

PEDAGOGICAL ACTIVITY AND ITS SPECIFIC CHARACTERISTICS

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ABSTRACT

The article describes pedagogical activity and its features. The opinions of various scientists and educators are discussed.

Keywords. Teacher, activity, meta-activity, concept.

Together with the Legislative Chamber of the Oliy Majlis and the Senate of the President of our country Sh.M. Mirziyoyev and with the participation of public organizations and non-governmental organizations, the Action Strategy for the further development of Uzbekistan in 2017-2021 was developed. In this strategy, the most urgent tasks of state building, improvement of the judicial system, economic liberalization and development of the social sphere, and strengthening of international friendship and solidarity were clearly defined. This is mainly due to the continuation of our effective cooperation with all foreign countries near and far, the world community, adherence to the principle of conducting an open, friendly and pragmatic policy, the United Nations, the Shanghai Cooperation Organization, the Commonwealth of Independent States, and the Organization of Islamic Cooperation. and active relations and cooperation with other international structures to serve the national interests of Uzbekistan, to further develop practical cooperation with the World Bank, the Asian Development Bank, the Islamic Development Bank, the International Monetary Fund, and other international financial and economic organizations was considered. An update on education

through the educational process, the student can clearly imagine his future, has a conscious attitude to his destiny and his personality in this regard, and participates in various activities aims to form a free active and independent person who can develop himself. Due to independence, Uzbekistan, which is on its own path of development, is creating ample opportunities for educating young people who have learned the secrets of communication, who are creative and critically observing, who can freely react to the events that are happening in a new way.

In the world, the scope of scientific research on the creation of an innovative system of organizing the pedagogical education process, on the improvement of effective technologies for the development of professional activity of future teachers is increasing.

Despite the parity of the activity of the student and the teacher, which is carried out within the framework of the person-oriented model of education, the educational process is organized and implemented due to the activity of the teacher (educator). This activity has a specific character, which is connected with the need to repeat the socially developed experience of a person. In pedagogical activities, the personality of the teacher and the student, the goals set by the society, and the subjective goals of the teacher and the student interact; teacher's activity and student's activity, education and upbringing [1].

Pedagogical activity is a professional activity aimed at creating optimal conditions for the education, training, development and self-development of the student's personality in the pedagogical process, for choosing opportunities for free and creative self-expression.

Pedagogical activity has a number of specific features. First of all, this is reflected in the determination of its purpose by society. The goal has a public character, so when it reaches the individual teacher, it becomes a concrete-individual environment that the teacher tries to implement in his practice.

Pedagogical activity works as a metaactivity (transformative activity), that is, an activity aimed at organizing and managing other activities. In a certain sense, pedagogical activity is management. In any situation, the teacher organizes his work in such a way that he effectively affects the activities of other participants of this process: children, parents, colleagues, representatives of public and state structures. One of the most important signs of pedagogical activity is the object of activity. Any activity presupposes the existence of a subject and an object. In pedagogical activities, the role of the subject is the teacher (educator), the object is the student (educator). But the object of pedagogical influence is a person with unique characteristics, desires, needs, feelings and capabilities. As a result, the object of pedagogical activity turns out to be its most active subject, and the activity itself turns from subject-object to subject-subject, which makes it complex, unique in any situation. , makes non-standard and creative [2].

The teacher usually does not see the end result of his work. The results of pedagogical influence will appear only in the future.

Pay attention to the relationship, taking into account the level of education and training of students, the principle of measurement, the principle of dynamic pedagogical position (student and teacher or subject - object, then object - acts constantly as a subject. The following reveals a change in the field of relations;

The principle of compensation (in the teacher's personality and activity, what he is good at, he takes precedence over what is weaker);

Sensorological principle (sound, color and taste and smell are important in communication with the teacher);

The principle of originality and novelty of effects and methods of interaction;

The cultural principle of professional similarities and debts through pedagogical interpretation and regulation in pedagogical activities (from the field of acting, aesthetics, suggestion, psychotherapy, social psychology, etc.) [2].

