



Topical Problems in Pedagogical Activity

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Abstract: *The article analyzes the existing problems in the field of pedagogical activity. Taking into account the complexity of pedagogical activity, the author offers a solution to the problem.*

Key words: *pedagogical activity, conflicts, problem situation, qualification, skill.*

Date of Submission: 09-11-2021

Date Of Acceptance: 18-11-2021

The teaching profession owes its origin to the isolation of education into a special social function, when a specific type of activity has formed in the structure of the social division of labor, the purpose of which is to prepare the younger generations for life on the basis of familiarizing them with the values of human culture.

Many educational theorists have noted the enormous moral impact, the mighty and wise authority of the teaching profession. Plato wrote that if the shoemaker is a bad craftsman, the citizens will only be slightly worse off from this, but if the educator of the children does not fulfill his duties well, whole generations of ignorant and bad people will appear in the country.

“The teacher, - emphasized Ya.A. Komensky,” has been awarded an excellent position, above which nothing can be under the sun. He drew a number of brilliant analogies between a teacher and a gardener, a teacher and an enterprising architect, likening the teacher to a diligent sculptor who paints and polishes the minds and souls of people.

K. D. Ushinsky regarded the teacher as a fighter of truth and goodness, as a living link between the past and the future, an intermediary between what was created by past generations and new generations. His work, seemingly modest, is one of the greatest deeds in history.

“If a teacher,” Lev Tolstoy believed, “has only love for work, he will be a good teacher. has love neither for work, nor for students. If a teacher combines love for work and for students, he is a perfect teacher.” Of course, one cannot but agree with this statement.

As A.S. correctly pointed out. Makarenko, students will forgive their teachers for dryness and even picky, but they will not forgive poor knowledge of the matter. Most of all they value in the teacher skill, deep knowledge of the subject, clear thought.

“Not a single teacher, V. A. Sukhomlinsky believed, can be a universal (and therefore abstract) embodiment of all virtues. In each, something prevails, each has a unique zest, is able to reveal himself brighter, more fully than others, to reveal himself in some the sphere of spiritual life. This sphere is precisely that personal contribution that makes the individuality of the teacher in the complex process of influencing students.” Obviously, pedagogical activity (PA) is one of the types of human activity, therefore, in its characterization, it is necessary to proceed from a more general

(philosophical) concept of activity. Philosophy defines the category “activity” as a specifically human form of active attitude to the surrounding world, the content of which is the purposeful change and transformation of this world on the basis of the development and development of existing forms of culture” and, therefore, the transformation, development of the person himself.

According to the subject of activity and its result, the types of activity are distinguished. Thus, activities aimed at creating, obtaining a material product are usually called practical; and activities aimed at changes in the sphere of consciousness are usually called spiritual. These are relatively independent, albeit interrelated forms of activity.

Interpretation of the concept of “pedagogical activity”. Analysis of the content of any type of activity indicates the presence of its psychological foundation, because the main characteristics of activity are considered to be objectivity - what it directly deals with (some material or ideal object), and subjectivity, since it is performed by a specific person. (A.N. Leontiev, S.L. Rubinstein, etc.)

The concept of activity is one of the key concepts in modern psychology and pedagogy. Psychology examines the subjective aspect of activity.

It is obvious that pedagogical activity is one of the activities.

Pedagogical activity is divided into professional and non-professional. An example of a non-professional PD is the activities of raising children in a family or activities that are carried out by heads of enterprises. Learning a craft is considered a non-professional PD. Thus, non-professional PD is the PD that most people engage in in their daily life, who do not necessarily have special pedagogical education and pedagogical qualifications. Professional PD is carried out in public or private educational and educational institutions and requires the professional competence of the persons who carry it out, a certain level of their special education. Several approaches to the interpretation of the concept of PD.

A.I. Shcherbakov characterizes the teacher's work as “an art that requires from him deep knowledge, high culture, pedagogical abilities and, above all, an understanding of the psychological structure and content of PD, its main functions, the implementation of which ensures the effect of education and upbringing of student youth.” Shcherbakov identifies 8 functions of PD, ranking them in order of importance as follows: informational, mobilization, developmental, orientational, constructive, communicative, organizational, research. Moreover, the last four, according to the author, “are not specifically pedagogical, because they take place in all types of modern skilled labor.”

V.A. Slastenin believes that “the activity of a teacher - educator, by its very nature, is nothing more than a process of solving an innumerable set of typical and original pedagogical tasks of various classes and levels. However, with all the richness and diversity, pedagogical tasks are tasks of social management. According to V. A. Slastenin, “readiness to solve pedagogical problems at a high level of skill is determined by a number of professional and pedagogical skills.” The system of corresponding skills is considered by him as the basis for the formation of professional skill of a teacher-educator.

