

## MODERN DIDACTIC CRITERIA AND REQUIREMENTS FOR A MODERN TEACHER

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### ABSTRACT:

*In a modern civilized society, a teacher is a figure that requires special attention, and where his place is taken by insufficiently trained people, children suffer first, and the losses that arise here are usually irreparable. This requires society to create conditions so that teachers and educators include people who are most intellectually and morally prepared to work with students, and not everyone can do this. All these properties are not innate. They are acquired through systematic and hard work, and the teacher's tremendous work on himself. It is no coincidence that there are many teachers and educators, but there are only a few gifted and talented among them who brilliantly cope with all their duties*

Additional but relatively stable requirements for a teacher are sociability, artistry, cheerful disposition, good taste, and others. These qualities are important, but less so than

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the main ones listed above. A teacher or educator can do without each of these qualities individually... The main and secondary pedagogical qualities together make up the individuality of the teacher, by virtue of which every good teacher is a unique and peculiar personality."

List of specific (professional) qualities of a teacher (teacher, educator):

1. Pedagogical erudition is a stock of knowledge used by a teacher to solve pedagogical problems.

2. Pedagogical goal setting is the teacher's need for planning pedagogical activities and willingness to change tasks depending on the pedagogical situation.

3. Pedagogical thinking is a special component of a teacher's professional competence, which consists in the ability to compare and classify situations, to detect cause-and-effect relationships in them. Pedagogical thinking includes practical, diagnostic, analytical, discursive (expanded in time) thinking.

4. Pedagogical intuition is a feature that determines why it is necessary to act this way, to do it, and not otherwise. Pedagogical intuition contributes to the simultaneous adoption of a pedagogical decision, taking into account the anticipation of the further development of the situation without a detailed, informed analysis.

5. Pedagogical improvisation is the finding of an unexpected pedagogical solution and its instant implementation, which includes the stages:

a) pedagogical insight;

b) instant comprehension and choice of the way of realization of the idea;

c) public implementation and realization of the pedagogical idea; d) comprehension and decision on the continuation of improvisation or its completion.

6. Pedagogical observation, vigilance - understanding the essence of the pedagogical situation based on external minor signs and details.

The general education school is tasked with preparing a responsible citizen who is able to independently assess what is happening and build his activities in accordance with the interests of the people around him. The solution of this problem is connected with the formation of stable moral qualities of the student's personality. The importance and function of primary school in the system of continuing education is determined not only by its continuity with other levels of education, but also by the unique value of this stage of formation and development of the child's personality.

  
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At the present stage, when traditional forms of education are giving way to more productive and modern forms, the essence of a new type of teacher's pedagogical activity is that he is called upon to fill the gap between culture and the emerging person, to help him realize his own need, still unknown to himself, to do what he does not yet know how to do. to involve him in a matter that will then become interesting out of necessity, to give personal meaning to something that does not yet make any sense to the formative person, to interest him in, what is of no interest to the student yet is to awaken the desire to improve himself, to solve problems for which he is completely unprepared, to face a new world of things, for this the teacher needs to make the transition to completely new forms of activity. In conditions of state independence, in order to achieve these goals, an objective factor is the need to find new pedagogical technologies that promote the emergence and development of new types of relationships between teachers and students, and "we need a teacher of a new formation who is able and able to implement new educational guidelines." In the light of the new requirements, the teacher can no longer perform only the role of a translator of knowledge, his role is seen much broader, a new type of teacher must have a broad outlook, he has no right to limit himself to his subject area, he must be a highly moral, cultured person who provides opportunities and helps in the individual development of each student. Based on this, it should be noted that the training of a teacher who is able to work in today's and tomorrow's conditions is, first of all, the training of an innovative teacher who must not only know his subject well and master the teaching methodology, but also be ready to work with different categories of students, solve the tasks of socialization and spiritual and moral development. He must also be able to creatively solve any tasks that inevitably arise in his teaching activities. Therefore, a modern teacher should not only be a teacher and an organizer of students' activities, but should also be an educator, an active participant in communication, a researcher of the pedagogical process, a consultant, an educator and a social activist.

Based on this, the methodological basis of the National Concept of Education in our state is "new political and cultural thinking, the essence of which is to strengthen state independence, national unity and self-awareness, in a sense of love for the motherland and patriotism, in ensuring state and national security, protecting state integrity and national interests," and the most important tasks of education - the formation of students' civic responsibility, the formation of legal self-awareness, the development of spirituality and culture, initiative, independence, tolerance, the ability to successfully socialize in society

and actively adapt to the labor market. In modern conditions, especially in the process of modernizing the education system, it is necessary to address the issues of improving the professionalism of teachers, updating and improving the system of professional training. It is necessary to create "conditions for the formation of a creatively active, conscious and self-developing teaching staff that meets the demands of modern life."

K. D. Ushinsky, the founder of scientific pedagogy in Russia, stated: "Society is constantly making demands on the education system. The teacher is obliged to get acquainted with innovations in a timely manner, replenish professional potential, improve pedagogical skills, applying new educational technologies in practice". The highest level of competence formation, according to N. V. Kuzmina, allows the teacher to rebuild the system of previously acquired knowledge in such a way that the acquired knowledge serves as a means of developing their abilities. Practical skills are the most important indicator of a teacher's skill. Namely, the ability to plan and design the educational process, introducing innovative approaches, using classical and non-traditional methods and means of their own professional activities, to comprehend and take into account the characteristics and needs of all participants in the educational process. A teacher who effectively carries out educational activities is aimed at the subject of personality, provides accessible information, motivates, and promotes individualization.

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