are multivalued - on their basis, various abilities can be formed, they are amenable to restructuring (recombination). This provides compensatory possibilities of mental regulation: the weakness of some neurophysiological components is compensated by the strength of other components.

In modern psychology and throughout the history of its development, you can find different definitions of the concept of "Abilities": Abilities are the properties of the human soul, understood as a set of all kinds of psychological processes and states. This is the broadest and oldest definition of ability. Abilities represent a high level of development of general and special knowledge, abilities and skills that ensure the successful performance of a person in various types of activities. This definition was widespread in the psychology of the XVIII-XIX centuries.

Abilities are something that is not limited to knowledge, skills and abilities, but explains (ensures) their rapid acquisition, consolidation and effective use in practice. This definition is now accepted and is the most widespread. At the same time, it is the narrowest of all three (B.M. Teplov)

The most complete is the third definition proposed by B.M. Teplov, you can clarify it using links to his work. The concept of "ability", in his opinion, contains three ideas. "Firstly, by abilities we mean individual psychological characteristics that distinguish one person from. Secondly, abilities are not called all individual characteristics at all, but only those that are

related to the success of performing any activity or many activities. Thirdly, the concept of "ability" is not limited to those knowledge, skills or abilities that have already been developed by a given person.

Abilities cannot exist otherwise than in a constant process of development. An ability that does not develop, which in practice a person ceases to use, is lost over time. Only through constant exercises associated with systematic engagement in such complex types of human activities as music, technical and artistic creativity, mathematics, sports, etc., we maintain and develop further the corresponding abilities.

The success of any activity does not depend on any one, but on a combination of various abilities, and this combination, which gives the same result, can be provided in different ways. In the absence of the necessary inclinations for the development of some abilities, their deficit can be compensated for by the stronger development of others.

## **MATERIALS AND METHODS**

The studies of the problem of abilities in psychology were most influenced by the works of such outstanding theorists of psychology as B.M. Teplov, S.L. Rubinstein, A.N. Leontiev, K.K. Platonov, B.F. Lomov. Pedagogical abilities were the subject of special consideration in the works of N.D. Levitov, F.N. Gonobolin, A.I. Shcherbakov, N.G. Kushkov and others. Almost all psychology textbooks include the definition of abilities given by B.M. Teplov and later almost completely adopted by N.S. Leites. They define abilities as individual personality traits, which are a condition for the successful performance of one or more types of activity.

B.M. Teplov paid special attention to the inclusion of three mandatory signs of abilities:

- by abilities we mean individual psychological characteristics that distinguish one person from another;
- abilities are not all individual characteristics at all, but only those that are related to the success of performing any activity or many types of activity;
- the concept of "ability" is not limited to those knowledge, skills or abilities that have already been developed by a given person.

And two more propositions were defended by B.M. Teplov: "only anatomical and physiological features can be innate, that is, the inclinations that underlie the development of abilities, while the abilities themselves are always the result of development," abilities are "created" in activity. "The point," he writes, "is not that abilities are manifested in activity, but that they are created in this activity".

In this regard, abilities are not limited to the individual's knowledge, skills, and abilities. They are found in the speed, depth and strength of mastering the methods and techniques of activity. These provisions formed the basis for all experimental studies of abilities - musical (B.M. Teplov), mathematical and visual (V.A.Krutetskiy).

N.D. Levitov understood pedagogical abilities as a number of qualities related to various aspects of the teacher's personality, which are the conditions for the successful implementation of pedagogical activities. Namely: 1) the ability to transfer knowledge to children in a concise and interesting form; 2) the ability to understand students based on observation; 3) an independent

and creative mindset; 4) resourcefulness or quick and accurate orientation; 5) organizational skills necessary both to ensure the system of work of the teacher himself and to create a good student team.

F.N. Gonobolin, carrying out his research under the guidance of B.M. Teplov, divided the teacher's qualities into pedagogical abilities proper and the properties that accompany them. In the structure of his own pedagogical abilities, he included:

- 1) the ability to make educational material accessible to students;
- 2) understanding by the teacher of the student;
- 3) creativity at work;
- 4) pedagogically strong-willed influence on children;
- 5) the ability to organize a children's team;
- 6) interest in children;
- 7) content and brightness of speech;
- 8) its imagery and persuasiveness;
- 9) pedagogical tact;
- 10) the ability to connect educational material with life;
- 11) observation;
- 12) pedagogical exactingness (psychological analysis of pedagogical abilities).

