



American Scholar
Journal of Interdisciplinary
Research and Knowledge

Theoretical Basis Of The Professional Skills Of Pedagogical Sciences Teacher

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Abstract

This article examines the pivotal role of theoretical pedagogical knowledge in shaping and advancing teachers' professional mastery. Within the framework of contemporary educational reforms, the shift from a traditional knowledge-transmission paradigm to a student-centered facilitation approach necessitates a profound understanding of pedagogical laws, psychological principles, and innovative instructional methodologies. The author contends that professional excellence cannot be reduced to the mere accumulation of practical experience; rather, it emerges from a dynamic and sophisticated integration of theory and practice. Drawing on historical insights from prominent scholars such as Avicenna and John Amos Comenius, the study bridges classical pedagogical thought with contemporary strategies, including Problem-Based Learning (PBL).

Furthermore, the article explores the essential components of pedagogical mastery—namely psychological preparedness, pedagogical tact, and technical proficiency—demonstrating that a robust theoretical foundation serves as a “compass” guiding educators through the complexities of the 21st-century learning environment. The paper concludes by offering practical recommendations aimed at fostering continuous professional development and sustaining teacher excellence.

Keywords: Pedagogical Mastery, Theoretical Foundation, Professional Competence, Pedagogical Tact, Problem-Based Learning, Educational Psychology, Educational Reforms, Teacher Excellence, Instructional Methodology.

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INTRODUCTION

At all stages of the development of human civilization, the intellectual and cultural advancement of society has been directly related to the personality of the teacher and his professional skills. In the era of globalization and digital transformation, the modern education system requires teachers not only in-depth knowledge in the field of science, but also a high level of professional competence and flexibility. International educational standards and modern pedagogical research show that the quality of any education system cannot be higher than the level of skill of the teachers working in it. Therefore, a deep understanding of the theoretical foundations of pedagogical knowledge and their systematic application in practice are the most important conditions for professional development and ensuring the sustainability of global education for a teacher of the 21st century.

It is noteworthy that in order to become a pillar of society, a teacher is required not only to know his subject, but also to have a high level of professional skills. Professional skills are not a collection of random successes, but the result of deeply thought-out, scientifically based and systematic actions. Pedagogical knowledge, on the other hand, constitutes the theoretical basis of this skill. The purpose of the article is to scientifically analyze the role of pedagogical knowledge as a theoretical foundation, its components, and its connection with practice.

1. HISTORICAL-THEORETICAL ROOTS OF PEDAGOGICAL SKILL

The issue of pedagogical skill has long been the focus of attention of thinkers. Our great compatriot, the encyclopedist of the medieval East, Abu Ali ibn Sina, in his work "Tadbir al-manzil" writes about the art of teaching: "A teacher must be extremely patient, gentle and able to understand the nature of each child when teaching children. He must teach lessons according to the child's mind, divide knowledge into parts and convey it in an understandable way." It would not be wrong to say that these thoughts of Ibn Sina are the foundation of today's differentiated theory of education.

And the father of European pedagogy, Jan Amos Komensky, in his work "Great Didactics", likened the skill of a teacher to "sunlight". In his opinion,

a teacher must have perfect knowledge of didactic laws (demonstrativeness, consistency, systematicity). Otherwise, the teaching process will turn into fruitless and boring work.

So, pedagogical skill is such a professional activity of a teacher, in which the educational process is carried out with the highest efficiency, with the least time and effort. And for this, knowledge of the theoretical laws of pedagogical science is a vital necessity.

2. SYSTEM OF PEDAGOGICAL KNOWLEDGE - AS A COMPONENT OF SKILL

The theoretical basis of teacher skill consists of a number of interrelated knowledge:

A) Didactic knowledge: Theories about the essence of the educational process, methods and forms of teaching. If the teacher does not rely on scientific models such as Bloom's Taxonomy in setting the goal of the lesson, he will not be able to form a high level of thinking in the student.

B) Psychological and pedagogical knowledge: As is known, each age period has its own crises and opportunities. As the great Russian pedagogue K.D. Ushinsky said: "If a teacher wants to educate a person comprehensively, he must, first of all, know him comprehensively." Psychological knowledge allows the teacher to understand the inner world of the student, increase his motivation, and implement an individual approach.

C) Informational and methodological knowledge: A modern teacher must theoretically know which method (for example, "Brainstorming", "Siquain", "FSMU") to use in the lesson. Not just knowing the method, but understanding in which situation it is effective is a sign of skill.

3. PRACTICAL ANALYSIS: THE RELATIONSHIP OF THE "PROBLEM-BASED LEARNING" METHOD AND THEORY

Let us consider the relationship of pedagogical knowledge with skill on the example of a specific method. For example, the Problem-Based Learning Method.

Theoretically, this method is aimed at obtaining new knowledge by setting a problem situation before the student and solving it. A skilled teacher uses this method in the following theoretical steps:

1. Hypothesis formulation: The teacher encourages the student to think independently.

2. Scaffolding: The teacher does not tell the student the solution, but rather provides guidance based on Lev Vygotsky's theory of the "Zone of Proximal Development".

If the teacher does not have theoretical knowledge about the psychological and pedagogical foundations of this method, he can simply conduct a question-and-answer session, but will not be able to arouse the child's sense of "discovery". This indicates a lack of skill.

4. PEDAGOGICAL TACT AND ETHICS — THE SPIRITUAL BASIS OF THE THEORY

An integral part of pedagogical skill is pedagogical tact (thought). This is the teacher's behavior in communicating with students, knowledge of the norm. The famous teacher V.A. Sukhomlinsky says in his work "I Give My Heart to Children": "A teacher's word can fall into the student's heart either as a healing balm or as an indelible wound".

A teacher's knowledge of the theory of communication and the basics of conflictology helps him to civilize any difficult situation in the lesson. Theoretical knowledge teaches the teacher to manage emotional intelligence (EQ). This is the highest level of skill.

5. MODERN TECHNOLOGIES AND PROFESSIONAL COMPETENCE

In today's digital age, the concept of pedagogical skill has expanded even further. Now a teacher is also required to know the theory of Digital Pedagogy. This is not just using a computer, but also applying the principles of blending online and offline learning (Blended learning), gamification (Gamification) to the lesson.

A skilled teacher sees technology not as a goal, but as a means to improve the quality of education. He is not limited to giving presentations in class, but also works on digital projects together with students. For this, he must have a strong methodological foundation.

6. STAGES OF ACHIEVING SKILLS AND INDEPENDENT LEARNING

Pedagogical skill is not a static process. It goes through the following stages:

1. Pedagogical literacy: Knowledge of theoretical rules.
2. Pedagogical skill: Skillful application of knowledge in practice.
3. Pedagogical innovation: Creation of new methods.

The most effective way to improve a teacher's skills is reflection (self-analysis). Only a teacher who analyzes his lesson based on theoretical knowledge can see his mistakes and develop.

CONCLUSION

Pedagogical knowledge is the foundation of a teacher's professional skills, the light that illuminates his work. Practice without theory is a set of random actions that cannot guarantee the effectiveness of education. A professional teacher is a creative person in constant search. He is able to combine educational theory with practice, spirituality with technology, and skill with love.

Today, the education system needs teachers with such a strong theoretical base and high professional skills. After all, the upbringing of the younger generation is the most complex and responsible art in the world, and in order to master this art, one must not stop deeply studying the secrets of pedagogical science.

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