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PEDAGOGIK MAHORAT VA UNING O‘QITUVCHI FAOLIYATIDA TUTGAN O‘RNI

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Annotatsiya: Bugungi kunda pedagoglik faoliyatning alohida shakli sifatida o‘z malakasini oshirib borishga ehtiyoj ham ortib boraveradi. Maqolada Oliy ta’lim o‘qituvchisining pedagogik mahoratini oshirishning asosiy yo‘nalishlari haqida so‘z boradi.
Kalit so‘zlar: Pedagogika, pedagogik mahorat, Oliy ta’lim o‘qituvchisi, axborot texnologiyalari, innovatsion g‘oyalar, axborot, kasb.

Hozirgi zamon pedagogikasi va psixologiyasi “Pedagogik mahorat” tushunchasiga quyidagicha izoh beradi. Jumladan “Pedagogik ensiklopediya”da quyidagicha izohlangan: “O‘z kasbining mohir ustasi bo‘lgan, yuksak darajada madaniyatli, o‘z fanini chuqur biladigan, yondash fikrlar sohalarini yaxshi tahlil eta oladigan, tarbiyalash va o‘qitish uslubiyotini mukammal egallagan mutaxasis”. Ushbu ta’rifning mohiyatidan kelib chiqib o‘qituvchining ayniqsa oily ta’lim o‘qituvchisining pedagogik mahorati o‘quvchi yoshlarning kelajakda o‘z kasbining yetuk mutaxasisi bo‘lib yetishishida muhim omil hisoblanadi. ” Buyuk alloma inson ruhiyatining muhandisi Abu ali Ibn Sino o‘zining «Tib qonunlari» asarida shunday fikr bayon qiladi: «O‘qituvchining barcha hatti - harakatlari ezgulikdan iborat bo‘lmog‘i lozim». Ezgulik avvalo o‘quvchi qalbiga yo‘l topishdan boshlanadi. U bilan g‘amxo‘r, hamnafas bo‘lish, beg‘ubor qalb egasini hurmat qilish, hohish - istaklariga befarq bo‘lmaslik, bir so‘z bilan aytganda bolajon bo‘lish zarur. O‘quvchi tafakkurini har tomonlama rivojlantirish, dunyoqarashini shakllantirishda yangi zamonaviy bilimlarni keng ko‘lamli olib borilishi kerak. Chunki yosh avlodning bilish, yangiliklarni qabul qilish doirasi keng, undan to‘g‘ri samarali foydalanish esa o‘qituvchilarning, tarbiyachilarning vazifasidir. Respublikamiz hukumati xalq ta’limi sohasida o‘rtaga qo‘yayotgan vazifalarni bajarish ko‘p jihatdan o‘qituvchiga bog‘liq. Hozirgi sharoitda ta’lim tarbiyadan ko‘zda tutilayotgan maqsadlarga yetishish, o‘quvchilarning xilma - xil faoliyatlarini uyushtirish, ularni bilimli, e’tiqodli, mehnatsevar, barkamol inson qilib o‘stirish o‘qituvchi zimmasiga yuklatilgan.