N.V. Kuzmina gives the following characteristic of PD: “Its object is the personality of another person; its goal is the development and education of this personality in a certain direction; its content is the introduction of the personality to the experience of humanity; its means is the organization of the corresponding activity of the object of education; its specificity is that its object is at the same time the subject of PD” As you can see, this characteristic of the concept of AP is dominated by a structural approach.

V.A. Kan-Kalik defines PD as a creative process in which a situation of creative interaction with children and the creative formation of their personality is created: “In order to bring up a child, it is

necessary to induce in him a positive attitude towards the quality that we want to form. in activity through the most complex mechanism of relationships, communication with children ... It is through the live and direct communication of the teacher with the child that the most important thing in pedagogical work is carried out - the influence of the personality on the personality.”

Yu.N. Kuljutkin classifies the teaching profession as a group of professions of the “person-to-person” type, which are characterized by interpersonal interaction. Reflexive processes are an integral characteristic of the latter. At the same time, “the teacher seeks to form in the student those” internal foundations “(knowledge, beliefs, methods, actions) that would allow the student to independently manage their future activities in the future. Meanwhile, it is important to set ... a larger goal - development of the student's personality, taking into account the spheres of his personality and different types of effects of his advancement.” PD acts in this theory as the teacher's reflexive control of the student's activities in order to develop the personality of the latter.

A.K. Markova considers PD as one of the fundamental components of the teacher's professional competence and defines it as the professional “teacher's activity, in which, with the help of various means of influencing students, the tasks of their education and upbringing are solved.”

We find the desire to comprehend the specifics of the teaching profession in B.G. Ananyeva, M.N. Berulava, V.I. Zagvyazinsky, A.I. Kochetova, V.A. Krutetsky, L.N. Kulikova, Yu.V. Senko, V.V. Serikova, V. Ya. Sinenko and others.

We will restrict ourselves to the above views on the characteristics of AP. Naturally, the question arises: are these characteristics of the PD identical in their essence? Obviously not. All of them are only certain "projections" of the concept under consideration.

In the described characteristics, 2 approaches to the definition of the concept of AP can be distinguished.

The first is characterized by the recognition of the leading role of the teacher, who is the implementer of a specific educational and educational program, who fulfills his functional duties and must meet the requirements of the profession. With this approach, a student is an object of the teacher's initiative and influence.

In the second approach, the teacher is a mediator between the students and the outside world, he is an equal partner of dialogue interaction with the student.

The basis of this classification is the type of communication - monologue or dialogue. It should be noted that in all the characteristics of monological type of PD, the form of orientation towards the type of communication is hidden: in words, the student is proclaimed an active subject of activity, but the forms of interaction that are proposed are in fact a one-sided influence of the teacher. This approach clearly "emphasizes" the teaching process. In the second type, PD is filled with truly human meaning, expressed in cooperation and co-creation.

In the pedagogy textbook B.T. Likhacheva: PD is a special type of socially useful activity of adults, deliberately aimed at preparing the younger generation for life in accordance with the economic, political, moral, aesthetic and other goals of society.

That is, Likhachev believes that PD is a conscious intervention of adults in the objectively natural socio-historical process of raising children.

Karl Marx considers the purpose of this intervention to be the transformation of human nature into a "developed specific labor force," the preparation of a member of society.

The PD organizes the objective process of upbringing, accelerates and improves the preparation of children for life, because it (PD) is armed with:

pedagogical theory (theoretical knowledge);

pedagogical experience (practical experience);

a system of special institutions.

Let us briefly characterize the role of pedagogical theory in PD. PD is based on scientific pedagogical theory, which studies:

the laws of education;

educational influence of living conditions;

their requirements for a person.

Thus, scientific pedagogical theory equips pedagogical activity with reliable knowledge, helps it become deeply conscious, effective, capable of resolving emerging contradictions.

B.T. Likhachev considers the goals of educating a child's personality to be the central link in any pedagogical activity. The goal is to foresee the desired, possible end result of the activity.

The pedagogical goal reflects the philosophical, economic, moral, legal, aesthetic, biological ideas of society about the perfect person and his purpose in the life of society.

This means that the goals of the teacher's work are determined by society, i.e. the teacher is not free to choose the final results of his work.

But the teacher must put forward specific tasks proceeding from the goal himself, in accordance with the pedagogical conditions. The activity of a teacher is always a creative activity for the management of another activity - the activity of students. At the same time, the teacher must build the logic of his activities based on the needs and interests of the pupil and transform them into the goals of educational work set by society.

The ideal goal is usually the idea of the all-round development of all the essential forces of the human person, its possible complete physical, intellectual and spiritual-moral self-realization; endless improvement of man and society on this basis.

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