

ORGANIZE AND MANAGE THE PROCESSES OF PREPARATION OF STUDENTS FOR PROFESSIONAL AND PEDAGOGICAL ACTIVITY ON THE BASIS OF CORPORATE APPROACH

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ANNOTATION

As you know, in connection with the introduction of the state standard of education, changes in pedagogical activity are considered. It reveals the compensations that are necessary for the teacher to carry out his professional activities in New conditions. It was tried to describe the changes in teachers ' labor activity and labor behavior in the context of new requirements. The phenomenon of expanding the "role repertoire" of a modern teacher is considered. The article focuses on the professional community of teachers as the subjects and agents of change, capable of initiating, implementing, distributing and supporting the impact of changes. The reasons for increasing the intensity of pedagogical activity are analyzed. The types of activities of the modern teacher are described. The workload of the teachers is assessed on the basis of local and international research materials. The author considers the duties, types of activities and working time of teachers in accordance with the normative-legal acts, the need to be regulated. In this article, opinions and comments are made about the organization and management of the processes of preparation of requirements for professional and pedagogical activity on the basis of a corporate approach.

Keywords: requirements, future teacher, professional-pedagogical skill, educational system, management, organization, practice, modern teacher, corporate approach, activity.

INTRODUCTION

Problems of pedagogical activity in local pedagogical science are traditionally the subject of research and discussion. Undoubtedly, the determination of the essence of the professional activity of the teacher is not a new topic, and in the theory of education sufficient material has been collected, which reflects different approaches to understanding the main components of this activity. However, in modern conditions, the subject of the teacher's professional activity is of particular importance in connection with the new requirements for Education, which are reflected in the federal state educational standards and the professional standard of the teacher, respectively, pedagogical activity. The analysis of psychological and pedagogical literature makes it possible to determine whether a sufficient number of dissertations, monographs, educational publications, etc. are devoted to the determination of the essence, content, components, types and functions of teacher activity. Pedagogical activity in the "pedagogical dictionary" is defined as "activity aimed at creating optimal conditions in the holistic pedagogical process for the upbringing, development and self-development of the personality of the reader, as well as the choice of opportunities for free and creative development".

The context of changes that affect the professional activities of the teacher is determined not only by time and social order, but also by strategic documents of the educational sphere. One of the factors determining the change in professional activity has become the new requirements to be imposed on the authority of the teacher in the conditions of the implementation of the state standard of education of general education. In accordance with the general structure of the standard and the system of requirements, the teacher should have the following:

- 1) Methodological competence, which allows the design and implementation of pedagogical activity in the logic of a systematic-activity approach;
- 2) Competences related to the structure of basic education programs;
- 3) Competences in the field of goal setting, achievement of individual, metapub and science results of mastering basic educational programs and evaluation technology;
- 4) Powers that ensure the creation of optimal conditions for the implementation of basic educational programs.

Particular attention is paid to the spiritual and moral development and education of students in the requirements of the educational standard of general education, which implies the development of new approaches to the content and organization of extracurricular activities by the teacher.

In addition to the above powers, the general methodology of the Federal state standard of Education and the structure of the basic education programs implies that the teacher works with students of different categories: IQT support the development of children with disabilities, implementation of inclusive education programs, deviant, with students who are socially marginalized, have problems in their development, etc.. Undoubtedly, working with such a student contingent requires not only to improve the professional retraining and professional development of teachers in the field of creativity pedagogy, special pedagogy, but also to master the technologies of their support.

An important role in achieving the effectiveness of educational institutions in the " period of changes " is played by the motivational preparation of teachers, the adoption of the tasks of the new standard of education and the awareness of the need for changes in itself, often already established, professional activity. The process of changes in labor activity, which involves the transition from one state to another, has a specific "drama" and develops in a certain logic. As a result of the analysis of the change in the behavior of teachers in the conditions of new requirements, the stages of the restructuring of the teacher's labor activity were identified: "Survival", Research of a new one, adaptation to new requirements; changing activities and, finally, including new assimilated actions in the process of Labor. One of the goals that will ensure the onset of changes in professional activity is, of course, professional thinking, which will allow us to identify the existing problems in continuous professional activity and determine the best ways to solve them.

A recent discussion of the professional standard of the teacher showed an ambiguous attitude of the pedagogical community to this document, which is not perceived by teachers as an incentive for professional development, but is associated with general control, strict regulation and implementation. One of the important features of modern education is its dynamism, the need for a quick response of the professional and pedagogical community to new challenges. At

the same time, external changes can affect the goals and content, structure and conditions of pedagogical activity, professional functions and types of activity, as well as the relations that arise between the subjects of the educational process. Analysis of the ongoing changes that affect all components of professional activity leads to an understanding of the complex nature of this process, in which, together with the teacher, teachers, their parents, Administration, social partners, etc. are involved.