Xalqimizning kelajagi, mustaqil O‘zbekistonning istiqloli ko‘p jihatdan o‘qituvchiga, uning saviyasiga, tayyorgarligi, fidoyiligiga, yosh avlodni o‘qitish va tarbiyalash ishiga bo‘lgan munosabatiga bog‘liq. Uzluksiz pedagogik ta’lim g‘oyasi amalga oshirilmoqda. Shu munosabat bilan o‘qituvchilar malakasini oshirish va ularni qayta tayyorlash ishi davlat va jamoatchilik diqqat markaziga qo‘yildi. Biror kasbning haqiqiy ustasi bo‘lish uchun kishida tabiiy qobiliyat, ma’lum jismoniy va ruhiy xislatlar jo bo‘lishi kerak. Pedagogning o‘qituvchilik faoliyatini, yoshlarni o‘qitish va tarbiyalash ishini samarali bajarishi, ota - onalar va bolalarning izzat - hurmatiga sazovor bo‘lishi uchun ham unda qobiliyat, mahorat, qiziqish bo‘lmog‘i lozim. Muvaffaqiyatli ishlash uchun har bir o‘qituvchi pedagogik mahoratga ega bo‘lishi zarur. Pedagogik mahorat egasi oz mehnat sarf qilib katta natijaga erishadi. Ijodkorlik uning hamisha hamkori bo‘ladi. Pedagogik ishga qobiliyatli, iste’dodli kishidagina pedagogik mahorat bo‘lishi mumkin. Respublikamiz xukumati xalq ta’limi sohasida o‘rtaga qo‘yoyatgan vazifalarni bajarish ko‘p jihatdan o‘qituvchiga bog‘liq. Yangi iqtisodiy siyosatga o‘tish sharoitida ta’lim tarbiyadan ko‘zda tutilayotgan maqsadlarga erishish, o‘quvchilarning xilma - xil faoliyatini uyushtirish, ularni bilimli, odobli, e’tiqodli, barkamol inson qilib o‘stirish o‘qituvchi zimmasiga yuklatilgan. O‘qituvchi pedagogik mahoratini oshirish uchun o‘z - ustida ishlashi, tinmay izlanish, zamonaviy pedagogik texnologiyalar asosida ish olib borishi lozim. Yangi metodik mahorat, bu yangi pedagogik texnologiya deganidir. Zamonaviy pedagogik texnologiya o‘zining pedagogika va boshqa fan yutuqlari bilan bog‘liq xususiy nazariyasiga ega: O‘quv — tarbiyaviy jarayonni ilmiy asosda qurish o‘qitishning axborot vositalaridan va didaktik materiallardan, ta’limning faol

metodlaridan keng foydalanishga asoslangan o‘qituvchi va o‘quvchilarning birgalikdagi faoliyatiga zamin yaratadi. 1. Mahoratli o‘qituvchi davlat buyurtmasiga mos keladigan ta’lim — tarbiya maqsadini aniq va ravshan belgilashi kerakki, natijada ma’lum vaqt ichida unga erishishni ta’minlaydigan didaktik jarayonni tuzish va joriy etish to‘g‘risida xulosa qilishi mumkin bo‘lsin. 2. O‘qituvchi pedagogik tizimda belgilangan maqsadga to‘g‘ri keladigan o‘quv — tarbiyaviy jarayon mazmunini o‘quv dasturi bo‘yicha chuqur hollashi, muntazam ravishda o‘z pedagogik mahoratini ilmiy — texnikaviy taraqqiyot talablariga mos holda mustaqil ravishda kengaytirib borishi lozim. «O‘qituvchi o‘z bilim malakasini oshirish usullarini puxta egallamog‘i, mustaqil ishlashni o‘rganmog‘i lozim»,- degan edi Abduraxmon Jomiy.

O‘z bilimlarini mustaqil oshirish uchun quyidagi bo‘limlardan iborat individual reja tuzib olishlari tavsiya etiladi.

1. G‘oyaviy — siyosiy saviyani oshirish.
2. Ilmiy — nazariy bilimni oshirish.
3. Metodik bilim va mahoratni oshirish.
4. Pedagogik va psixologik nazariyani yanada puxta o‘rganish.

Xulosa qilib aytish mumkinki, o‘qituvchi turli manbalarni qidirib, mustaqil ravishda o‘z shaxsini va kasbiy faoliyatini oshirib borish uchun ulardan foydalanadi. Pedagogik mahoratini takomallashtirish uchun ayniqsda, Oliy ta’lim o‘qituvchisi jahon va milliy miqyosdagi zamonaviy o‘qitish metodlari haqida xabardor bo‘lishi hamda o‘z ustida ishlashi bugungi kun talabidir.

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