

## PEDAGOGICAL ACTIVITY AND ITS FEATURES

Abdullazhonova Shakhnoza Akbarovna

Senior Lecturer at the Kokan State Pedagogical Institute

Email: irodamamayusupova7777@gmail.com

phone: +998908552566

According to psychologist L.M. Mitina, “pedagogical activity includes the professional activity of the teacher, aimed at solving the problems of development and training of the younger generation”

### ANNOTATION

This article discusses pedagogical activity and its features, types and structure, important criteria for the effectiveness of teaching and teaching itself, the object and subject of pedagogical activity.

### АННОТАЦИЯ

В данной статье рассматривается педагогическая деятельность и её особенности, виды и структура, о важных критерий эффективности преподавание и о самом преподавании, об объекте и субъекте педагогической деятельности.

**Keywords:** pedagogical activity, teaching, teacher, diction, scientific and methodological activities, cultural and educational activities, management activities

Pedagogical activity is a type of professional activity, the content of which is training, upbringing, education, development of students (children of different ages, students of schools, technical schools, vocational schools, higher educational institutions, advanced training institutions, additional education institutions, etc.

The main types of pedagogical activity are: education;  
teaching;

scientific and methodological activities;

cultural and educational activities;

managerial activity.

Teaching is a process of managing cognitive activity in learning, which is carried out within the framework of any organizational form, has a number of strict time limits, a strictly defined goal and ways to achieve it. The most important criterion for the effectiveness of teaching is the achievement of the goal of educational activity. In modern domestic pedagogical theory, training and education are considered in their unity. The unity of education and upbringing in the didactic aspect is manifested by the commonality of purpose and personal development, the real relationship between teaching, developing and educational functions. The teacher must combine the scientist and practice. The scientist must be competent researchers and help to acquire new knowledge about the child and the pedagogical process, and the practitioner must apply this knowledge. Often the teacher is faced with the fact that he cannot find explanations and ways to solve specific cases that he met in practice in the scientific literature, and he needs

to generalize the results of his work. Thus, the scientific approach is the basis of proper methodological pedagogical activity.

Cultural and educational activities act as an integral part of pedagogical activity. The teacher introduces parents to various branches of pedagogy and psychology, and students to the basics of self-education, popularizing and explaining the results of the latest psychological and pedagogical research, etc. When managing a group of children, the teacher performs a number of important functions: plans, organizes the implementation of the plan, motivates and stimulates, that is, it encourages the achievement of the set goal of the work.

Features of pedagogical activity:

1. Pedagogical activity is unique. Uniqueness is determined by its object. The object of pedagogical activity is a living developing personality. A characteristic feature of the object of pedagogical activity is that it acts simultaneously as the subject of this activity. Therefore, for the success of pedagogical activity, not only interest in it, enthusiasm for it, responsibility for it is important. But its success also depends on the attitude of the children themselves to the teacher, i.e. from their relationship.

2. Many means are used in pedagogical activity, but the main one of them is the word of the teacher. His word is at the same time a means of expressing and cognizing the essence of the phenomenon under study, a tool for communication and organizing the activities of schoolchildren. Using the word, the teacher influences the formation of personal meaning, awareness of the significance of objects, processes and phenomena of the surrounding reality.

2. The results of pedagogical activity, firstly, "materialize" in the mental image of another person - in his knowledge, skills, and habits, in the features of his will and character; secondly, they are not immediately obvious, they can be distant in time. In the process of development of the child's personality, periods of progressive changes are observed, and there may be directly opposite ones. In some cases, there are difficulties in assessing the results of pedagogical activity from the current positions of society. For example, a teacher brings up moral values, guidelines, which, from the standpoint of today's specific situation, turn out to be unclaimed.

3. Let's consider one more feature of pedagogical activity that is very relevant today. Modern market relations suggest considering pedagogical activity as a sphere for the provision of educational services. These services include training in additional educational programs, individual educational routes, tutoring, etc. - something that goes beyond the relevant educational standards.

The logic of building a market for educational services dictates the need to protect consumer rights. Among his rights are: the right to information about services, the right to choose a service, and the right to guarantee the quality of services provided. In the education system, these consumer rights are ensured by the action of educational programs and educational standards. A variety of programs and standards form the field of choice of educational services. Educational programs are created in order to inform the consumer about the essence of services. Programs and standards act as a guarantor of the quality of educational services. In this sense, educational services are understood as those that can be provided by state institutions to the population, institutions and organizations. Thus, educational services are provided to society through educational activities in educational institutions.

So, we come to the understanding that teachers are engaged in expediently constructed, organized pedagogical activity. But a significant part of society in a certain area also takes part in pedagogical activity. The question arises - can a mass profession be based on a single talent, vocation? Or can anyone do this?

There is a concept of medical contraindications to the choice of professions, types of work, forms of professional training. Such contraindications can also be psychological. Contraindications are statements about which activities are not recommended or categorically unacceptable for certain health disorders, diseases, character traits.

These are the contraindications for the teaching profession that A.V. Mudrik.

If your health is poor and the doctors don't think it will get better, and you agree with them, then it's better to take a quieter job than teaching.

If you, despite long and hard work on yourself, have poor diction, then you better not go to the teacher.

If, despite all your efforts, you are unable to connect with people, then do not rush to enter a teacher training institution.

If people, younger or older, cause you persistent dislike or constantly annoy, then refrain, at least for a number of years, from entering the path of a teacher.

If your comrades say that you lack kindness, that you are often unfair, that you have a difficult character, consider whether you can get rid of these shortcomings before you become a teacher.

If you are captured by any idea, the realization of which is the conscious goal of your life, then do not rush to give it up and become a teacher.

But what if you are already studying at a pedagogical university?

There are two ways to correct the mistake: abandon the chosen path and try, after checking yourself well, to find your place; the second option is to force yourself to work hard to correct your shortcomings and work, work on yourself.

Pedagogical work is characterized by a very high nervous tension. In order to master the mass of children, to seize them with their pedagogical and educational influence, it is necessary, as the People's Commissar of Health I.A. Semashko noted, exceptionally high neuropsychological stress. The teacher's work is excessively large in volume, associated with limited opportunities for recreation and outdoor activities.

Contraindications to the choice of professions of this type (including teaching) are a weak nervous system, speech defects, inexpressiveness of speech, isolation, self-absorption, lack of sociability, pronounced physical disabilities (sadly), sluggishness, excessive slowness, indifference to people "stupidity", the absence of signs of disinterested interest in a person.

But what about someone who has already chosen the profession of a teacher, who has already become a student of a pedagogical educational institution? No need to despair, you need to work hard and persistently on yourself. A lot can be changed if you know what needs to be changed, what needs to be worked on. To do this, the book contains various kinds of tests with which you can test yourself and find out what qualities of a teacher's personality you need to develop in yourself.

But the most important contraindication is the lack of desire to work with people, focusing only on one's own Self.

## CONCLUSION

After reading the article, we can conclude that the teacher should not only give knowledge, but also pay attention to education. He must constantly work on himself and be able to bring something new. Conversation with students, a culture of interaction. Work on diction, communication with people.

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