The development of the concept of "I" in the teacher includes the ability of objective self-perception and reflection. Foreign researcher R. Burns

Along with I - concept, V - concept (reader's concept), |

D - distinguishes the concept (activity concept). In the research of local scientists devoted to the problem of choosing the content of teacher's professional training, it has been proven that the teacher's skill level depends on which of these components is the leader. Pedagogical masters are characterized by the predominance of the B-concept against the background of the developed and developing I- and D-concepts[3].

E - concept as a constructive element of pedagogical consciousness is manifested in the formation of the teacher's ideas about the nature, structure, social and cultural importance of pedagogical activity. Formed

The D-concept directs the creative search of the teacher, defines the arsenal of methods, tools and techniques of pedagogical interaction and, to a large extent, the character of this interaction. If it remains an end in itself, then, as a rule, such a teacher has a lot of variable methods, but does not achieve high results, because in his work, the student, the student interacts not the subject of influence, but the object of absolute effort. Pedagogical activity is not subject - subject, but subject - object.

The creative nature of pedagogical activity was noted by many classics of pedagogy: Comensky, Pestalozzi, Ushinsky, Blonsky, Shatsky, Makarenko, Sukhomlinsky. As Ushinsky, the founder of Russian scientific pedagogy, noted, pedagogy is not a science, but an art, and scientific knowledge is only a means of achieving results in pedagogical activity [4].

As Slastyonin noted, the creative nature of pedagogical activity is also confirmed by the fact that the pedagogical decision competently used in its organization corresponds to all the rules of heuristics that guide the researcher in his work: analysis (diagnosis) of the pedagogical situation - design. the result compared to the initial data (forecast) - analysis of the available tools suitable for testing the hypothesis and achieving the desired result, - defining and implementing the learning process - evaluating and interpreting the obtained data - new tasks formation [5].

The teacher should build the educational process as a process of development, and teaching, knowledge, skills and abilities as a component of development, its main means. In this regard, the structure of the teacher's pedagogical activity is filled with new content. Two scientific approaches to the structure of pedagogical activity were presented by teacher-scientist V.A. Slastenin and psychologist L.M. They looked at Mitina

From the point of view of V.A. Slastenin, it is recommended to distinguish the components of pedagogical activity as a relatively independent, functional activity of the teacher. Based on the research of N.V. Kuzmina, he distinguishes three interrelated components in the structure of pedagogical activity: constructive, organizational and communicative. For the successful implementation of these functional types of pedagogical activity, it is relevant, manifested in skills

abilities are needed [6].

Constructive activities, in turn, are constructive-content (choosing and creating learning materials, planning and building the pedagogical process), constructive-operational (planning one's actions and the actions of students) and constructive-material (learning and is divided into "designing teaching material". the material base of the pedagogical process). Constructive activity can be expressed as analytical, prognostic and projective functions that are internally interconnected.

Organizational activities include the implementation of a system of actions aimed at involving students in various activities, creating a team and organizing joint activities [7].

The organizational component of pedagogical activity acts at the stage of implementation of the pedagogical process, V.A. Slastenin as a unit of information, development, orientation and mobilization functions. Special attention should be paid to the research function. The

implementation of the research function requires the teacher to have a scientific approach to pedagogical phenomena, heuristic research skills and scientific-pedagogical research methods, including the analysis of his own experience and the experience of other teachers.

Communicative activity is aimed at establishing pedagogically appropriate relations between teachers and students, other teachers of the school, representatives of the public, and parents. An in-depth study of the content of the communicative function V.A. Slastenin defines it through interrelated perceptual, correct communicative and communicative-operational functions. The perceptive function is related to the penetration into the inner world of a person, the communicative function itself is aimed at establishing pedagogically appropriate relations, and the communicative-operational function includes the active use of pedagogical equipment.

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