Later, the psychological and pedagogical problems of the teacher's understanding of the student were the subject of a special study by S.V. Kondratyeva, the socio-psychological aspects of the teacher's abilities were

investigated in the works of Y.L. Kolominsky and his student N.A. Berezovik.

Since the organizational component in pedagogical work is very important, it is interesting for us to study the abilities of L.I. Umansky for organizational activity. He identified the following 18 typical personality traits inherent in capable organizers:

- 1) the ability to "charge" other people with their energy, to activate them;
- 2) a practically psychological mind as a quality that ensures the ability to find the best practical application for each person, depending on his individual psychological characteristics;
- 3) the ability to understand the psychology of people and correctly respond to it;
- 4) the ability to see shortcomings in the actions and deeds of other people (criticality);
- 5) psychological tact - the ability to establish contact with other people;
- 6) the general level of development as an indicator of intelligence and general mental abilities;
- 7) initiative;
- 8) exactingness towards other people;
- 9) propensity for organizational activity;
- 10) practicality;
- 11) independence, as opposed to suggestibility and blind imitation;
- 12) observation;
- 13) self-control;
- 14) sociability;

- 15) persistence;
- 16) activity;
- 17) efficiency;
- 18) organization.

If we try to extract the “unimportant” qualities from the entire enumeration of the qualities necessary for the success of pedagogical and organizational work, then it will be almost impossible to do so. Everything is important. Moreover, this list can be significantly increased if all of the above refers to pedagogical abilities, then is it legitimate to talk about them especially? Since all people are engaged in non-professional pedagogical activity, then maybe there are no special pedagogical abilities at all? And if we agree that the listed qualities are pedagogical abilities, then how can we go from them to the methodology of their formation? What is their “core”? Does it exist? How to isolate it?

Two sets of facts indicate the presence of special pedagogical abilities. First, not all professional teachers who know the subject and have sometimes considerable work experience successfully cope with pedagogical work in terms of students' performance indicators: 1) the depth and versatility of their knowledge; 2) the interest of their students in the subject; 3) students' interest in complex sections of the subject; 4) the ability to independently work on the subject; 5) generalization and transfer of knowledge gained in a given subject to others (establishing intersubject connections). Secondly, there are professional teachers who, despite their responsible attitude to their work, do not achieve high results in pedagogical work (in relation to all or the overwhelming majority of students).

Such facts indicate the presence (or absence) of special pedagogical abilities. This is also evidenced by the data of statistical measurements: the correlation dependence between the effectiveness of pedagogical work and knowledge of the subject is not equal to one (0.587), between the effectiveness of labor and attitude to business (0.589) is also not equal to one. That is, there are teachers who, despite a deep knowledge of the subject and a high level of responsible attitude to business, do not know how to teach their subject, are not able to cope with discipline in the classroom and fruitfully influence students in the direction they need. The fact that another teacher, despite knowledge of the subject and a responsible attitude to the work, does not master pedagogical skills, speaks of the difficult path of the formation of pedagogical abilities. Under the conditions of the modern system of teacher training, they are formed in the activities of only the most gifted, those whose choice of profession coincided with the inclinations.

In the experimental studies of the inclinations and abilities carried out by A. A. Golubeva and the staff of her laboratory, the inclinations were understood as anatomical and physiological features that relate to unconditioned reflexes. At the same time, it was taken into account that when one speaks of unconditioned innate reactions, one means not only "vital" reflexes, but also a wide class of unconditioned reactions. Thanks to the discovery of specialized neurons-detectors, it has been established that they selectively respond to various characteristics of stimuli (color, shape, duration), thereby revealing an unconditionally reflex basis of information processes, which makes it possible to speak of specific sensitivity.

In connection with the above, we define abilities as individual, stable personality traits, consisting in specific sensitivity to the object, means, conditions of activity and finding (i.e. creating) the most productive ways to obtain the desired results in it.

Creative professions, which include teaching, also require specific sensitivity to the methods of achieving the desired result most economically in terms of time and stress.

