

*Khudayberdieva Khusnobod Urmonovna
Naimov Erkin Gafarovich
Komilova Dilovar Turgunboevna
Andijan State Medical Institute
Andijan, Uzbekistan*

FEATURES OF PEDAGOGICAL ACTIVITIES IN THE HIGHER EDUCATION SYSTEM

Abstract: The article examines the specifics of pedagogical activity in the higher education system.

Key words: higher education system, pedagogical activity, methodology, professional competence

ОСОБЕННОСТИ ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация: В статье рассматривается специфика педагогической деятельности в системе высшего образования.

Ключевые слова: система высшего образования, педагогическая деятельность, методика, профессиональная компетентность

Pedagogical activity is one of the most difficult areas of human labor. Successful performance of pedagogical activity requires that each teacher, deeply mastered: 1) his subject; 2) the theory of knowledge and pedagogical sciences; 3) the ability to reveal connections and relationships between separate concepts; 4) the ability to organically link the knowledge gained by students in different subjects into a single system of scientific views; 5) the ability to use various means of mass communication (fiction, radio, cinema, television, etc.) for the development of the student's cognitive activity, his social activity and independence.

Modern scientific and psychological research of any subject of pedagogical activity provides for a psychological analysis of his professional competence. This term combines three main aspects of the phenomenon of

pedagogical work: pedagogical activity, pedagogical communication and manifestations of the teacher's personality, which are considered separate procedural indicators (or blocks) of such competence.

The effectiveness of the pedagogical work of a teacher, educator or teacher is assessed by those qualitative positive changes in the mental development of pupils, pupils or students, which took place under the influence of the teacher. It takes into account the personal and intellectual development of the object of application of pedagogical efforts, its formation as a person and a subject of educational activity.

In the effective indicators of professional competence, it is customary to distinguish between two blocks:

- training and learning;
- good breeding and education.

Pedagogical work is one of the most difficult types of human activity. Its effective implementation requires the presence of certain psychological qualities, as well as the operation of broad and versatile professional knowledge and skills, on the basis of which the teacher makes his own practical decision. Like any other activity, such activity is inherent: motivation, goal-setting and objectivity (the psychological structure of activity: motive, goal, object, means, methods, product and result), and its specific feature is productivity.

For scientifically grounded management of the educational process, a teacher needs not only to know well the science he teaches, its current state, its connection with other sciences, with life, with practice, but also be able to transfer his knowledge to children. Without this, you cannot become a good teacher.

Each school subject, each area of scientific knowledge has its own characteristics, its own difficulties, its own basic method of cognition. In this regard, for each school discipline there must be a deeply thought-out teaching methodology. Knowledge of teaching methods helps the teacher to ensure a

deep understanding and solid assimilation by students of the foundations of science, the connections between natural phenomena and the surrounding life, the skillful application of the knowledge gained in practice and the use of the acquired knowledge for the development and formation of the student's personality.

The effectiveness of teaching and upbringing of students depends primarily on the internal unity of knowledge, purposeful mental actions and correctly formed relations of the child to the surrounding reality, to people, to business and to himself as a subject of activity. And if this is so, then it is quite obvious that in his pedagogical activity the teacher cannot confine himself only to the function of communicating knowledge to students. He must be able to direct the mental activity of students, to correct and direct it. Only in this case, the teacher is able to ensure the all-round development and education of the child as a person.

The effectiveness of the management of the mental activity of students in the learning process depends not only on the ordering of the source of information (the content of knowledge communicated to the student), but also on the ordering of the very system of mental actions of children. This system should provide a solution to specific problems. Only under these conditions can each student actively function as a conscious and independently thinking subject of educational activity.

That is why the teacher must master not only the relevant knowledge, but also the skills and abilities of presenting this knowledge. He must be able to mobilize the attention of students, develop their thinking and form in them socially significant value orientations

Successful pedagogical communication is the basis for the effective professional activity of a teacher. Communication with pupils for pedagogical purposes plays an important role in the socialization of the student, in his personal development. However, even experienced teachers face communication

difficulties that complicate pedagogical work, often cause an acute feeling of dissatisfaction, and sometimes even doubts about their professional competence.

It is very difficult for a modern teacher to keep up with the times. Learning conditions are rapidly changing, in some school subjects there are from 5 to 14 textbooks by different authors. The student environment is characterized by differentiation: one pole is formed by children who know what they want in their life and how this can be achieved, and at the other pole are children who live one day: they do not want anything and do not strive for anything. Communication with students is complicated by both objective and subjective factors, which forces the teacher to return again and again to thinking about the difficult aspects of communication. What is the psychological side of pedagogical communication?

Pedagogical communication is a professional communication of a teacher with students in the classroom or outside it (in the process of teaching and upbringing), which has certain pedagogical functions not aimed at creating a favorable psychological climate, optimizing educational activities and relations between the teacher and students within the student body. Pedagogical communication is a multifaceted organizational process; establishment and development of communication, mutual understanding of interaction between teachers and students, generated by the goals and content of their joint activities.

Professional pedagogical communication is a system of techniques and methods that ensure the implementation of the goals and objectives of pedagogical activity and organize, direct the socio-psychological interaction between the teacher and the students.

In pedagogical communication, the communicative (exchange of information between communicants), interactive (organization of interaction) and perceptual (perception of each other by communication partners and establishment of mutual understanding) parties are implemented. The emphasis

on the selected characteristics allows us to say that pedagogical communication should not be a heavy duty, but a natural and even joyful process of interaction.

The nature of its organization is quite important for the effectiveness of educational cooperation, in particular, the external regulation of the activities of the participants (through the distribution of roles or the setting of methods of joint work).

At the same time, the appointment of a moderator, designed to regulate the course of the discussion in the triad, can become a factor in the self-organization of the joint work of the participants in educational cooperation. Speaking about the methods of cooperation, it is important to note that not only the form of cooperation itself is essential, but also the way of organizing a joint solution to the problem.

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