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Холматова Саида Вахобжоновна
Преподаватель кафедры дошкольного образования
педагогического факультета НамГУ
Xolmatova Saida Voxobjonovna,
Lecturer, Preschool Education Department,
of Education, NamSU

BASIC COMPONENTS OF PEDAGOGICAL ACTIVITY

***Abstract :** This article discusses the main components of pedagogical activity.*

***Key words:** pedagogy, pedagogue, component, constructive, organizational, communicative.*

ОСНОВНЫЕ КОМПОНЕНТЫ ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

***Аннотация:** В данной статье рассматриваются основные составляющие педагогической деятельности.*

***Ключевые слова:** педагогика, педагог, компонент, конструктивный, организаторский, коммуникативный.*

A great place in the work of a teacher belongs to the design of a lesson, extra-curricular activities, the selection of educational material in accordance with school curricula, textbooks, various methodological developments and its processing for presentation to students. All this work ultimately translates into a detailed summary of the lesson. The search for ways to intensify and intensify the learning process is also an integral part of constructive activity. Organizational component. An important place in the structure of pedagogical activity is occupied by organizational activity, which is a single whole with a constructive one. Everything that the teacher plans to carry out during the lesson should be combined with his ability to organize the entire educational process. Only in this case will the students arm themselves with knowledge. The organizational component includes three areas: organization of its presentation; organization of their behavior in the lesson; organization of children's activities;

constant activation of their cognitive sphere. If a teacher shows mastery in only one aspect of organizational activity, for example, he organized the presentation well (skillfully picked up teaching material, verbal, substantive visualization), but did not attract children to active mental activity, then the lesson can only be entertaining, and full learning will be. The same applies to other areas of the organizational component of the structure.

Communicative component. It includes establishing and maintaining relationships with students, parents, administration, and teachers. It is the teacher's attitude toward students that determines the success of his constructive and organizational activities and the emotional well-being of the student in the learning process. There are five types of emotional relations between teachers and students: emotionally positive active, emotionally positive passive, emotionally negative active, emotionally negative passive, unbalanced. It turns out that the relationship between children in the class in most cases corresponds to one or another emotional style that characterizes the behavior of the teacher. So, for a teacher who is emotionally unbalanced, who is sometimes suspicious and negatively inclined towards students, then sentimental and unreasonably encouraging students, the class is nervous, uneven in relation to each other.

The communicative side of pedagogical activity is manifested in the entire pedagogical process. The implementation of an individual approach, as one of the aspects of a person's communicative activity, also determines the success of his work. The teacher should notice and take into account the characteristics of the student, which interfere or help him, and accordingly respond to them. So, the slowness of the student, associated with his temperament, requires patience and tact of the teacher. It must be remembered that it is the communicative components of the teacher's activity in most cases that cause deviations in the learning outcomes.

A.I. Shcherbakov, in addition to the above components, identifies the psychological functions of pedagogical activity. This is an information function

(possession of the material and the art of its presentation); developing (management of the development of the personality of the student as a whole); orientation (personality orientation, its motives, ideals); mobilization (activation of students' mental activity, development of their independence); research (creative search in the pedagogical process, the ability to conduct an experiment, generalize experience and constantly improve your skills). Teacher (teacher, teacher, mentor, master) - a person with special training and professionally engaged in teaching activities. The pedagogical function is the direction prescribed by the teacher for applying professional knowledge and skills. main directions of the application of pedagogical efforts are training, education, upbringing, development and formation of students.

The main function of a teacher is to manage the processes of training, education, development, and formation.

1. Pedagogical functions performed by teachers at the preparatory stage of each project (cycle) of educational activities. Goal setting. The goal is a key result of pedagogical activity, it ideally anticipates and directs the movement of the common work of the teacher and his students to their common result. Diagnostic function. Management of the learning process is based primarily on the knowledge of students. Without knowledge of the characteristics of the physical and mental development of schoolchildren, the level of their mental and moral education, the conditions of class and other education, etc., it is impossible to carry out the correct goal setting or choose the means to achieve it. The teacher must be fluent in prognostic methods for the analysis of pedagogical situations. Predictive function. It is expressed in the teacher's ability to anticipate the results of their activities in the existing specific conditions and, based on this, determine the strategy of their activities, evaluate the possibilities of obtaining a pedagogical product of a given quantity and quality.

The projective (design) function consists in constructing a model of the upcoming activity, choosing methods and means to achieve the goal in the given

conditions and at the set time, highlighting specific stages of achieving the goal, forming specific tasks for each of them, determining the types and forms of evaluating the results and etc. Scheduling function. Diagnosis, prognosis, project are the basis for developing a plan of educational activities, the preparation of which completes the preparatory phase of the pedagogical process.

2. At the stage of implementation of intentions, the teacher performs informational, organizational, evaluation, control and corrective functions. Organizational (organizational) activity of a teacher is mainly associated with involving students in the intended work, and collaborating with them in achieving the intended goal. Information function. The teacher is the main source of information for students. The control, evaluation and correction functions, sometimes combined in one, are necessary for the teacher, first of all, to create effective incentives, thanks to which the process will develop, and the planned changes will occur in it. The collected information allows you to adjust the process, introduce effective incentives, use effective tools.

3. At the final stage of the pedagogical process, the teacher performs an analytical function, the main content of which is the analysis of the completed case. In addition to his immediate professional functions, the teacher performs the functions of public, civil, family.

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