

THE SYSTEM OF PEDAGOGICAL ACTIVITIES OF THE TEACHERS

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Annotation. In the following article the organization of the re clarified as per recent scientific data, “Pedagogy and psychology”, the content of pedagogical diagnostics are disclosed, shows ways of increasing measures to determine the quality and effectiveness of diagnostics. And also on the basis of the study of its convenient and promotional forms, comprehensive planning for the diagnosis of teachers’ activities is covered.

Keywords. teacher, activity, diagnostics, unity, system, stratification, in-service training.

Introduction. The 21st century has entered human history as an information age. The sharp increase in the flow of information is characterized by the fact that people are aware of the mysteries of the world around them and themselves, that is, the spiritual world, consciousness, thinking of the external world, as well as self-knowledge. This, in turn, is manifested in the intensification of the desire for events and phenomena, for man to have a deeper understanding of his own nature, to know the deeper connections of meaning by the visible phenomenon. The media, on the other hand, facilitate human activity in this regard. Acceleration of knowledge of the world through the media In the existing system of sciences there is an integration (integration) and stratification (differentiation) of intermediate sciences, their interaction, and the emergence of new sciences. The emergence of a new science is a historical process. This means that the integration and stratification of sciences takes place at a certain time (period), as a result of which the buds of a new science are gradually formed.

Methods. The process of retraining and advanced training of teachers is being organized on a new theoretical basis. This requires a radical change in the

educational process, its content, form and methods. In particular, the reform is a new system that helps to prepare young people for the future and marriage, to find their place in life - the organization of secondary special, vocational education. The most important and urgent task facing the teachers of the republic is to train workers who will take a fresh look at the socio-economic and scientific-technical development of society, who will think independently, who are business-minded, who will build the foundation of a great future.

As noted by President Sh.M.Mirziyoyev, “education and science are of strategic importance for the implementation of state youth policy, the introduction of new modern methods of education, including information and communication technologies, for the future of our youth, society and country” [2,44]. If we approach the system of professional development and retraining of teachers in terms of economic and political, socio-ideological changes in the field of education in our country and the requirements of educational reform, we will see that it does not meet the process of renewal.

As the first president Islam Karimov mentioned: “In my opinion, this is the main problem in changing the education system. We demand that the teacher give our children modern knowledge. But in order to give modern knowledge, first of all, the coach must have such knowledge”, - he said [4,7].

Therefore, the Law “On Education” accepted on 23 September, 2021 for the first time in history recorded in the system of continuing education professional development and retraining as an independent form of education. This requires the study of personal-professional, scientific-methodological, pedagogical-psychological, didactic and psycho physiological, organizational-economic, characteristics of the subjects of advanced training. An important task in reforming this system is to achieve “the emergence of a system that is flexible to modern requirements, aimed at high quality and sustainable development of education” [6, 16]. The introduction of updated, world-class educational content in our country is not spontaneous, but through the knowledge, experience and creative work of thousands of educators and scientists.

Education reform has set itself the task of forming a new-minded, inquisitive, creative educator who can find the right path in the rapid flow of information of our century, who can use information effectively, educating the younger generation, vocational training. The importance of this work is that pedagogical experience has shown that no matter how much innovation is introduced into the content of education, no matter how perfect programs, textbooks and educational standards are created, their introduction into the educational process depends on the teacher's personality and pedagogical skills. So, what is the main focus or goal of the training process? In our opinion:

- to improve the personal qualities and professional skills of each teacher, as well as to keep abreast of the latest developments in their field;
- development of skills to apply innovations in practice for a high level of professional and pedagogical activity;
- fostering in teachers a thirst for innovation and a constant sense of independent reading;
- organization of educational process and professional development on the basis of advanced pedagogical technologies;
- Improving the professional development of teachers Improving the professional skills of employees working in this field;
- it is also important to improve their preparation for understanding the features and laws of adult education.

Make changes to the process based on continuous analysis of the results of training.

Professor J.G. Yuldashev emphasizes the need to pay attention to the following in order to reform the process of professional development of teachers:

1. Organization of professional development reform in accordance with the requirements of the State, developed on the basis of the Law "On Education" and the National Training Program.
2. Organization of professional development on the basis of active participation of teachers, ie pedagogical technology and innovative practices.

3. Creation of an economic mechanism for the organization of training on the basis of world experience.
4. Achieving the work of highly qualified scientists, methodologists, authors, creators, teachers in training institutions.
5. Specialization of advanced training institutions.
6. Diagnosis of teacher training and use of new forms of professional development.
7. To consider it important for teachers to improve their skills independently in professional development and retraining [57,6-7].

At the same time, the main direction of the whole process of professional development should be to improve the personal, volitional and moral qualities and professional activity of teachers. Because their personal, volitional and moral qualities serve to strengthen their professional activities. In turn, activity is the driving force of the teacher's professional and personal development. Because a person manifests himself in activity and matures in activity.

Thus, the system of retraining and advanced training of teachers is aimed at improving the quality of education of students by improving their creative potential, personal qualities and professional knowledge, skills and abilities.

