

THEORETICAL ANALYSIS OF PEDAGOGICAL ACTIVITY AND THE CONCEPT OF ACTIVITY IN MODERN EDUCATION

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ABSTRACT

This article presents a theoretical analysis of pedagogical activity and the concept of activity in modern education, as well as scientific considerations. The article describes the concept of activity by various scientists and educators.

Key words: Pedagogical activity, activity, influencing stimulus, essence of activity.

According to the Law of the Republic of Uzbekistan "On Education", it is established that "... only persons with professional training and relevant knowledge and high moral qualities have the right to work as teachers in state educational institutions." In order to become a worthy owner of such an honorable profession, the daily task of the teacher was to fully use all the possibilities, get acquainted with modern knowledge and information technologies.

Analysy, nablyudeniya i issledovaniya na sogodnyashniy den dozavyvayut, chto ovaldenie azami sekretov pedagogicheskogo masterstva positively vliyaet na process obucheniya v vysshih i srednih spetsialnykh uchebnykh zadaniyax, nalichie v nem vozmozhnostey, priobretenie theoreticheskikh znaniy, prakticheskikh navykov. i navyki v protsse etoy deyatel'nosti imeyut high effect. Poetomu formirovanie lichnostno-professionalnykh kachestv pedagogov budushchix nachalnykh uchebnykh zadaniy na osnove sovremennykh trebovaniy vozлагаet bolshuyu otvetstvennost na vysshie i srednie spetsialnye uchebnye zadaniya, osushchestvlyayushchie podgotovku takix spetsialistov.

Orientation to improve the professional and pedagogical skills of each teacher, the formation of the necessary knowledge, skills and qualifications in them is an urgent task. The study of pedagogical activity and its structure is studied as a permanent object of research by scientists from near and far abroad and is still considered an urgent problem.

Analyzing research papers on the teacher's activity, we can find different views on it, including activity, functional, motivational, managerial and structural approaches, definitions and descriptions given to it, various comments on the teacher's activity and its components.

In this sense, the existence of various terms and options attached to pedagogical activity requires specific clarification and definition within the framework of our research work.

It should be noted that "activity", which occupies an important place in the structure and components of the personality of a teacher, has not been given serious importance in foreign science for some time.

In this regard, especially the behaviorist concept did not attach due importance to the concept of "activity". Recognizing skill as a response of animals and humans to external stimuli, they included knowledge and skills in it, thereby putting an end to a differentiated approach to the study of specific laws that create skills.

In modern Anglo-American literature on psychology, the concept of "activity" (skill) is defined as a reaction to a stimulus, that is, "a well-organized system of elementary relations" (habits).

For example, research scientist M. T. Gromkova concludes that the concept of "activity" is a system and a chain of automated actions that arise due to minimal control by the human mind. From the above remarks on the concept of habit, it becomes clear that "activity" is nothing but the result of the automated "activity" of actions. It is known that the concept of "activity" was first widely used by the American scientist W. James, and later this term was used in their studies by the functionalists of the Chicago School of Psychology J. Dewey, Angel, Judd and others.

Naturally, the use by behaviorists of the concept of "habit" as an equivalent of the concepts of "skill", "habit", "skill" did not satisfy the bearers of progressive ideas and scientists. At the same time, in everyday life the concept of "habit" is also understood as an alternative to the concept of "habit".

It turned out that these ideas, definitions of the terms "habits" and "skills", given in foreign psychological literature, have a somewhat ambiguous interpretation. In English it is difficult to find any word or term that expresses the concept of "activity" that we have in mind, and the concept of "know-how", somewhat close to this situation, means "to know how to approach a solution", and this The term is almost never found in the scientific literature.

It should be noted that the terms and words expressing the concept of "activity" exist in German and French. For example, in German "Fähigkeit" - "to be able to do something"; "fachkenntnisse" means "wit, fitness", "fertigkeit" means "dexterity, competence".

The French word "habileté" means "to be able" and "to be able" in our local language.

In English, German and French, we do not find an explanation of the true essence and content of the word "activity".

In Russian, Ukrainian, Polish, Czech, Bulgarian and other Slavic languages, the word "activity" is used in the sense of "do it with intelligence, wisdom", referring to any work or activity. It can be seen that the concept of "activity" manifests itself as the ability of a person to consciously and regularly achieve his goal. The full-blooded meaning of the term "activity" becomes clearer in the composition of the words "skillful hands" or "skillful, dexterous." After all, smart and smart people are from the category of those who skillfully perform their work in any situation, achieve their goals, and know how to make the right decisions in different situations.

E. Thorndike, who studied the laws of habit formation in sufficient detail, was the first of the psychologists, an American scientist who systematically and consistently dealt with this area and contributed his fair share. Based on the generalization of the results of his theoretical and practical research, he managed to form a behaviorist concept. It is known that it is based on the laws of formation of automated skills.

Its true essence lies in the patterns of exercises that arise due to the relationship between the frequency and strength of the stimulus and the responses that affect the person at the same time.

According to K. K. Platonov, "activity" consists of a set of knowledge and compact skills that ensure the performance of a certain type of activity under certain conditions. "Activity" goes through a series of stages in the process of formation and rises to the level of skill and creativity. K. K. Platonov explains the stages of formation and the psychological structure of skills as follows:

1. The initial activity is to comprehend the efforts based on previously acquired (in various living conditions) knowledge and skills, and to find ways to implement them; in this case, the activity is carried out by making mistakes and correcting them.
2. Insufficient activity skills - knowledge of ways to implement efforts that are not characteristic of these activity skills, but learned earlier.
3. Some general activities - some narrow but well-developed skills required for various activities (for example, the ability to plan one's own activities, organizational skills, etc.).
4. Highly developed activity - the ability to creatively apply their knowledge and skills in the implementation of this activity; not only the ability to see the goal, but also the ability to sort out the motives of ways to achieve it.
5. Mastery - The creative application of various skills in a persuasive manner.

In this structure of K.K. Platonov, it is observed that the specific stages of improving skills to the level of mastery are also determined by the content of the activity.

In his research work, B. Ziyomukhammadov emphasizes that the successful formation of skills cannot be achieved without the use of knowledge, as well as direct mental operations, which include analysis and synthesis, generalization and abstraction, concretization.

Yu. G. Yuldoshev argues that "activity" is manifested in the form of mental actions and the mental process of people.

According to E. Lebedeva, "activity is the ability to correctly choose the necessary methods and means for the successful implementation of efforts or complex activities under certain conditions."

According to V. D. Shadrikov, "activity is a state of readiness of people for any activity without automatism, meaningfully and consciously."

S. D. Smirnov says that in the meaning of the term "activity" one can find a number of definitions, for example, the state of conscious adaptation to a changing situation.

Another important aspect of skills is that during their formation not only previously acquired skills are improved, but also other types of skills associated with mastering a new type of activity are developed.

Based on the scientific and theoretical approach to solving this problem, we consider it appropriate to provide consistent information about the concept, system and structure of professional skills at the next stages of our research work.

"Activity" as a synectic sign of a person does not determine the productivity, quality and speed of a particular activity, but is manifested and formed in the process of mastering this activity.

In the process of mastering skills, a conclusion can be drawn based on the level of skill, skill, speed and dexterity of this activity. A skill consists of a unique synthesis - a person consists of a combination of natural and acquired characteristics, and each skill requires certain qualities and characteristics of a person.

Pedagogical activity, in a word, means the organization and management of educational work at the level of art, the achievement of high results.

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