## RESULTS AND DISCUSSION

In accordance with the general definition of abilities, pedagogical abilities are individual stable personality traits, consisting in a specific sensitivity to the object, means, conditions of pedagogical work and the creation of productive models for the formation of the desired qualities in the personality of the educated person.

This definition of pedagogical abilities can be attributed to all teachers, regardless of the pedagogical system in which the upbringing is carried out (family, nursery, kindergarten, primary, eight-year, secondary school, vocational school, university, graduate school, production), from the subject that the teacher teaches, as well as on the type of work or professional activity that he teaches.

We consider the abilities of the teacher as the most important factor in the development, the formation of the abilities of students. Therefore, in the definition, we distinguish the following signs of abilities:

Firstly, a specific sensitivity to the object, means and conditions of pedagogical work, and secondly, a specific sensitivity to the creation of productive models of the formation of the desired qualities in the student's personality.

In accordance with the foregoing, in pedagogical abilities we have identified two interrelated levels:

Reflexive (perceptual-reflexive abilities are addressed to the object-subject of pedagogical influence and determine the intensity of the formation of the sensory experience of the teacher's personality); Projective (projective pedagogical abilities are addressed to ways of influencing the subject-subject - the student, his need for development, self-affirmation, civic and professional development).

Reflection in social psychology is understood as the awareness of the acting individual of how he is perceived by a communication partner. It presupposes not just knowledge or understanding of the other, but knowledge of how the other understands the "reflecting" individual. "Reflection is a kind of doubled process of individuals mirroring each other, a mutual image, the content of which is the subjective reproduction of the inner world of the interaction partner, and in this inner world, in turn, the inner world of the first researcher is reflected."

The reflective level of teaching ability includes three types of sensitivity:

1) "sense of the object" - a special sensitivity to what kind of response the objects of reality find among students and to what extent the interests and needs of students, revealed in this case, "coincide" with the requirements of the PS and with what is presented to them in educational the process is the teacher himself. In turn, this sensitivity is associated with empathy, which manifests itself in a quick, relatively easy and deep penetration into the psychology of the

student and emotional identification, which presupposes an active purposeful joint activity of the teacher with the students;

2) "feeling, measure or tact" - sensitivity to the measure of changes occurring in the personality and activity of the student under the influence of various means of pedagogical influence and especially the system of influences of the teacher himself, the measure of their contribution to the desired result;

3) "feeling of belonging" - sensitivity to the merits and demerits of the individual's own activities, manifested in relationships;

The level of formation of reflexive pedagogical abilities ensures the formation of pedagogical intuition, which, in turn, can be either "good", that is, helping to effectively solve pedagogical problems, and "bad", that is, "prompting" wrong decisions. It is known that intuition is a heuristic process, which consists in finding a solution to a problem based on search guidelines that are not logically connected or insufficient to obtain a logical conclusion. It is characteristic of intuition to formulate hypotheses and make decisions quickly (sometimes instantly), as well as insufficient awareness of its logical foundations. "Good" intuition manifests itself in making decisions that move the teacher to the desired result, and "bad" - in making decisions that lead away from him.

It is also known that intuition manifests itself in conditions of subjectively or objectively incomplete information and organically enters into the ability of extrapolation inherent in human thinking (replenishment of existing and anticipation of still unknown information). "Good" intuition is manifested in the fact that the teacher extrapolates information about the

strongest, positive personality traits of the student, based on which, you can move him to the desired result. "Bad" intuition manifests itself in the extrapolation of weaknesses, negative qualities of students, the accentuation of which leads, as a rule, away from the desired results or even "pushes" towards the opposite.

Reflexive pedagogical abilities are closely related to projective ones, which are manifested in a special sensitivity to creation, productive models of the formation of gnostic (cognitive), design, constructive, communicative and organizational abilities in students, which allow them to relatively easily enter new pedagogical systems or social production.

