



## **IMPORTANCE OF USING EXERCISES AND TRAININGS IN THE FORMATION OF PEDAGOGICAL SKILLS**

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### **Abstract**

This article thoroughly analyzes the role and significance of exercises and trainings in the formation of pedagogical skills. In the modern education system, practical sessions and interactive trainings are crucial tools for enhancing teachers' professional competencies. The article examines effective types of exercises and training methodologies aimed at developing pedagogical mastery. Furthermore, it highlights their impact on transforming teachers' theoretical knowledge into practical skills. The research findings confirm the invaluable role of exercises and trainings in improving the effectiveness of the pedagogical process.

**Keywords:** Pedagogical Skills, Exercise, Training, Education, Teacher, Competence, Development, Methodology.

### **Introduction**

#### **АННОТАЦИЯ**

В данной статье всесторонне анализируется роль и значение упражнений и тренингов в формировании педагогического мастерства. В современной системе образования практические занятия и интерактивные тренинги являются важными инструментами для повышения профессиональных компетенций учителей. В статье рассматриваются эффективные виды упражнений и методики тренингов, направленные на развитие педагогического мастерства. Кроме того, освещается их влияние на преобразование теоретических знаний учителей в практические навыки. Результаты исследования подтверждают неопределимую роль упражнений и тренингов в повышении эффективности педагогического процесса.

**Ключевые слова:** Педагогическое мастерство, Упражнение, Тренинг, Образование, Учитель, Компетенция, Развитие, Методика



## **INTRODUCTION**

The development of society is directly linked to the continuous improvement of the education system, a process that requires significant changes in teaching approaches and professional competencies [1]. A modern teacher plays a decisive role in developing students' inclinations, interests, and social self-determination abilities, providing them with systematic scientific knowledge, forming a broad worldview, encouraging creative thinking, and ensuring respect for rich spiritual and cultural heritage [3]. Pedagogical skill is of vital importance for every educator and is characterized by high culture, deep subject knowledge, perfect mastery of pedagogy and psychology, as well as thorough knowledge of teaching methodologies. Its main components include adherence to pedagogical humanism, broad interdisciplinary knowledge, innate pedagogical abilities, and a deep understanding of pedagogical techniques [1]. The necessity for a teacher's continuous self-improvement and the manifestation of creativity in their pedagogical approach is a pressing demand of today [3].

From this perspective, the issue of using effective methods and tools in the formation of pedagogical skills is of great importance. Exercises and trainings are recognized as a decisive method of providing psychological support to educators. These training programs are aimed at changing teachers' behavior, improving stress management skills, and positively influencing the overall development of children [2]. They serve to enhance teachers' professional qualifications, develop competencies, promote personal growth, and create a healthy psychological environment in educational institutions [2]. The purpose of this study is to thoroughly analyze the theoretical and methodological foundations of using exercises and trainings in the formation of pedagogical skills, as well as their effectiveness and practical significance in the pedagogical process.

## **MAIN PART**

Pedagogical skill is one of the central concepts of the modern education system. It not only defines the teacher's professional activity but also plays a decisive role in the comprehensive development of students. This concept has deep theoretical foundations and includes a number of interrelated components. The theoretical basis of pedagogical skill refers to the set of scientific-philosophical, psychological-pedagogical, and methodological principles that ensure the effectiveness of



pedagogical activity. These principles consider the harmony of the teacher's personal qualities, professional knowledge, and practical skills.

In particular, the principle of pedagogical humanism [1] emphasizes the need for the teacher to approach each student as an individual, respect their dignity, and provide education while taking into account their individual characteristics. This principle is aimed at the development of the student's personality and seeks to create conditions for their freedom, creativity, and self-awareness. The humanistic approach requires the teacher to possess qualities such as empathy, tolerance, and justice, which contribute to the formation of a positive psychological environment in the educational process.

Another important theoretical foundation of pedagogical skill is the significance of interdisciplinary knowledge [1]. In today's world, where the boundaries of knowledge are constantly expanding, the teacher must not only have a deep understanding of their subject but also understand its connections with other fields of knowledge. This helps students form a holistic picture of the world and develops their critical thinking and complex problem-solving abilities. An interdisciplinary approach requires the teacher to continuously update their knowledge, familiarize themselves with innovations in various fields, and integrate them into the learning process.

