

THE ROLE OF DIDACTIC ABILITY IN THE TEACHER’S PROFESSIONAL ACTIVITY

Sitora Azamatovna Muxamedova
muxamedovasitora10@gmail.com
School No. 14, Bukhara city

Abstract: The article examines the essence, structure and role of didactic ability in the professional activity of a teacher. Didactic ability is interpreted as the teacher’s capacity to present learning material in an accessible, coherent and engaging form and to guide students’ cognitive activity. Five interrelated components are identified: design, explanation, activation, feedback and reflection. The levels of development of didactic ability (reproductive, adaptive and creative) are described, and practical ways of improving it are substantiated.

Keywords: didactic ability, pedagogical activity, pedagogical skill, student-centered learning, reflection, learning effectiveness

INTRODUCTION

Reforms of the education system in Uzbekistan place growing demands on the professional preparation of teachers. The Law “On Education” [1] and the Concept for the development of the public education system until 2030 [2] identify a qualified teacher as a key factor in improving the quality of education. Thorough knowledge of the subject is necessary for a teacher, but it is not sufficient. Knowledge must also be transformed into a form that learners are able to absorb. In this task, didactic ability plays a decisive role.

In practice, one meets teachers who know their subject very well yet cannot explain it clearly. This shows that mastery of content and the ability to convey it are not the same thing. Teaching is, above all, an activity whose result is not a material product but the development of a human personality: changes in knowledge, skills, outlook, values and personal qualities. Such a result cannot be achieved by simply "telling" the material. It requires deliberate design of learning, careful attention to learners and constant analysis of one’s own work. Therefore, studying the essence, structure and ways of developing didactic ability remains a relevant scientific and practical problem.

The aim of the article is to substantiate theoretically the role of didactic ability in the teacher’s professional activity and to determine directions for its development.

LITERATURE REVIEW AND METHODS

The problem of pedagogical abilities has been widely covered in psychological and pedagogical research. N.V.Kuzmina distinguished gnostic, design, constructive, communicative and organizational components in a teacher’s work [3]. V.A.Krutetskiy singled out didactic ability among pedagogical abilities and defined it as the capacity to present educational material to students in an understandable way [4]. V.A.Slastenin and co-authors interpret pedagogical activity as an interconnected system of goal, content, methods, means and result [5].

The issues of pedagogical activity and pedagogical skill are also addressed in the works of Uzbek scholars [6; 7; 8; 9]. These sources emphasize that the structure of activity consists of motive, goal, content, method, means, result and reflection, and that values such as humaneness, fairness and student-centeredness guide the teacher’s decisions. L.S. Vygotsky substantiated the leading role of the teacher in learning and the need to take into account the learner’s zone of proximal development [10]. L. Shulman introduced the notion of “pedagogical content knowledge”, that is, the skill of combining subject knowledge with ways of teaching it [11]. J. Hattie considers

clear goal-setting and effective feedback among the most influential factors in learning outcomes [12].

The research used theoretical analysis, comparative analysis, generalization and the systematization of pedagogical observation results.

RESULTS AND DISCUSSION

1. The essence of didactic ability. Didactic ability is the teacher's capacity to select, structure and explain learning material in accordance with learners' age, level of preparation and interests, and to manage their independent cognitive activity. It is not fully ready-made at birth: on the basis of inclinations, it is formed through study, practice and analysis of experience.

Because the learner's personality stands at the center of pedagogical activity, didactic ability cannot be reduced to "explaining well". In the modern approach, it also includes treating the learner as an active subject of the educational process, creating conditions for inquiry and viewing a mistake as an opportunity to learn rather than as a negative result. The traditional model, in which the teacher speaks and the student listens, gives way to a model of cooperation in which knowledge is acquired through active search.

2. Components of didactic ability. The analysis allows us to identify the following interrelated components (Table 1).

Table 1.

Components of didactic ability

Component	Content	Teacher's key question
Design	Setting goals, selecting and sequencing content	"What do I want to achieve?"
Explanation	Presenting complex topics simply, with examples and analysis	"How do I teach it?"
Activation	Arousing interest through questions, problem situations and practical tasks	"How do I engage the learner?"
Feedback	Listening to learners' answers and identifying their level of understanding	"What has been learned?"
Reflection	Analysing the lesson and making adjustments	"What should be improved?"

These components correspond to the stages of goal, content, method, result and reflection in the structure of pedagogical activity. Thus, didactic ability is not an isolated skill but a condition that ensures the functioning of the whole system of activity: a lesson without clear design is chaotic, an explanation without feedback remains one-sided, and feedback without reflection does not lead to improvement.

3. The role of didactic ability in the teacher's activity. Four main aspects can be distinguished.

First, it influences the quality of education. When a topic is presented in a logical order and relies on the learner's previous experience, assimilation becomes easier and the cognitive load does not increase unnecessarily.

