



## THE IMPORTANCE OF PEDAGOGICAL TECHNIQUE IN TEACHER PROFESSIONAL ACTIVITY AND METHODS OF ITS FORMATION

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**Abstract.** This article scientifically examines the role and significance of pedagogical technique in teachers' professional activity. The purpose of the study is to reveal the essence of the concept of pedagogical technique and identify effective methods for its formation. Analytical, comparative, and observational research methods were employed during the study. The findings indicate that pedagogical technique encompasses teachers' speech, facial expressions, body language, and self-management skills, thereby enhancing the effectiveness of the educational process. Furthermore, the study revealed that a well-developed pedagogical technique serves as an important factor in establishing effective communication with students. In conclusion, the formation and development of pedagogical technique is considered a crucial means of improving teachers' professional competence.

**Keywords:** pedagogical technique, teacher activity, professional competence, speech culture, facial expressions, body language, pedagogical mastery, communication, self-management, educational process, pedagogical influence.

**INTRODUCTION.** In the modern educational system, a teacher's professional activity is closely associated not only with theoretical knowledge but also with practical skills, particularly pedagogical technique. Pedagogical technique is an important factor that determines a teacher's ability to express ideas clearly, fluently, and persuasively, establish effective communication with students, and successfully manage the educational process.

One of the challenges currently observed in education is the insufficient mastery of pedagogical techniques by many teachers. This often leads to a decline in lesson effectiveness and a reduction in students' interest and engagement in learning activities.

The purpose of this study is to reveal the essence and content of pedagogical technique, determine its role in teachers' professional activities, and develop effective methods for its formation. Accordingly, the objectives include analyzing the structural components of pedagogical technique, substantiating its significance in the educational process, and identifying ways to improve and develop it.

**LITERATURE REVIEW AND METHODS.** The issue of pedagogical technique is recognized in contemporary pedagogical science as one of the key research areas determining teachers' professional mastery. This concept encompasses not only teachers' external verbal and physical means of expression but also their ability to regulate their internal psychological state.

The problem of pedagogical technique has been extensively studied by many prominent scholars, each proposing different yet complementary approaches to its interpretation.





In particular, V.A. Slastenin interprets pedagogical technique as a system of practical skills used in professional teaching activities and emphasizes its role in increasing the effectiveness of the educational process. A.S. Makarenko regards pedagogical technique as one of the primary means of strengthening educational influence, scientifically substantiating that every action, intonation, and interaction of a teacher has a certain impact on students. B.Kh. Khodjayev considers pedagogical technique as an integral component of pedagogical culture and associates it closely with teachers' moral and aesthetic views, speech culture, and behavioral style.

Generalizing these scientific approaches, pedagogical technique can be defined as a set of skills including speech culture (voice, intonation, diction), facial expressions, body language, and self-management (emotional stability and self-control). These skills play an important role in enabling teachers to establish effective communication with students and engage them actively in the learning process.

To achieve the research objectives, a comprehensive set of scientific methods was employed. Through the analytical method, domestic and foreign scientific sources related to the topic were thoroughly examined, and the theoretical foundations of pedagogical technique were systematized. This method facilitated the comparison of existing scientific viewpoints and the formulation of general conclusions.

The comparative method enabled the identification of specific features of different pedagogical schools and approaches and the evaluation of their effectiveness.

Additionally, the observation method was applied to analyze teachers' professional activities in real educational settings and investigate the practical implementation of pedagogical techniques. This method made it possible to identify teachers' speech characteristics, communication styles, emotional states, and individual approaches to lesson organization.

The integrated application of these methods ensured the scientific validity and reliability of the research findings.

**RESULTS AND DISCUSSION.** The results of the study once again confirmed that pedagogical technique is an indispensable and significant component of teachers' professional activity.

The analysis demonstrated that pedagogical technique consists of several interconnected elements. In particular, speech technique plays a vital role in enabling teachers to communicate their ideas clearly, fluently, and persuasively. Facial expressions and body language reflect teachers' internal states through external manifestations and help establish emotional connections with students. Meanwhile, the ability to regulate oneself ensures stability and confidence in various pedagogical situations.

The harmonious integration of these components significantly enhances the effectiveness of teachers' pedagogical influence.

The study revealed that teachers possessing well-developed pedagogical techniques are capable of organizing lessons more effectively, maintaining students' attention for extended periods, and encouraging their active participation. Conversely, insufficiently developed pedagogical technique may lead to several problems. Among these are decreased student interest in lessons, reduced comprehension due to unclear teacher speech, and the emergence of conflicts during communication processes.

Furthermore, the findings indicate that the development of pedagogical technique should be systematic and continuous. Special exercises aimed at improving speech and





diction, psychological and communicative training sessions, role-playing activities, and reflective practices play a crucial role in this process.

Particularly, reflection enables teachers to analyze their own activities, identify strengths and weaknesses, and work toward continuous improvement.

In general, the formation of pedagogical technique requires teachers to engage in constant self-development, self-improvement, and professional growth. This contributes not only to their personal development but also to the enhancement of educational quality.

**CONCLUSION.** In conclusion, pedagogical technique occupies an important place in teachers' professional activity and is one of the key factors contributing to the effectiveness of the educational process. It reflects teachers' speech, behavior, and overall pedagogical culture.

The development of pedagogical technique provides opportunities for improving teachers' professional competence, enhancing the quality of education, and establishing effective communication with students. Therefore, systematic work on the formation and improvement of pedagogical technique should be considered an essential component of modern teacher training and professional development.

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