Innate pedagogical abilities [1], one of the components of pedagogical skill, are also theoretically important. Although some abilities are innate, they can be developed and improved. These include communicativeness, organizational skills, perceptiveness (perception), expressiveness (expression), and didactic abilities. These qualities enable the teacher to establish effective communication with students, properly organize the learning process, understand their psychological state, and convey knowledge in an understandable manner.

One of the most important practical components of pedagogical skill is pedagogical technique [1]. Pedagogical technique includes the teacher's self-management skills, speech culture, use of facial expressions and pantomime, as well as the effective organization of relationships with students. Speech culture helps the teacher express thoughts clearly, fluently, and effectively, which positively affects the assimilation of educational material. Facial expressions and pantomime serve as important tools for expressing the teacher's emotional state and attitude toward the material. Pedagogical technique allows the teacher to make the learning process dynamic and interesting, attract students' attention, and increase their activity.



In addition, perfect mastery of pedagogy and psychology [1] is an important theoretical foundation for the formation of pedagogical skill. Pedagogy studies the general laws of the educational process, while psychology helps understand students' age and individual characteristics and their mental development. These knowledges enable the teacher to organize the learning process on a scientific basis and select methods that correspond to students' needs and capabilities.

Furthermore, drawing inspiration from national traditions and the intellectual heritage of Central Asia [1] occupies an important place in the theoretical foundations of pedagogical skill. This helps the teacher reflect national values, customs, and spiritual heritage in their activities, which is crucial for developing students' sense of national identity, patriotism, and respect for cultural heritage. The teacher's continuous striving for self-improvement and the manifestation of creativity in their pedagogical approach [3] also demonstrate the dynamic nature of pedagogical skill. This requires constant research, acquisition of new knowledge, and the introduction of innovative ideas into the learning process.

In conclusion, the theoretical foundations and components of pedagogical skill are closely interconnected and form a holistic system for ensuring the teacher's professional competence. This system requires not only knowledge but also personal qualities, practical skills, and a commitment to continuous development.

The formation of pedagogical skill is a complex and multifaceted process that requires effective methodological approaches. Exercises and trainings serve as important tools in this process because they enable the transformation of theoretical knowledge into practical skills, the development of personal qualities, and the enhancement of professional competencies. The methodological foundations of exercises and trainings are based on several principles: active participation, experiential learning, feedback, reflexivity, and the transfer of knowledge to practice.

The principle of active participation means that teachers should not be passive listeners in the training process but active participants. This allows them to delve deeper into the learning process, share their experiences, and test new skills directly in practice. The principle of experiential learning forms the basis of exercises and trainings. According to this principle, people learn best through their own experience. In pedagogical trainings, teachers participate in real or simulated pedagogical situations, solve problems, make decisions, and see the results of their actions. This gives them the opportunity to apply theoretical knowledge in practice and learn from



their mistakes. For example, through role-playing games, teachers develop skills in communicating with students, resolving conflicts, or managing complex educational situations.

The principle of feedback plays a decisive role in increasing the effectiveness of exercises and trainings. Participants receive constructive feedback on their actions and behavior, which helps them recognize their shortcomings and find ways to correct them. Feedback can be provided by the trainer as well as by other participants, allowing consideration of different perspectives. The principle of reflexivity requires the teacher to analyze their own activities, identify strengths and weaknesses, and critically evaluate their pedagogical approaches. During trainings, teachers discuss their experiences, reflect on the causes and consequences of their actions, which ensures self-awareness and professional growth. The principle of transferring knowledge to practice involves applying the knowledge gained in trainings directly to pedagogical activity. Training programs should be structured so that teachers can effectively apply new skills in their workplaces.

### **Types of exercises and trainings:**

- **Role-playing games and simulations:** These methods allow teachers to test real pedagogical situations in a safe environment. For example, situations such as communicating with a difficult student, meeting with parents, or resolving conflicts in the classroom can be simulated. This develops the teacher's communicative, conflict-resolution, and management skills.
- **Case studies (situation analysis):** Teachers are given cases describing real pedagogical problems, which they must analyze and find solutions for. This develops critical thinking, problem-solving, and decision-making skills.
- **Group discussions and brainstorming:** These methods allow teachers to share ideas, learn from others' experiences, and find collective solutions. This encourages collaboration, communication, and creative thinking.
- **Micro-teaching:** Teachers conduct short lesson fragments, which are recorded on video. The recording is then analyzed and constructive feedback is provided. This improves lesson delivery techniques, classroom management, and presentation of educational material.
- **Stress management and psychological support trainings:** These trainings teach teachers how to behave in stressful situations, maintain emotional stability, and



prevent professional burnout [2]. This strengthens teachers' psychological health and increases their work efficiency.

