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## **BASIC ELEMENTS OF PEDAGOGICAL ACTIVITY**

**Abstract:** *This article discusses the basic elements of pedagogical activity.*

**Key words:** *pedagogy, pedagogical activity, method, competence, worldview*

## **ОСНОВНЫЕ ЭЛЕМЕНТЫ ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ**

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

**Ключевые слова:** *педагогика, педагогическая деятельность, метод, компетентность, мировоззрение*

The initial element of the system are its goals. They reflect a social order and are basically set by society. In other words, the leader, the teacher are not free to choose the final pedagogical results and diversify the personality of the schoolchild, student, student, employee, citizen, prepare for life in society. Systematic pedagogical activity contributes to the implementation of social continuity of generations, the realization of the possibilities of people in mastering public experience. But the teacher, the leader determines the specific tasks proceeding from the goals himself, in accordance with the characteristics of the people with whom he works, with the conditions of activity.

This requires the adoption of creative decisions, the ability to compare pedagogical goals with a specific environment. In addition, focused pedagogical activity is inevitably an activity of labor management, study of an individual, group, which implies the inclusion in the work to achieve the goal of all participants in the pedagogical process. Pedagogical activity sets as its task the real achievement of unity of goals, which is associated with certain difficulties. For the teacher, the leader, the goal is close and clear: to ensure that a person assimilates the knowledge system, instill in him the necessary skills and

abilities, form and develop personal qualities, psychologically prepare for life, work, and professional activity. The student, employee, meanwhile, usually lives today, the future for him seems very distant. Therefore, one should take into account the urgent needs of the wards, their activity plans.

The object of pedagogical activity can be a preschool child, a student of an educational school of any age, a student, a cadet, a student of a higher educational institution, an employee, an industrial specialist, etc. Since this textbook is mainly aimed at pedagogical work with adults in the law enforcement system, it is advisable consider first of all the features of this category of people, given that the specifics of working with children is reflected in detail in numerous pedagogical sources. An adult is a person who has a supply of life and often professional experience (people who improve their professional qualifications), who have established, relatively stable characteristics: self-awareness as an independent, self-governing personality; the desire with the help of study to solve their vital issues and achieve specific goals. From the point of view of acmeology, an adult is a fairly mature, but actively growing and constantly changing personality with unique individual traits, his own understanding and assessment of current events, and a system of relations to them. He is an active accomplice in the pedagogical process, having his own goals and motives of activity, and therefore being his subject, perceiving pedagogical influences through his inner world and treating them differently. That is why template approaches, stereotypical actions are not applicable to him, and a constant creative search is needed.

It should be borne in mind that in addition to the leader, the teacher, a person is strongly and far from unambiguously influenced by the surrounding life and environment. Correction and pedagogization of these influences, including those proceeding from himself, is also necessary. the implementation of not only education, upbringing, training, development, but also self-education, self-education, self-training, self-development. Features of adults

determine the attitude of managers and teachers towards them as partners in pedagogical communication and interaction.

From the point of view of the personal-activity approach, an adult is an active, self-organizing subject of pedagogical interaction. Therefore, the pedagogical effects on him should be correlated with the interests of his individual life independence, economic independence, tasks, family support, etc. Therefore, even small troubles with the payment of wages, money, scholarships, with the receipt of property, etc. . cause a painful reaction in a person, violate a clear regime of labor activity and personality changes. The experience accumulated by an adult during the period of official, industrial, educational activity must certainly be taken into account by the teacher, leader in the content, problems and organization of pedagogical influences. The subject in the pedagogical system is one who pedagogically purposefully acts on a person who realizes himself responsible for his future, for the results of his pedagogical influences. The main conditions for the success of the effects of the subject are an example of a person, life and activity, his authority, the pedagogical significance of individual characteristics, as well as the quality of his pedagogical knowledge, skills, abilities and experience.

One of the goals of studying pedagogy with students, students, cadets and students is to equip them with knowledge and beliefs in the need to turn themselves into a subject of self-improvement, as an accomplice in the efforts of teachers and leaders in this direction. The next important element of the pedagogical system are methods, i.e. ways and methods of pedagogical work. We can say that the pedagogical system is the process of solving pedagogical problems through the creative application of all kinds of methods and means to successfully achieve pedagogical goals. The methods are varied. So, only educational methods form a complex interconnected complex:

a) methods for studying subjects and objects of upbringing, their features and characteristics: observation, study of accounting records, a biographical

method, analysis of performance, generalization of independent characteristics, testing, surveys, interviews (interviews, etc.);

b) methods of educational influences and interactions: persuasion, example, exercise, inclusion of students in various activities, promotion, coercive measures, etc. ;

c) methods of prevention and re-education: retraining, persuasion, "reconstruction of character", "breaking unwanted contacts", self-correction, etc.

The grouping of teaching methods includes:

a) verbal - a story, explanation, conversation, discussion, briefing;

b) visual - illustration, display, demonstration of the studied objects and phenomena;

c) training activities - exercise, laboratory work, test work, educational observation, analysis and evaluation of completed actions, correction of actions and techniques, training in practical activities, etc. ;

d) training modeling of real actions: verbal, psychological modeling, imitation, modeling of confrontation and game situations, mental and physical stress, etc.

A significant role in the system belongs to pedagogical means: types of labor and study, moral and material stimulation, technical means, visual aids, mass media, pedagogical environment, etc. Separate components of the system are the management and evaluation of the results, which will be discussed in detail in the next section. It is important to emphasize that the considered basic elements of the pedagogical system and their general characteristics convince that only a systematic approach, i.e. the correct set of all elements of the system of pedagogical work, giving them certain qualitative characteristics, ensuring their consistency with each other, achieving coordinated interaction in the dynamics of functioning, subordinating everything and everything in the system to achieving the pedagogical goal for which the system is created and functions, gives confidence in pedagogical success.

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