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**THE ROLE OF PEDAGOGICAL SKILLS IN IMPROVING THE QUALITY OF  
EDUCATION**

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**Annotation:** The article analyzes information about pedagogical abilities and skills in improving the quality of education. The role of educators in ensuring a high level of knowledge to increase the competitiveness of specialists is incomparable. That is why the quality of education is given special attention today.

**Keywords:** education, quality, student, teacher, development, stage, progress, ability

Since the second half of the 20th century, a "Quality Revolution" has emerged across the globe. Leading industrial enterprises of the world have begun to focus not on quantity and volume, but on product quality. Quality has started to appear as the main factor ensuring competitiveness. As a general concept, quality is a combination of characteristics and specific features of products, materials, types of work, labor, services, and so on, which are based on satisfying human needs and demands, and are evaluated by how well they meet specified requirements and fulfill their intended functions. This compliance is usually determined by standards, contracts, agreements, and consumer requirements. The development stages of quality can logically be divided into the following periods:

1. **1960s** – In conditions of market competition, the main factor is product quality.
2. **1970s** – Transition from product quality to production technology quality.
3. **1980s** – Transition to the stage of quality management systems.
4. **From the 1990s onward** – Quality of education, quality of intellectual resources, and quality of human life began to emerge as primary factors.

**The quality of education** is a social category that defines the state and result of the educational process in society, and the extent to which a person's professional, domestic, and civic competencies align with the demands and needs of society. The quality of education is assessed through a set of indicators that describe various aspects of the educational institution's teaching and educational activities. These indicators include the content of education that ensures the development of students' competencies, the form and methods of teaching, material and technical base, and the composition of staff, among others. **The quality of education** is a set of knowledge acquired in specific conditions, necessary for improving the quality of human life and achieving specific goals.



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In higher education, education quality is a multifaceted, multi-level, dynamic concept that is related to the contextual indicators of the educational model, institutional goals and tasks, specific standards of the education system, educational institutions, curricula, and subjects. Nowadays, terms like product quality, technical and technological quality, and quality of management systems are being replaced by the concept of **quality of life**. The main criterion of quality of life is the **quality of education and upbringing**.

No matter how many conditions are created for the student, if sufficient knowledge is not provided, if the teacher's knowledge does not satisfy the student, then the student's interest in the subject decreases and the flame of talent fades. Therefore, at the current stage of higher education reforms, the most important direction we must focus on is establishing an effective system for selecting pedagogical personnel, which is one of the conditions for improving the quality of education.

**The quality of knowledge** is determined by the fundamental nature, level, and relevance of the knowledge acquired after completing the educational process. Currently, the quality of education and upbringing is considered an extremely important, problematic, and urgent issue. This is because all other social issues, political problems, and economic indicators develop based on the level of educational quality. Moreover, the quality of education determines the fate of the state and society, as well as the fate of all humanity. Therefore, interpreting educational quality as life quality is not a mistake. The term **“education quality”** carries different meanings depending on the following factors:

- The interests of participants in higher education;
- The relationship between concepts such as input data, educational processes, output data, goals, and tasks;
- The characteristics or features of the academic field being assessed;
- The historical period of development of higher education.

The term **“education quality”** also has various levels of definition:

- Quality as the highest level of performance;
- Quality as an activity in which goals are fully achieved;
- Quality as an improved and perfected form of activity.

**One of the important aspects of pedagogical activity is pedagogical ability.**

**Pedagogical ability** is one of the types of abilities that determine a person's suitability for pedagogical activity and their potential to succeed in it. They include:

1. Didactic abilities – The ability to explain educational material clearly and simply to students, to make it easily understandable, to arouse interest in the subject, and to foster independent and active thinking. A teacher with this ability can make difficult topics simpler, complex ones more accessible, and harder-to-understand content more comprehensible, adjusting it to the students' level.

2. Academic abilities – abilities characteristic of fields such as mathematics, physics, biology, language, literature, history, and others. A capable teacher knows their subject not just within its boundaries, but broadly and deeply, follows developments and



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discoveries in the field, masters the subject thoroughly, and shows great interest in it while also conducting research. Such a teacher should be a highly cultured individual with a well-rounded and meaningful worldview to impress others and generate strong interest in students.