These methodological approaches have a positive impact not only on improving teachers' professional qualifications but also on their personal growth [2]. Trainings increase teachers' self-confidence, encourage them to try new ideas, and form a creative approach to their pedagogical activities. As a result, teachers become more effective, adaptable, and sensitive to students' needs.

Exercises and trainings are not only theoretically important but also highly effective in practice for the formation of pedagogical skills. Their significance in the pedagogical process is determined by their direct positive impact on teachers' professional activities and students' learning outcomes. Trainings serve to enhance teachers' professional qualifications, develop competencies, and promote personal growth [2]. This, in turn, helps create a healthy psychological environment in educational institutions.

**Firstly**, exercises and trainings significantly increase teachers' professional competencies. For example, through communication trainings, teachers develop skills for effective interaction with students, parents, and colleagues. They learn active listening, asking the right questions, expressing thoughts clearly, and finding constructive solutions in conflict situations. These skills are important for forming positive relationships in the classroom, actively engaging students in the learning process, and creating conditions for them to freely express their opinions. From the perspective of didactic competence, trainings help teachers master innovative teaching methods and technologies. They learn to organize interactive lessons, use various educational materials, adapt to students' individual needs, and encourage their creative abilities. This ensures that lessons are interesting and effective, increases students' motivation, and helps them master knowledge more deeply.

**Secondly**, exercises and trainings strengthen teachers' psychological stability and improve their stress management skills [2]. Pedagogical activity can be associated with a high level of emotional stress. Trainings teach teachers how to behave in stressful situations, develop emotional intelligence, and prevent professional burnout. For example, relaxation techniques, time management strategies, and positive thinking methods are of great importance for maintaining teachers' mental health. A psychologically stable teacher creates a more positive environment in the classroom,



communicates more effectively with students, and is more sensitive to their emotional needs. This has a positive impact on students' overall development [2].

**Thirdly**, trainings motivate teachers' personal growth and striving for self-improvement [2, 3]. In the training process, teachers become aware of their strengths and weaknesses, develop self-analysis and reflective thinking skills. They learn to be open to new ideas, engage in continuous learning, and critically evaluate their pedagogical approaches. This helps them demonstrate creativity in their professional activities [3] and find innovative solutions. Personal growth increases the teacher's self-confidence, strengthens their motivation, and brings satisfaction from their professional activities.

**Fourthly**, exercises and trainings contribute to the formation of a healthy psychological environment in educational institutions [2]. Through trainings, teachers develop skills in teamwork, collaboration, and mutual support. This strengthens mutual respect, trust, and friendly relations in the pedagogical team. A healthy psychological environment increases teachers' work efficiency, reduces conflicts, and has a positive impact on the overall development of the educational institution. In such an environment, teachers can freely share ideas, promote new initiatives, and work together to improve the quality of education.

- The quality and effectiveness of lessons increase because teachers learn to use modern methods and technologies.
- Students' mastery indicators improve because they participate in more interesting and understandable lessons.
- Discipline and order in the classroom are strengthened because teachers master effective classroom management skills.
- Students' creative thinking, critical analysis, and problem-solving abilities develop because teachers use methods that encourage them [3].
- The level of satisfaction with teachers' professional activities increases, which strengthens their motivation.
- The prestige and reputation of the educational institution grow because it has highly qualified and modern teachers.

In conclusion, exercises and trainings are an integral tool in the formation of pedagogical skills. By ensuring teachers' professional and personal development, they increase the effectiveness of the entire education system. Their practical significance is manifested in enhancing teachers' competencies, strengthening psychological



stability, ensuring personal growth, and forming a healthy environment in educational institutions.