An analysis of the reasons that affect the nature of the professional activity of the teacher shows that the changes introduced "from above" do not give the expected result without initiative and "from below" readiness, which occurs as a direct reaction of the professional community to specific educational requests. children and parents. In this case, the teacher becomes the author of the changes, takes a subordinate position, which is based on the understanding of the need to improve professional activity. For this reason, part of the professional community works not only as subjects, but also as agents of change, capable of initiating, implementing, distributing and maintaining the impact of changes. Such integration of the external and internal directions of the educational process and the transformation of pedagogical activity ensures the achievement of the goals set out in the strategic documents of National Education.

In connection with the study of the content and types of modern teacher activity, the issue of expanding his "repertoire" role deserves attention. The model of the teacher's labor behavior includes motivational, purposeful and effective blocks of professional activity. The executive block of the professional activity of the teacher includes, in addition to regulatory and labor skills, professional roles that ensure the interaction of the teacher with all subjects of the educational process. These include the roles of analyst, creator of ideas, resource researcher, motivator, action coordinator, implementer, convertor, communicator, etc.

Any changes that are included in professional activity require the assimilation of new powers from the employee, which requires additional efforts to formulate them. As a result, the activation of pedagogical activity becomes an important problem of improving the educational process. Indicators of the assessment of the intensity of the teacher's labor activity are the time spent on the performance of tasks and the number of types of labor activity performed by the employee.

Requirements to the teacher - this is an imperative system of professional qualities, which determines the success of pedagogical activity. The main groups of abilities:

Organizational. They are manifested by the teacher in combining the students, keeping them busy, taking responsibility taqsimlash, planning the work, drawing conclusions about the work done, etc.

Selection and preparation of educational material, visualisation, equipping, providing the educational material understandable, understandable, expressive, reliable and consistent, encouraging the development of cognitive interests and spiritual needs, increasing educational and cognitive activity, etc.

It is manifested in the ability to penetrate into the spiritual world of those who received a tertiary education, to assess their emotional state objectively, to determine the peculiarities of the psyche.

Communicative abilities are manifested in the ability of the teacher to establish pedagogical purposeful relationships with students, their parents, colleagues, heads of educational institutions. Scientific and educational, they are reduced to the ability to master scientific knowledge in the chosen field.

Job responsibilities: must prepare and educate students taking into account the specific characteristics of the science, contribute to the formation of the general culture of the individual, use different methods, means and methods of teaching, ensure the implementation of the curriculum, respect the rights. And the freedom of students, participation in the development and implementation of educational programs, participation in the activities of methodological associations, systematic improvement of their skills. It is necessary to know the law "on education", the basics of the general humanities, psychology, pedagogy, School Hygiene, methodology, program and textbooks, directions and prospects for the development of educational and pedagogical science, normative and legal documents.

Ethics-culture of conduct. Pedagogical ethics is a set of moral rules for the behavior of the teacher in the implementation of the pedagogical ethical knowledge. The school should show such qualities in relation to its students. For example, sensitivity. Tactfulness is a measure of the professional quality of the teacher, the pedagogical expediency of the teacher's influence on the teachers. The "moral Dictionary" states that professional ethics is "the habit of calling for rules of conduct that ensure the moral characteristics of relations arising from professional activity between people." However, this definition is incomplete, since it takes into account only one component of professional morality. V. A. Sukhomlinsky noted that the teacher will be an educator only if he mastered the science of morality, morality - the most subtle weapon of upbringing.

Moral pedagogical authority is of particular importance in the upbringing of children. How it is formed and maintained, how it affects the nature of moral relations, what are the ways to strengthen it - the science of pedagogical morality should also solve these issues. As one of the tasks of pedagogical ethics, it is also the development, deepening and promotion of moral knowledge in order to increase the level of pedagogical and moral culture of teachers and all teaching staff.

CONCLUSION

In organizing and managing the processes of preparation of requirements for professional and pedagogical activity on the basis of corporate approach, it is necessary to first teach the characteristics that a pedagogical person should possess in them. It is also important to increase their level of knowledge. The peculiarities of pedagogical work, the teacher's participation in a certain sphere of spiritual production, the special role in the formation of moral consciousness of a person in the system of social relations, determine the specificity of professional pedagogical ethics. Its uniqueness lies in the fact that the set of prints, norms and rules that regulate the nature of the behavior and relationships of people engaged in professional pedagogical Labor comes from the principles, requirements and norms of morality, but are complemented by a detailed and special set of rules. rules of Conduct (for example, the requirements of pedagogical

tactics) , norms of relations, which are determined by the qualitative peculiarity of the object of professional pedagogical activity.

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