Naturally, a teacher can form in students only what he himself possesses. Therefore, the formation of the desired abilities among students presupposes a sufficiently high level of their formation among teachers, which ensures the development of appropriate pedagogical strategies of influence. These abilities are as follows:

1. Gnostic ability to study the object, processes and results of one's own activity and the ways of its restructuring on the basis of this knowledge.
2. Designing ability to design methods, selection and distribution of tasks-tasks, counting on the formation of the desired qualities in the student's personality, knowledge, skills, abilities "necessary in his future activities.
3. Constructive abilities for methods of compositional construction of classes, which would evoke an intellectual, emotional and practical response from students.
4. Communicative ability to establish and develop pedagogically appropriate relationships



with students on the basis of gaining authority and trust from them.

5. Organizational abilities - the ability to include students in various types of activities, transforming the team into an instrument of educational influence on each individual person, motivation for self-education, self-development.

Projective pedagogical abilities, in turn, are "provided" by the ability to identify, that is, to identify with students and sensitivity to the individual characteristics of students (their interests, inclinations, abilities), good intuition, which is an important characteristic of creative thinking, manifested in anticipation the desired pedagogical result already when choosing strategies of influence, as well as personality traits, its ability to beneficial suggestion.

It is known that suggestion includes various ways of verbal and non-verbal emotionally colored impact on a person in order to create a certain state or induce him to take certain actions. Sensations, representations, emotional states, volitional impulses can be caused by suggestion; by suggestion, it is possible to influence the somatovegetative functions.

The mechanisms of suggestion have not been sufficiently studied. It is assumed that the basis of the suggestion process is the weakening of the action of conscious control of the perceived information.

Suggestion is one of the methods of pedagogical influence, which can be beneficial (if it is aimed at arousing fantasy, strength, self-confidence, in the possibility of overcoming obstacles that have arisen, self-affirmation through work and overcoming) and destructive (if it is aimed at humiliation, relaxation, supports disbelief c -

their strengths and abilities or unreasonable narcissism).

Pedagogical abilities provide the accumulation of fruitful information about students, allowing the use of "constructive" suggestion, stimulating the formation of self-control and self-regulation, thereby providing the student's need for self-development and self-affirmation.

Pedagogical inability is manifested in the fact that the teacher is insensitive to the needs and capabilities of the student, to his strongest sides of the personality, activity, system of relations, abilities. Such a teacher in the learning process does not accumulate fruitful information that provides a "constructive" suggestion.

It is due to the specific sensitivity to the object, means, conditions of activity and the finding of productive models for achieving the desired results, the abilities of a person act as the most important prerequisite for the success of pedagogical work. The level of performance can be judged on the level of ability.

## DATA ANALYSIS

The main content of the teacher's activities includes the performance of several functions - teaching, educating, organizing and research. They are perceived in unity, although for many, one prevails over the other.

Pedagogical goals often encourage deep generalizations and systematization of material, more careful formulation of the main ideas and conclusions, to pose clarifying questions, and even to the generation of hypotheses.

If pedagogical activity is not supported by, scientific work, professional pedagogical skills quickly fade away. Professionalism is precisely

expressed in the ability to see and formulate pedagogical tasks based on the analysis of pedagogical situations and find the best ways to solve them.

As in any form of creativity, pedagogical activity in a peculiar way combines the existing standards and heuristically found independently. The creative individuality of the teacher is the highest characteristic of his activity, like any creativity, it is closely related to his personality. The teacher's work consists of three components: pedagogical activity, pedagogical communication, personality. Personality is the pivotal factor of labor, determines his professional position in pedagogical activity and in pedagogical communication. Pedagogical activity is the technology of labor, pedagogical communication is its climate and atmosphere, and personality is value orientations, ideals, the inner meaning of the teacher's work. Modernity makes more and more stringent and versatile requirements for pedagogical activity. They grow immeasurably with the inevitable emergence of a market for young specialists, the development of multilevel education, domestic and international accreditation of universities and specialists.

Pedagogical activity is the professional activity of a teacher, with the help of various actions solving the problem of teaching and developing students (teaching, upbringing, organizational, managerial, constructive and diagnostic). Such activity includes five components: gnostic, which solves the problem of obtaining and accumulating new knowledge about the laws and mechanisms of the functioning of the pedagogical system, design, associated with the design of the goals of teaching the course and ways to achieve them; constructive includes

actions for the selection and compositional construction of the course content, forms and methods of conducting classes; organizational solves the tasks of implementing the planned; communicative includes actions related to the establishment of pedagogically expedient relationships between the subjects of the pedagogical process.

