

THE ACTIVITY OF PEDAGOGUE AND TEACHER: HISTORY AND CONTEMPORANEITY

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ANNOTATION

This article focuses on teacher performance in the modern education system. In historical reality, the activities of teachers, the duties of teachers, their role in the development of society are analyzed from a socio-philosophical point of view.

Keywords: education, upbringing, teacher, mentor, scientists, modern education

INTRODUCTION

The most valuable thing for a person is time. We evaluate time in relation to the past, present and future. The past is present in the memories, but it is unknown whether future events will occur in practice. Only now can the events that are held probable in the present become a real thing based on reasons of the past. Then they, too, leave a certain mark on their time and become a thing of the past. Changes in the field of education are also coming in line with the results of the development of society and civilization. The peculiarities of modern education are reflected in the formation of new technologies, attitudes and worldviews in the activities of teachers.

President Sh. Mirziyoyev's "New Uzbekistan Strategy" [1] focuses on issues related to the fate of future generations. Because the problems in the education system, as a result of which their solution is solved at the level of public policy, educational reforms give their positive results. During the educational crisis, we have witnessed that teaching in accordance with the needs and requirements of each period has a direct impact on the position of teachers in society. This article focuses on teacher performance in the modern education system. The attitude to the age old narration that "Teacher is greater than your father!" has been studied on the basis of the analysis given in E.Vakhidov's work "Beauty of word". Also, the impact of teacher on the future and destiny of man is explained in the works of S. Umirov "Universities in my destiny", O. Sharofiddinov "Lecturers" on the basis of real-life examples and recollection of historical reality. Through these works, the activities of the National University of Uzbekistan and its teachers, their exemplary human image give meaning to the lives of our youth.

The views of the Eastern philosophers such as Confucius, Abu Hamid al-Ghazali, and Hasan al-Basri were analyzed. Contemporary philosophers such as John Dewey, Michael Polanyi, and Paul Feyerabend explore the peculiarities of the people who created science, the scientists, and note that "they cannot be replaced by anyone, they are creators." According to the Russian pedagogical scientist LP Reutova, a new paradigm of worldview has emerged in today's system of pedagogical science. This paradigm is the result of the differentiation, diversification, increased tolerance of the education system and the emphasis on individuality in education. In this process, the need to improve the professional and pedagogical outlook of the teacher is analyzed on a scientific basis. We also analyzed the scientific activity of teachers on the basis of the results of our research led by Professor I. Saifnazarov [9; p. 16].

MATERIALS AND METHODS

The article uses research methods such as complex approach, historical knowledge of scientific knowledge, logic, analysis and synthesis, comparative analysis, observation, survey.

ANALYSIS AND RESULTS

Secular and religious science develop as a result of the hard work of scientists. In the hadiths about the virtues of science and scholars, it is said, "Be either a scholar, or a student, or a listener, or a lover of knowledge. But don't be the fifth, for in that case you will be destroyed"; "Scholars are the successors of the prophets"; "Scourge of knowledge is arrogance and conceit". Hassan al-Basri wrote, "Whoever walks and sits with scholars, his tongue is sharpened, his mind is opened, he is driven by the thoughts that are in his mind, he is strong in using what he knows, he is able to express them to others." [3; pp. 410-412]. Because a person remembers his teachers who taught him a profession and science throughout his life. Among them are the words of Saydi Umirov and Ozod Sharofiddinov about their teachers and the importance of the school in their lifetime. S. Umirov's "Universities in my destiny" [10], O. Sharofiddinov's "Lecturers" [11] will be a model school on the life and work of great teachers of the National University of Uzbekistan. So, as Confucius said, "a people can be compelled to obey, but it cannot be given compulsory knowledge." "A scientist cannot help but to be rigid and demanding, because his burden is heavy and his path is long. Humanity is his burden. Is there any heavier burden in the world? The road ends only when he dies, is there any road that longer than that?" [6; p. 57].

We know the status of a teacher in the history of Eastern and Western countries by observing the activities of our philosophers such as Confucius, Buddha, Abu Nasr al-Farabi, Muhammad al-Khwarizmi, Imam al-Bukhari, Abu Ali ibn Sina, Alisher Navoi, Immanuel Kant and Hegel. In the survey on the essence of the definition "Teacher is greater than your father!", "Teacher is as great as your father!", "Teacher cannot be like your father!", most of our respondents defined the right definition as "Teacher is as great as your father!" Because it is an idea that emerges within the framework of reasoning that is formed as a result of the reaction in real life to a figurative narrative.