**Foreign experience** in using exercises and trainings for the formation of pedagogical skills is very rich and diverse. Many countries pay great attention to the continuous professional development of teachers in their education systems. Studying these experiences and adapting them to Uzbekistan's conditions opens important prospects for further improving our country's education system.

The Finnish education system is considered one of the most advanced in the world, and special attention is paid to teachers' professional training and continuous development in this country. In Finland, the teaching profession has high prestige, and pedagogical education is carried out at the master's level. Great emphasis is placed on the harmony of theory and practice in the educational process. Future teachers regularly undergo practical training in schools, conduct lessons under the guidance of mentors, and analyze their activities. Reflective practice, self-assessment, and collaborative learning with colleagues are the main elements of the Finnish model. Trainings are often conducted in small groups, which allows for an individual approach to each participant and in-depth feedback.

Singapore is also a country that has achieved high results in the field of education, where teachers' professional development is systematically organized. In Singapore, teachers are required to devote a certain number of hours annually to professional development. This process is carried out through regular trainings, seminars, workshops, and participation in professional learning communities. The Singapore model pays great attention to teachers' mutual experience exchange, learning from each other, and implementing best practices. Training programs are often aimed at innovative pedagogical approaches, the use of technologies, and the development of students' critical thinking abilities.

In the UK and the USA, broad opportunities for teachers' professional development have also been created. Online courses, webinars, conferences, and certification programs are widespread in these countries. In particular, the "Professional Learning Communities" model is effectively used in the UK, where teachers regularly meet to discuss problems in the learning process, find solutions, and provide methodological support to each other. These communities encourage teachers' self-improvement and the testing of new ideas.



The prospects for applying foreign experience in Uzbekistan are very broad. Large-scale work is being carried out in our country to reform the education system, and improving teachers' professional skills is one of the priority tasks in this process. When adapting foreign experiences to Uzbekistan's conditions, attention should be paid to the following aspects:

- **Taking into account national values and traditions:** Uzbekistan's rich cultural heritage and national traditions [1] should be an important source in the formation of pedagogical skills. Training programs should include elements aimed at promoting national values and forming patriotism and national pride in students. The intellectual heritage of Central Asia [1] also plays an important role in teachers' spiritual and moral development.
- **Improving the pedagogical education system:** It is necessary to widely introduce interactive methods such as practical exercises, role-playing games, simulations, and micro-teaching into the process of training future teachers in pedagogical higher education institutions of Uzbekistan. This will help them transform theoretical knowledge into practical skills.
- **Strengthening the system of continuous professional development:** It is necessary to improve the activities of institutions for advanced training and retraining of teachers and introduce modern training programs there. It is important to develop individual professional development plans for each teacher and encourage their regular participation in trainings.
- **Developing mentoring and professional learning communities:** Based on the experience of Finland and Singapore, it is necessary to widely introduce a mentoring system in Uzbek schools, strengthen the practice of assigning experienced teachers as mentors to young educators. It is also important to create professional learning communities at the school level and platforms for teachers to exchange experiences and solve problems together.
- **Effective use of technologies:** The possibilities for teachers' professional development can be expanded by developing online trainings, webinars, and distance learning platforms. This is especially relevant for teachers in remote areas.
- **Psychological support and stress management trainings:** It is necessary to introduce special training programs aimed at ensuring teachers' psychological health, stress management, development of emotional intelligence, and prevention of



professional burnout [2]. This will help increase teachers' work efficiency and form a positive environment in educational institutions.

These prospects serve to increase the effectiveness of using exercises and trainings in the formation of pedagogical skills in Uzbekistan. By studying foreign experiences and adapting them to national conditions, Uzbekistan can form a modern, highly qualified, and creative corps of pedagogical personnel, which will be an important factor in the development of society [3].

## CONCLUSION

This study thoroughly analyzed the importance of exercises and trainings in the formation of pedagogical skills. It substantiates that these methods play a decisive role in transforming theoretical knowledge into practical skills, enhancing teachers' professional competencies, and ensuring personal growth. Through active participation, experiential learning, and constructive feedback, trainings significantly improve teachers' communicative and didactic abilities, strengthen their psychological stability, and form a creative approach to professional activity. Foreign experiences confirm their effectiveness and open prospects for improving the quality of education in Uzbekistan by introducing modern training programs, mentoring, and professional learning communities, which is an important factor in the development of society.

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