If the goals and objectives, content, norms and criteria presented by the pedagogical system are external objective components of the activities of a teacher and a scientist, then the methods and methods of scientific and pedagogical activity are individually subjective. Their application depends on the abilities of each teacher. Although professional abilities are manifested unevenly in the activities of a specialist in higher education, they are usually considered as a complex - a combination, as well as the structure of personality traits associated with a particular activity. In addition to complex special abilities, elementary general abilities play a significant role, such as observation, speech quality, thinking, imagination are necessary in pedagogical work, if the specialist who possesses them quickly and correctly with their help recognizes the essential features of the pedagogical system, science, occurring in them. processes and evaluates their effectiveness for management purposes.

Teaching abilities are usually included in the structure of the organizational and gnostic abilities considered below, although these abilities may exist separately from each other: there are scientists who are deprived of the ability to transfer their knowledge to others, even to explain what they themselves understand well; The pedagogical abilities required for a professor delivering a course to students and for the same

scientist as a laboratory director are different. F.N.Gonobolin gives the following personality traits, the structure of which, in his opinion, is actually pedagogical abilities:

- the ability to make educational material accessible;
- creativity at work;
- pedagogical and volitional influence on students;
- the ability to organize a team of students;
- interest and love for children;
- richness and brightness of speech, its imagery and persuasiveness;
- pedagogical tact;
- the ability to connect the subject with life;
- observation;
- pedagogical exactingness;

The accompanying personality traits of a teacher include: organization, ability to work, curiosity,

self-control, activity, perseverance, concentration and distribution of attention.

Exploring the nature and genesis of the professional self-awareness of the individual, O.V. Moskalenko considers four general factors:

- Motivation to achieve a high level of professional excellence;
- Professional subjective-oriented training;
- Orientation of the individual to mastering this profession;
- The optimal time.

In terms of the degree of influence on the effectiveness of the formation of the optimum of professional self-awareness, the leading place is taken by motivation (30%), the degree of influence of training (26%), personality orientation (28%), and time (16%).

Here is a part of the summary table of the hierarchy of factors in the formation of the optimal level of professional self-awareness for the general factor of motivation (the factors are grouped in descending order of importance).

Factor	Influence factor for efficiency	The place of the factor in terms of importance
General factor motivation to achieve professional excellence Interest in the profession. Professional readiness, sustainable focus of professional interests	0,95	1
Professional self-determination	0,94	2
Choice of profession	0,93	3
Taking a professional role	0,92	4
Improving self-esteem	0,91	5
Career achievement motive	0,90	6
Self-improvement motive	0,98	7

Value orientations of professional activity	0,88	8
Planning changes in the achievement motivation system	0,87	9
The presence of the ideal image "I am a professional"	0,86	10
Awareness of the nature of professional activity	0,85	11
Analysis of professional activity from the point of view of the personality itself	0,84	12
The importance of professional parameters	0,83	13
The need for self-affirmation	0,82	14
The need for achievement, innovation and mastery of innovation	0,81	15
Need for recognition	0,80	16
The need to assert yourself in your opinion	0,79	17
Realization of oneself as a member of a group, professional community in the future	0,78	18
Environmental conditions of the region in which professional activities are expected	0,77	19
Sanitary and hygienic conditions of production activities	0,76	20

The high value of factorial loads testifies to the great influence of all the presented factors on the development of the general factor of motivation and the integrity of the structure under study.

In our opinion, the list of significant psychological and acmeological factors of personal professional development can also include those that really affect the educational achievements of university students:

- the need for achievements, the prestige of knowledge;
- personal and business, professionally important qualities;
- personality potential, including high professional and personal standards, striving for knowledge, for expanding one's horizons;
- peculiarities of motivation of educational activity of students, the level of its development.

Pedagogical activity, like any other, has not only a quantitative measure, but also qualitative characteristics. The content and organization of pedagogical work can be correctly assessed only by determining the level of the teacher's creative attitude to his activities, which reflects the degree of his realization of his capabilities while achieving the set goals. The creative nature of pedagogical activity is therefore its most important objective characteristic. It is because the variety of pedagogical situations, their ambiguity require variable approaches to the analysis and solution of the problems arising from them.

