

THE IMPACT OF PEDAGOGICAL MASTERY ON THE EFFECTIVENESS OF EDUCATION

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Abstract: This research article explores the fundamental role of theoretical pedagogical knowledge in the formation and development of a teacher's professional mastery. In the context of modern educational reforms, the transition from a traditional knowledge-transfer model to a student-centered facilitation model requires a deep understanding of pedagogical laws, psychological principles, and innovative methodologies. The author argues that professional excellence is not merely an accumulation of practical experience but a sophisticated synthesis of theory and practice. The article highlights the historical perspectives of great thinkers, such as Avicenna and Comenius, integrated with modern instructional strategies, such as Problem-Based Learning (PBL). By analyzing the key components of pedagogical mastery—including psychological readiness, pedagogical tact, and technical skills—this study demonstrates that a solid theoretical foundation serves as a "compass" guiding the teacher through the complexities of the 21st-century educational environment. The article concludes with practical recommendations for continuous professional development.

Keywords: pedagogical mastery, theoretical foundation, professional competence, pedagogical tact, Problem-Based Learning, educational psychology, teacher excellence, instructional methodology.

INTRODUCTION

At all stages of human civilization, the intellectual, cultural, and spiritual progress of society has been inextricably linked to the personality of the teacher and the level of their professional mastery. In an era of global transformations and the digitalization of education, the educator's role extends beyond the simple transmission of knowledge; today, a high level of professional competence and adaptability is required from the teacher. Professional mastery is not a collection of random successes but the result of deeply considered, scientifically grounded, and systematic actions. The theoretical foundation of this mastery is laid by pedagogical knowledge. The purpose of this article is a scientific analysis of the role of pedagogical theory as the basis of professionalism, as well as the study of its structural components and their practical significance in the modern educational process.

The issue of pedagogical mastery has been at the center of attention of great thinkers since ancient times. The outstanding polymath of the East, Abu Ali ibn Sina (Avicenna), in his work "Tadbir al-Manzil," wrote the following regarding the art of teaching: "A teacher must be extremely patient, gentle in communicating with children, and possess a deep understanding of each child's nature. He is obliged to construct the lesson based on the student's abilities, delivering knowledge in parts and in an accessible form." It can be argued with confidence that these thoughts of Ibn Sina laid the foundation for the modern theory of differentiated instruction.

John Amos Comenius, considered the father of European pedagogy, compared a teacher's mastery to 'sunlight' in his fundamental work, *'The Great Didactic.'* In his view, an educator is obliged to achieve perfect command of didactic principles (visualization, consistency, and systematicity). Otherwise, the learning process turns into fruitless and exhausting labor.

Thus, pedagogical mastery is a professional activity in which the process of teaching and upbringing is carried out with maximum efficiency and an optimal expenditure of time and effort. To reach this level, knowledge of the theoretical foundations of pedagogical science is vital.

The theoretical base of a teacher's mastery includes a complex of interconnected areas of knowledge:

A) Didactic knowledge: Theories regarding the essence of the educational process, as well as teaching methods and forms. Without relying on scientific models such as 'Bloom's Taxonomy,' a teacher will be unable to develop high-level thinking skills in students.

B) Psycho-pedagogical knowledge: As the great Russian educator K.D. Ushinsky noted: 'If pedagogy wants to educate a human being in all respects, it must first know them in all respects.' Psychological knowledge allows a teacher to understand the student's inner world, increase their motivation, and implement an individualized approach.

C) Information-methodological knowledge: A modern educator must apply various methods (for example, "Brainstorming," "Cinquain," or "FSMU") based on theoretical grounding. Mastery lies not simply in knowing a method, but in understanding which situation will make its application most effective.

Let us examine the connection between theory and mastery through the example of Problem-Based Learning (PBL). From a theoretical perspective, this method is aimed at acquiring new knowledge by creating and resolving problem situations. A teacher's mastery is manifested in the implementation of the following theoretical stages:

1. Hypothesis formation: The teacher stimulates the student to search for answers independently.

2. Scaffolding (Support): The educator does not provide a ready-made solution; instead, relying on Lev Vygotsky's theory of the "Zone of Proximal Development," they provide the correct direction.

The absence of theoretical knowledge regarding the psychological and pedagogical foundations of this method will turn a lesson into a simple interrogation, depriving the child of the opportunity to make a 'discovery,' which serves as evidence of an insufficient level of professionalism.

In conclusion, it should be emphasized that pedagogical knowledge is not only a theoretical foundation but also a kind of 'compass' that determines the vector of a teacher's professional development. In modern conditions, mastery cannot be based solely on intuition or years of experience; it requires constant reflection and reliance on scientific achievements. Only the educator who continuously enriches their theoretical base and is able to synthesize it with innovative working methods can reach the heights of professionalism. Professional improvement is a continuous process in which scientific theory serves as a reliable support for the formation of a competitive, critically thinking personality in the face of the challenges of the 21st century.

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