DISCUSSION

Hero of Uzbekistan, famous poet Erkin Vakhidov said: "There is wisdom in folk proverbs and sayings. "Teacher is greater than your father" is a wise saying that has been passed down by word of mouth for centuries. Proverbs are folk art. Creativity cannot exist without art, without artistic exaggeration. We affirm by means of exaggeration that there is no one dearer than the Father, greater than the Father. Why did I stick to this trivial mistake? The fact is that as the power of thinking increases in people, the power of imagination decreases. Pleasure is replaced by cold reckoning. In the contest of mind and heart, emotion is defeated and dry logic prevails. This is a dangerous situation for society. It is a tragedy if we forget the askiya, forget our friendly jokes, do not understand the subtleties of the word ... But today this saying is being proliferated as "Teacher is as great as your father" [4; pp. 22-27].

The work of scientists is manifested in a unique way. According to Paul Feyerabend, if a scientist follows the principle of "everything goes," his arguments take on a dialectical character, that is, they rely on variable rationality rather than a fixed set of patterns. On the other hand, if a scientist is asked what a scientific method is, he should not be able to give a definite answer. Scientists rarely know exactly what they are doing in the process of their research. For this reason, reliance on freedom and rationality is an important factor in scientific research activities.

In the epistemology of Michael Polanyi, anthropological goals are reflected in the following theses:

- Science is created by skilled people;
- The art of cognitive activity cannot be learned from the textbook; it is acquired only with direct skill;
- The people who create science cannot be replaced by others and separated from the knowledge they create;
- The motives of personal experience of inner confidence in science, its value, as well as the interest, personal responsibility of the scientist plays a very important role in scientific cognitive activity.

Indeed, for M. Polanyi, personal knowledge is the intellectual zeal and dedication of the knower. Although it indicates imperfection, it is a necessary element of knowledge. [11; pp. 162-165.]

The development of modern education requires a radical change in many of our stereotypes today. L.P. Reutova studies the development of "professional pedagogical outlook" of teachers as an important problem [8; pp. 22-28]. Teacher activity today plays an important role at every stage of continuing education. In this case, the teacher shapes his activities based on the age of students, the learning environment, goals, the content of their activities. So, the goals of the educator, the teacher, the professor, the scientist-teacher in the teaching activity become more complicated in this regard. Their ultimate goal is not only to impart knowledge, but also to nurture unique talents, to develop their thinking skills based on critical and analytical logic, creative skills based on a creative approach. This, of course, is formed on the basis of relationships based on certain psychological, pedagogical, axiological, pragmatic approaches [8; pp. 22-28]. For this reason, depending on the level of professional-pedagogical outlook of the teacher, we can determine their skills, responsibilities and commitment to their profession.

According to L.P. Reutova, in today's system of pedagogical science a new paradigm of worldview has emerged. This was due to the differentiation, diversification, increased tolerance of the education system and the emphasis on individuality in education. Because the new law "On Education" [2] also reflects the changes in this area, which justifies the modern paradigm of reforms in the education system of our country.

For this reason, we believe that in a modern education system, teaching students to do research, developing their creative, critical and logical thinking skills should be an important task of the teacher. According to a survey of teachers of continuing education, 44.2% of teachers said that this is a modern requirement, 21.1% said that not all teachers can do it, and 34.7% said that it depends on the intellectual potential of children.

Because in recent years, we have looked at the education system, the educational process, and the activities of teachers and students as an external thing, making them the object of forced labor. As a result, we began not only to impart knowledge, but also to formalize the activities of this period on the basis of certain documents. This has negatively affected the intellectual potential of our youth, led to the decline of scientific potential, the suspension of educational institutions, scientific schools, research institutes and academies, the decline in the prestige of teachers and intellectuals in society. In particular, the performance of male teachers declined sharply. Our young men, who entered pedagogical universities, began to study only to transfer their studies to other fields. Or they set up activities to raise family in a completely different field.

It is for him that every educator in educational institutions should focus all their knowledge and skills on adapting young people to the period on humanistic (focusing on the person, ensuring his existence, development and self-expression); axiological (preservation of the values of the world and multinational Uzbeks); socio-cultural (promoting the acquisition of the culture of one's own people by mixing national culture with other peoples and world culture); social adaptation (effective adaptation to a dynamically renewed social life, as well as the impact on the preparation for professional activity); innovative (updating of knowledge and methods of activity in the person, formation of its basic directions in research activity); prognostic basis (forming the ability to anticipate and resist various threats to human life). John Dewey argues that the main vehicle for social change is the use of high-tech science methods in ethics and education [5].