It is known that the development of consciousness and creative parameters of a person followed the path from simple contemplation to deep knowledge of reality and only then to its creative transformation. This applies equally to the evolution of the teacher's consciousness and activity. Nowadays, the statement that pedagogical activity is creative in

nature has become trivial. However, it is no less known that both an employee can introduce an element of creativity into unskilled, traditionally uncreative work, and, on the contrary, pedagogical activity can be built according to a template, depriving it of its inherent creativeness.

Creativity is an activity that generates something new, which has not previously existed, based on the reorganization of existing experience and the formation of new combinations of knowledge, skills, and products. Creativity has different levels. One level of creativity is characterized by the use of already existing knowledge and the expansion of the field of their application; at another level, a completely new approach is created that changes the usual view of an object or area of knowledge.

At the same time, it must be borne in mind that creativity as a specific type of human activity, along with "novelty", is also characterized by "progressiveness". (S.S. Goldentricht notes, "The nature of a creative act is creation, the birth of a new progressive one that promotes the development of man and society. The essence of creativity is incompatible with activities hostile to man").

This approach to the essence of creativity is consistent with the ideas of humanistic pedagogy, with the development of personality, culture "of society. True creativity is humane in nature, since it necessarily leads to the development and self-development of the individual and, accordingly, culture and society.

V.I.Andreev (1988), defining creativity as a type of human activity, notes a number of features that characterize it as an integral process:

- the presence of a contradiction in a problem situation or a creative task;
- social and personal significance and progressiveness which contributes to the development of society and the individual (antisocial activity, even in its most inventive form, is not creativity, but barbarism);
- the presence of objective (social, material) prerequisites, conditions for creativity;
- the presence of subjective (personal qualities - knowledge, skills, especially positive motivation, creative personality) prerequisites for creativity;
- novelty and originality of the process or result.

If at least one of these signs is meaningfully excluded, either then creative activity does not take place, or the activity cannot be called creative.

## CONCLUSIONS

In connection with the level characteristics of pedagogical creativity, the question arises about the creativity of young teachers who do not have sufficient social and professional experience. The answers of novice and future teachers, unlike teachers with some experience, are unambiguous in the overwhelming larger flock: only a young teacher who is not burdened by someone else's experience can create. It is characteristic that pedagogical creativity in this case is often identified with the path of trial and error. Nevertheless, the statement of young teachers is not without foundation, although it reflects youthful maximalist. This question raises, in turn and another: what is the ratio of pedagogical experience and creativity, pedagogical creativity and skill?

Pedagogical experience can be massive and advanced pedagogical experience is a typical work experience of an educational institution and an individual teacher, which characterizes the achieved level of teaching practice, upbringing and implementation of the achievements of pedagogical science in it. The words "advanced pedagogical experience" are used in broad and narrow senses (M.N. Skatkin). In a broad sense, advanced experience is understood as the high skill of the teacher. Although his experience may not contain something new and original, he is a model for teachers who have not yet mastered pedagogical skills. In this sense, what the teacher-master has achieved is an advanced experience worthy of dissemination.

In a narrower and stricter sense, advanced experience includes only such practice that contains elements of creative search, novelty, originality, what is otherwise called innovation. Such pedagogical experience is especially valuable because it opens up new paths in educational practice and pedagogical science. Therefore, the experience is subject to analysis, generalization and dissemination in the first place.

It is often difficult to draw a line between simple pedagogical skills and innovators, because, having mastered the known principles and methods, the teacher usually does not stop there. Finding and using more and more new original techniques or in a new way, effectively combining old ones, the master teacher gradually becomes a real innovator.

Pedagogical innovation is a condition for the development of education, since it introduces various kinds of innovations into it. The latter are expressed in the tendencies of accumulation and

modification of various initiatives and innovations in the educational space. Their consequence can be both partial transformations in the content of education and pedagogical technologies, and global changes in the field of education.

Each teacher continues the work of his predecessors. The teacher-creator sees wider and much further. Each teacher, in one way or another, transforms the pedagogical reality, but only the teacher-creator actively fights for cardinal transformations and in this matter, himself is a clear example.

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