Second, it is a means of implementing student-centered education. A didactically competent teacher can present the same topic to different learners at different levels of difficulty and in different ways. This corresponds to the principle of pedagogical fairness: fairness does not mean identical treatment of everyone, but creating the conditions necessary for the development of each learner.

Third, it shapes the classroom climate. If the teacher listens patiently to questions and does not punish mistakes, students express their views freely, are not afraid to ask questions and participate more actively.

Fourth, it is the basis of professional growth. The habit of analyzing the results of a lesson and improving one's practice motivates the teacher to develop continuously.

4. Levels of development. Based on practical observations, didactic ability can conditionally be divided into three levels:

- *Reproductive level*: the teacher presents the textbook content largely unchanged; feedback is limited.

- *Adaptive level*: material is adapted to the capabilities of the class, examples and visual aids are used, and learners' answers are taken into account.

- *Creative level*: the teacher designs lessons independently, introduces problem-based and research elements, approaches each learner individually and reflects constantly.

5. Ways of developing didactic ability. The following measures are effective for improving didactic ability:

1. Setting a clear, result-oriented goal before the lesson and explaining the assessment criteria to students in advance.

2. Explaining complex concepts with examples, comparisons and visual aids.

3. Analyzing a learner's answer not only as correct or incorrect, but in terms of the line of reasoning behind it.

4. Writing a short analysis of one's own work after the lesson (a reflective journal).

5. Attending colleagues' lessons, peer observation and participation in methodological associations.

6. Purposeful use of digital tools, where technology must serve a didactic task rather than replace it.

6. A practical illustration. The difference between levels of didactic ability is easiest to see in a concrete lesson. Suppose a teacher introduces a new concept in a lower-secondary class. At the reproductive level, the teacher reads or retells the textbook paragraph, writes the definition on the board and assigns exercises from the book; students who do not understand the definition have no opportunity to say so. At the adaptive level, the teacher begins with a familiar situation from learners' daily life, links it to the new concept, shows a diagram and asks several control questions during the explanation. At the creative level, the teacher presents a problem situation first, lets students propose their own solutions in pairs, and only then introduces the concept as a tool that organizes what they have already discovered. In the third case, the definition is not the starting point but the result of joint inquiry, and mistakes made along the way become material for discussion.

This example also shows why didactic ability is inseparable from pedagogical values. The teacher who asks, “At which step did you choose a different path?” instead of simply declaring an answer wrong demonstrates respect for the learner and teaches reflection at the same time. The teacher who explains assessment criteria in advance and applies them to everyone demonstrates fairness. Didactic technique and professional ethics therefore work together: the first makes learning possible, the second makes it trustworthy.

7. Typical difficulties. Observation of teaching practice and the literature allow us to name several typical difficulties that hinder the development of didactic ability. The first is the tendency to overload the lesson with information, which leaves no time for practice and feedback. The second is the use of a single method for all topics and all learners, regardless of their level. The third is the formal use of visual and digital means that do not serve a clear learning goal. The fourth

is the absence of regular self-analysis, because of which the same shortcomings are repeated from lesson to lesson. Overcoming these difficulties requires not only individual effort but also a supportive professional environment in the school, including mentoring for novice teachers and open discussion of lessons among colleagues.

8. Implications for school practice. The findings suggest several practical conclusions for school administrators and methodological associations. First, lesson observation should focus not only on whether the plan was fulfilled but also on how clearly the material was explained, how the teacher responded to learners' answers and how the lesson was analyzed afterwards. Second, professional development should be organized around real classroom problems: joint planning of lessons, analysis of video-recorded or observed fragments and discussion of alternative ways of explaining the same topic. Third, novice teachers need systematic support from experienced colleagues, since didactic ability develops through guided practice rather than through theoretical study alone. Finally, teachers should be encouraged to keep reflective records, because the habit of naming what worked and what did not is the most reliable route from the adaptive to the creative level.

It should be noted that the teacher's personal example is also part of didactic influence. Learners often observe how the teacher acts more closely than they listen to what the teacher says, and they follow that example. Consistent, transparent assessment criteria, honest acknowledgment of one's own errors and respect for learners' opinions teach values more effectively than any exhortation.

CONCLUSION

Didactic ability is one of the essential conditions of pedagogical activity: it links the teacher's subject knowledge with the learner's capacity to assimilate it. It appears as a complex system consisting of design, explanation, activation, feedback and reflection. Its development directly affects the quality of education, the classroom climate, the implementation of the student-centered approach and the teacher's professional growth.

Therefore, it is advisable to establish in school practice the regular analysis of teachers' didactic ability, peer lesson observation, reflection and a system of methodological support. In future research, a promising direction is the development of criteria and diagnostic tools for determining the level of didactic ability.

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