The concept of "New Uzbekistan – an enlightened society" means the expansion and enrichment of the consciousness, philosophy and worldview of the members of society [1; p. 272]. The implementation of this task requires the direct participation of teachers and coaches in accordance with the principle of "lifelong learning" of the system of continuing education. This is because not only the media, but also the knowledge society, taking into account the expansion of scientific institutions and their activities, increase the scientific potential, which imposes huge tasks on them. In this, we will have the opportunity to objectively reflect the reality in the minds of our people. For this reason, in the field of higher education in the country, in the system of higher education, Professor I. Saifnazarov's "My teacher is the light of my life!" [9] educational projects, essays, pictures, videos in the public education system gave effective results. This will, on the one hand, increase their respect for their teachers and mentors, and, on the other hand, help them develop their research skills and increase their sense of community. In his mind, he analyzes the activities of teachers, takes an example and model as "his ideal". At the same time, the effectiveness of spiritual and educational work requires "strengthening the foundations of spiritual education in the system of continuing education." As they say, "there is no break in education," this rule is not followed in the organization of spiritual and educational work on the ground. In this regard, the lack of cooperation and coordination in the activities of kindergartens, schools, higher education, community system has a negative impact on the effectiveness of our work [1; p. 285]. This means that professors and well-known intellectuals are involved in each mahalla on the basis of the principle "One intellectual - a spiritual patron of one mahalla." In this regard, our project aimed at promoting

the traditions of "Teacher-Student" is also yielding effective results. Because each of us organizes such events together with our favorite teachers, gives students a unique motivation, forms a sense of confidence and pride. We have clearly felt the impact of such events on the hearts of people living in different parts of the country. The educational projects accepted by the department of "Social Sciences and Humanities" of Tashkent State University of Economics in the framework of the disciplines and training courses are organized in this way [7; p. 288]. The main purpose of our research, as the head of our state Sh. Mirziyoyev noted, "The work on reforming and improving the education of our youth on a modern basis, taking into account scientific and technological requirements, requires its formation on a scientific and spiritual basis. A new, systematic approach to education, the full realization of the social and pedagogical potential of the family, preschool, general education, secondary special vocational and higher education institutions, neighborhoods in the formation of basic qualities in the child and to raise scientific and methodological integration between them" [1; p. 288].

CONCLUSIONS

In the context of globalization, the main player in the system of educational institutions in the fight against spiritual and moral threats is the teacher. When a teacher organizes his / her creative and life activities in a purposeful way in cooperation with students, using his / her personal potential and skills, learners become real subjects in all its forms and manifestations. This process requires the establishment of three important foundations in the education system. These give effective results when the teacher acts as an independent educational subject with "pedagogical outlook" - "pedagogical idea" - "pedagogical authority".

In today's "revolution" in education and upbringing, the role of the teacher, which is so complex, requires further improvement. First of all, the infinity of the scale of the process by which the results of global technical development are so large and rapidly entering our social life cannot but affect education, which is the beginning of all spheres. In addition, the fact that the issue of education does not stop in the period before the generalization of education and in the period of non-teacher education further complicates the tasks of education. Year by year and day by day, the means of influencing the upbringing of the individual are becoming so productive that a new method is used in every lesson, in every dialogue to describe the historically formed laws, ideals, truths in the education system in a completely different way and preserve their tradition. or the method is required to be applied. Today, it is necessary for education to pull its learner out of the relationship between technology-driven "mind" and "mind" that drives technology, in the process to process the benefits of the relationship they offer without denying their existence, and then quickly advance the truth of tradition.

In order to ensure the quality of education at the level of today's demand, the teacher's ignorance of the information influx from social life prevents him from changing his position quickly. The teacher can now step into the classroom, at least mentally, spiritually ready, and appropriately armed, at least with the latest trends related to their subject and the scale of the consequences they may present. In order to continue a historically formed tradition, today's teacher must have the ability to analyze concepts, ideas, laws, and other positive aspects that have become a tradition. Because even in a law or concept formed as a tradition, there can be

no influence of time. Therefore, the teacher should also be able to compare the simple idea that needs to be given with the needs of his or her students and, if necessary, be able to reinforce his or her point of view as needed or interpret it completely differently.

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