3. **Perceptive abilities** – This includes psychological sensitivity and the ability to approach students considering their individual psychological characteristics and understand their temporary emotional states.

4. **Speech ability** – The ability to express one's emotions and thoughts clearly through speech, as well as through facial expressions and body language. This is one of the essential qualities of a teaching profession. A teacher's speech should be clear, articulate, simple, and understandable to students. The information should be structured in a way that activates the students' attention at a high level. A talented teacher's speech is lively, vivid, clear, expressive, rich in emotion, and free of stylistic and grammatical errors.

5. **Organizational ability** – This involves organizing the student group, fostering cohesion, and also the ability to organize one's own work effectively. It also includes planning work correctly and being able to control its execution. Experienced teachers develop a specific time sensitivity – the skill to manage tasks efficiently and use the allotted time effectively.

6. **Authoritative ability** – The ability to influence students directly through emotional and volitional impact and to gain respect from them. This ability is linked to the teacher's honesty, willpower, self-control, discernment, demand for excellence, and sense of responsibility in the moral and educational formation of students.

7. **Communicative ability** – The ability to engage with students, find the right approach to interact with them, and establish purposeful pedagogical communication with tact.

8. **Pedagogical imagination** – This is the ability to foresee the outcomes of one's educational actions in shaping students' personalities. It manifests in imagining who a student might become in the future and anticipating the development of certain qualities. This ability is connected to pedagogical optimism, belief in the power of education, and confidence in students.

9. **The ability to divide attention** – The ability to focus attention on several activities simultaneously, which is very important in teaching. A skilled and experienced teacher focuses their attention on how to present the material, its content, and how to clearly express their thoughts, while also observing whether students are tired, attentive, or understanding the lesson, maintaining discipline, and being self-aware of their behavior, gestures, and expressions.

In addition to the above, a teacher must have positive traits such as aspiration, diligence, modesty, and the desire for continuous self-improvement. While educating students, a teacher should serve as a role model in behavior, appearance,



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and overall professional conduct. The teacher's ability to maintain self-control is of great importance.

**General Conclusion:** All of the teacher's positive, humanistic, and moral qualities are of great importance. In optimizing a teacher's performance, the integration of all abilities must be considered. To succeed in their work, a teacher must possess a set of both general and specific abilities. **General abilities** are those that help achieve high results in any activity, while **specific abilities** are necessary for success in teaching and education. Specific abilities include: Teaching, Instructing, Training — all of which are interconnected aspects of acquiring knowledge, skills, and competence. It is difficult to determine exactly when and how these develop in ontogeny, or according to what laws they evolve. Some of these abilities are believed to be innate and appear as talents, although science has not yet fully clarified this. Like all abilities, pedagogical abilities can be developed and consciously nurtured in students. Among specific pedagogical abilities, the ability to educate students forms a distinct category. Main abilities in this group include:

1. The ability to correctly assess another person's internal experiences, empathy, and emotional alignment;
2. The ability to serve as a model and example through one's actions;
3. The ability to instill noble feelings, aspirations to become good people, and goals of achieving high moral standards in students;
4. The ability to tailor educational impact to the student's individual traits;
5. The ability to inspire confidence, provide reassurance, and support self-development;
6. The ability to find the appropriate method of communication with each student and to achieve mutual understanding;
7. The ability to gain respect from students and maintain authority among them.

When evaluating the quality of education, it is also necessary to consider the concept of **educational effectiveness**. Quality is assessed by the ratio of outcomes to goals (or vice versa), while **effectiveness** is measured by the ratio of outcomes to the resources spent. Education quality and effectiveness are among the main indicators of life quality in society. The more funds a state and society allocate to general and professional education, and the more the results meet international standards, the higher the quality of life. Determining the effectiveness of education requires achieving high quality at optimal cost. Here, the abilities and skills of the teacher are crucial. Every student in higher education must strive to embody these abilities to live a quality life in the future.

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