METHODS FOR DEVELOPING FUTURE TEACHERS SKILLS IN APPLYING PEDAGOGICAL MASTERY

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Annotation

The article examines the issues of developing pedagogical mastery in future teachers and enhancing the skills of its effective application. The essence of pedagogical mastery, its role in the professional activity of a teacher, as well as the importance of innovative approaches and modern teaching methods in the educational process are revealed.

Introduction

At present, one of the most important tasks facing the education system is the formation of a high level of pedagogical mastery in future teachers and the development of skills for its effective use. Pedagogical mastery integrates a teacher's professional knowledge, methodological approach, culture of communication, and ability to exert educational influence. In the modern educational process, teachers are required not only to possess subject knowledge but also to apply innovative methods and establish effective cooperation with students. Therefore, the study of ways to develop pedagogical mastery and the skills of its application in future teachers is of particular relevance.

Purpose:

To ensure a deep understanding of the essence and content of pedagogical mastery by future teachers, to promote the continuous development of professional knowledge, skills, and abilities, to form the capacity to effectively organize the teaching and learning process, and to develop skills for the rational use of innovative approaches, modern methods, and technologies in pedagogical activity. In addition, the aim is to strengthen professional competencies focused on developing pedagogical communication culture, creative thinking, independent decision-making, and ensuring students' personal development.

Materials and Methods:

In this study, various theoretical and practical materials were used to examine the process of developing pedagogical mastery and the skills of its application in future teachers. In particular, textbooks and teaching manuals on pedagogy and psychology, scientific articles, regulatory and legal documents, state educational standards, and sources on modern pedagogical technologies were selected as the main materials. In addition, observation results from practical classes, pedagogical practice, and educational activities organized in higher education institutions were included in the research materials.

During the research process, a number of effective methods were applied. The method of theoretical analysis was used to study the essence of the concept of pedagogical mastery, its structural components, and ways of development. The observation method made it possible to analyze the activities of future teachers during lessons, their communication culture, and pedagogical approaches.

Conclusion

The studied materials and conducted analyses indicate that the development of pedagogical mastery and skills for its application in future teachers plays a significant role in ensuring the effectiveness of the educational process. Pedagogical mastery is closely related to a teacher's

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professional knowledge, methodological preparedness, culture of pedagogical communication, creative approach, and the ability to rationally use modern pedagogical technologies.

The research results confirmed that integrating theoretical knowledge with practical classes, pedagogical practice, and interactive methods contributes to the enhancement of professional competence in future teachers. Moreover, the use of innovative approaches, as well as the formation of independent thinking and self-analysis skills, emerged as important factors in the development of pedagogical mastery.

Thus, a systematic, continuous, and goal-oriented organization of the process of forming and developing pedagogical mastery in future teachers creates opportunities for training qualified, creative, and competitive teaching professionals who meet modern educational requirements.

Keywords:
pedagogical mastery, future teacher, professional competence, educational process, pedagogical skills, innovative approach, interactive methods, pedagogical communication, modern pedagogical technologies, pedagogical practice.

Modern education in our country is a complex process in which possessing subject knowledge alone is not sufficient. Teachers are expected to fulfill numerous responsibilities, including demonstrating a high level of pedagogical competence, applying innovative pedagogical technologies, establishing effective communication with students, and organizing lessons creatively. Therefore, developing pedagogical skills and the ability to apply them has become increasingly important in preparing future professionals who will contribute to the development of the education system and provide high-quality educational services.

In the education system, **pedagogical mastery** refers to a teacher's ability to organize lessons effectively, identify pedagogical tasks and find creative solutions to them, establish effective communication with students, enrich the learning process through interactive methods, and manage education while taking students' individual characteristics into account. Pedagogical mastery consists of several components. The first is theoretical knowledge, which involves a thorough understanding of educational theory, pedagogical concepts, and teaching methods. The second is methodological skills, including the ability to prepare lesson plans and apply various pedagogical technologies. The third is communication culture, which involves treating students with respect and organizing question-and-answer sessions and discussions. The fourth is organizational skills, including lesson planning, classroom management, and effective time allocation. The fifth comprises personal competencies, such as independent thinking, creativity, and adherence to professional ethics.

Developing pedagogical mastery enables improvements in educational quality, optimization of the learning process, and the introduction of innovations into the modern education system. A teacher with a high level of pedagogical mastery helps students acquire in-depth subject knowledge, improve their thinking skills, and develop the ability to think independently. Furthermore, teachers with effective pedagogical skills strengthen the social environment in the classroom and foster trust, open communication, and a culture of collaboration among students. The use of innovative pedagogical technologies, such as interactive methods, project-based approaches, and information and communication technologies, also requires teachers to continuously update and improve their pedagogical skills.

Effective methods for developing pedagogical mastery can be implemented in several areas. The first is strengthening theoretical foundations. For this purpose, prospective teachers need to acquire in-

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depth knowledge of pedagogy and psychology and become familiar with scientific literature, monographs, and contemporary research. Theoretical knowledge can be discussed and reinforced through seminars, which help deepen understanding of the subject. The second area is expanding teaching practice and internships. Teaching practice allows prospective teachers to test their knowledge and skills in challenging situations. High-quality practical training placements, the introduction of mentoring systems under the guidance of experienced teachers, and mandatory reflection throughout the practical training process help strengthen the pedagogical skills of future teachers.

The process of assessing pedagogical mastery is also of great importance. A teacher's pedagogical competence can be evaluated through classroom observation results, reflective reports, feedback from students and teachers, and professional development indicators. This assessment system helps measure prospective teachers' knowledge and skills accurately and identify areas for further improvement.

The third area is the introduction of interactive teaching methods. Interactive methods encourage students to participate actively and contribute to the development of teachers' professional skills. Organizing small-group discussions, role-playing activities, case study analyses, project-based learning, and problem-based learning helps prospective teachers develop the skills necessary to organize lessons effectively.

The fourth area is the use of information and communication technologies. Interactive presentations, multimedia materials, the development of lesson plans and assessment tools on online platforms, electronic textbooks, and simulation software all contribute to improving pedagogical mastery.

The fifth area is self-development and pedagogical reflection. Maintaining reflective journals, receiving feedback through seminars, and participating in professional communities enable teachers to analyze and improve their professional activities. In addition, mentoring systems provide prospective teachers with opportunities to learn from experienced educators and apply different teaching approaches in real-life situations.

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