

DYNAMICS OF PROFESSIONAL DEVELOPMENT OF PEDAGOGICAL ABILITIES IN STUDENTS AND THEIR CHARACTERISTICS OF VOLITIONAL SUSTAINABILITY

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ABSTRACT

This article describes in detail the types of pedagogical skills in students and their formation and development. They also list the dynamics of professional growth of pedagogical abilities and their characteristics of volitional stability, volitional qualities of pedagogical abilities, the main types of pedagogical abilities. At the end of the article there are general conclusions on the subject.

Keywords: *pedagogical skills, teacher, student, abilities, will, volitional qualities.*

INTRODUCTION

The formation and development of pedagogical skills in future teachers, exactly, in students, largely depends on the social environment and groups that surround them. The development of pedagogical skills depends in many ways on the individual psychological characteristics of the person, ie temperament, abilities and character traits, as well as willpower, diligence, hard work, constant self-improvement and other characteristics. If we look at the dynamics of the development of pedagogical skills, it is first of all reflected in the performance of the student, the development of special skills, public speaking skills and personal development.

ABILITY IS A PERSON'S INDIVIDUAL POTENTIAL AND POSSIBILITIES

Ability is drastically different from knowledge, and knowledge is the result of reading. Ability is a feature of a person's psychological and physiological structure. Ability develops as a person acquires skills and abilities. Each type of ability consists of a complex psychological concept that belongs to the individual and includes a system of characteristics that are proportional to the requirements of the activity. Therefore, ability is not a quality in itself, but a synthesis of qualities that can meet the requirements of an individual's activities and allow him to achieve high results in this activity. A person's abilities are only an opportunity to acquire knowledge and skills. Whether or not this knowledge and skills are acquired depends on many factors. A child's musical ability does not guarantee that he or she will become a musician.

In order for a child to become a musician, of course, he must have special education, perseverance, good health, a musical instrument, notes and other conditions. Without them, talent can be lost. It would be a serious mistake for a teacher to conclude that a student does not have the necessary skills and competencies, as well as solid knowledge and methods of work, and to hastily conclude that he or she does not have the skills.

There are many people who, as a child, were not recognized by others for certain abilities, and later became famous for these abilities. While being an important component of skills performance is not exactly the same as knowledge, skills, or abilities, they are interrelated. Abilities are not reflected in knowledge, skills, abilities, but in the dynamics of their acquisition, in other words, how fast the process of acquiring knowledge and skills that are important for this activity in different conditions and will show up when you do it deep, light and solid. The ideas that emerge here give us the right to talk about abilities.

Thus, abilities are an individual-psychological feature that is a prerequisite for the successful implementation of the activities of the person (ability) and is reflected in the differences in the dynamics of the acquisition of knowledge, skills and abilities. If the sum of certain qualities of a person meets the requirements of a person's activity in a pedagogically justified period of time, then this leads us to conclude that he has the ability to perform this activity. If another habit does not meet the requirements of the activity in such cases, then it is a reason to assume that the psychological qualities that belong to it, in other words, do not have abilities. It does

not mean that such a person does not have the necessary skills and knowledge. The process of mastering these will be lengthy, requiring a lot of effort and time from the educator.

The highest level of skill development is called talent. Talent is an association of skills that allows a person to successfully perform some complex work activity independently and in an original way. Talent is a prerequisite for mastery, but it is far from mastery.

The development of pedagogical skills first appeared in the mid-nineteenth century. *Desterverg* was the first to focus on pedagogical skills and perceptual skills. He focused on the power of pedagogical ability, pedagogical tact, and strict freedom. He promoted the concept of the teacher's ability to acquire knowledge. Then, in the second half of the 19th century, *P.G. Redkin* introduced the concept of "*Moral ability*". This idea was continued by *K.D. Ushinsky*. As for the main types of pedagogical skills, they are:

✚ Cognitive ability is the ability to relate to relevant fields of science. A teacher with this ability knows the science not only in the scope of the course, but also much more deeply, and is constantly monitoring the discoveries in the field of science.

✚ Ability to explain. this ability is the ability of the teacher to explain the learning material to the students in an understandable way, to explain the material or problem to them clearly and intelligibly, to arouse active interest in the students independently.

✚ The ability to observe is the ability to enter into the inner world of the student and the pupil and is a psychological observation associated with a very good understanding of the student's personality and his temporal mental state. This observational teacher is also able to perceive very insignificant changes in a student's inner state based on small appearances.

✚ The ability to speak is the ability to express one's thoughts and feelings clearly and vividly through speech as well as gestures. This is very important for the teaching profession. The teacher's speech will always be student-centered in class. Whether the teacher is explaining a new topic, analyzing, approving, or criticizing a student's response, his or her speech is always distinguished by his or her inner strength, confidence, and interest in what he or she is saying.

As known, the environment plays an important role in the development of pedagogical skills and their professional development. The role of the institution in which students study is also

invaluable in the formation and development of pedagogical skills. as a result of stress and other processes, the student is not able to fully convey his knowledge to the students.

Will is a volitional activity of an individual, the degree of which is determined by objective reasons, lifestyle and conditions. The will of man has many qualities. For example, the positive qualities of the will are perseverance, courage, independence and self-control. The negative qualities of the will are indecision, hesitation, independence, and inability to control oneself.

These qualities of the will are not innate. All the qualities of the will are the result of education and upbringing that are given to children in a systematic way over a long period of time. Therefore, a person should always set a goal, taking into account his abilities, and finish the work he started.

In addition, the team to which students belong plays an important role in the formation of volitional qualities in students. A community in which a person feels strongly connected includes examples of exemplary behavior. Any organized team demands from its members to fulfill their obligations, to be kind and caring to their friends and acquaintances, and to strive not to tarnish their team.

CONCLUSION

All this puts the team member in a situation where he tries to make decisions, to be independent, to behave in order not to be influenced by others. In this way, a person fulfills the tasks and requirements of his team, and this leads to a stable content of positive qualities in his life, such as independence, principledness, initiative.

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