Reforming the system of professional development and retraining of teachers in accordance with the requirements of education reform is a more complex problem. It can be reconstructed on the principle of continuity. Then:

- to build it on a democratic and humanistic basis on the basis of the human factor;
- to take into account the relationship and difference between teachers' basic (basic) education and professional development;
- ensuring the interconnectedness of independent self-study with state-organized refresher courses;
- to study the needs of educators and to coordinate their subjective capabilities with social requirements;

- determination of content and form, methods, duration on the basis of stratification and individualization depending on the level of knowledge, skills at different stages (periodicity) of professional development;
- to develop an interrelated system of attestation with material and moral incentives;
- ensuring the interdependence of state and non-state, social, independently organized forms of professional development;
- organization of the system of advanced training and retraining on the basis of the characteristics of adult pedagogy, taking into account the age of teachers, motives, personal qualities;
- competition of state and non-governmental institutions in advanced training and retraining, as well as the introduction of externship;
- On the basis of professional development it is necessary to develop criteria for identifying changes in the professional and personal qualities of teachers.

Theoretical, methodological, organizational and pedagogical bases of direct training of pedagogical staff, general aspects of the organization of this process on the basis of diagnosis and its connection with new educational values, doctors and professors of pedagogical sciences K.Z. Zaripov, J.G. Yuldashev, Sh.K. Mardonov and B.R. Adizov researched in scientific works.

The problem of the pen is very important and has a current spiritual and material significance for everyone and for the development of the country. Realizing the importance of this, it is no coincidence that the First President I. Karimov repeats it in his speeches and works. The report “Harmoniously developed generation - the basis of development of Uzbekistan”, which defines the scientific and theoretical basis for the reform of the system of continuing education in the country, describes the training of teachers as “an urgent issue” [4,7]. The report “Reform Strategy - Enhancing the Economic Potential of the Country” emphasizes the need to create a system of “payment for qualifications, not positions”, to stimulate professional growth, to determine the categories and qualifications of employees [7].

The rapid development of information and technical progress, modern technologies, which are constantly evolving and constantly updated, in the flow of information, even the most advanced technologies have become obsolete in 5-7 years, and have been replaced by more advanced technologies.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On further improving the system of retraining and advanced training of teachers” dated February 16, 2006 [16] is of historical significance for the scientific and theoretical solution of this issue. At the same time, the teacher described the state requirements for the quality of retraining and advanced training. Therefore, in this study, we will try to describe the process of teacher training and retraining as a whole science by summarizing the research and accumulated experience in this field.

It first describes the goals and objectives of pedagogy for retraining and advanced training of teachers, research methods, its role in the system of pedagogical sciences, its theoretical and methodological problems. At the same time, its pedagogical and psychological bases and didactic issues, continuous improvement and technologicalization of this process, effective and convenient forms of retraining and advanced training of teachers and its classification as a system and complex planning were discussed.

Acceleration of knowledge of the world through the media In the existing system of sciences there is an integration (integration) and stratification (differentiation) of intermediate sciences, their interaction, and the emergence of new sciences. The emergence of a new science is a historical process. This means that the integration and stratification of sciences takes place at a certain time (period), as a result of which the buds of a new science are gradually formed. This process follows as a general rule. On the basis of science, a new science is formed, its field of study, goals and objectives, laws and principles, as well as scientific research methods are formed. The increase in the demand for the moral and professional, socio-political, spiritual image of the individual as a result of the

acceleration of the development of society necessitated the knowledge that each period of his life is a manifestation of the laws of formation.

As a result, a system of pedagogical sciences was formed, which reflected the characteristics of a person's age and activity (profession). Age and type of activity are important in the formation of personality. Therefore, at each stage of human formation and occupation, a pedagogical approach to it remains a social necessity.

The hadith says to seek knowledge from the cradle to the grave. The science of pedagogy has determined that a person should be brought up in the cradle, that is, in the womb. The education reform being carried out in our country on the demand of independence makes the education and upbringing of the individual from the mother's womb to the last breath a topical issue of the state policy.

It is safe to say that the formation and acquisition of a profession and ensuring its effective functioning as a person and a professional at different stages of life was the socio-pedagogical basis for the acquisition of the right to "citizenship" as an independent discipline.

For each science to be independent, separate:

-it must have its own subject and object of study, subject (subject), laws and principles, as well as methods of scientific research. At the same time to ensure the continuity of the processes of certain laws, laws and essential connections between them, factors for the study of their field;

- it is also important that the identified laws and regulations have the capacity to determine the development and prospects of the processes to be studied.

- Retraining and professional development of teachers is not the job of a particular teacher or institution. This factor contributes to the well-being of the population and society as a whole. If the above subjects are the organizers-architects, the main consumers are the heads, teachers and educators of the school.

Therefore, the main goal, which is a social order, is specified in the training of each subject teacher and educator, leaders, in the preparation of a person undergoing retraining, specializing in the teaching of a new subject.

Therefore, the goal is to equip the staff of training institutions operating in this field, as well as officials of the system of continuous methodological services and heads of educational institutions with the theoretical foundations, forms and methods of training and ways, means and laws of their implementation.

The task is to humanize the process of professional development on the basis of the ideology of independence in accordance with national characteristics, stratification, scientific and practical substantiation of quality-efficiency, norms. Retraining and advanced training is inherently a social process, in which the trainee - a teacher, a methodologist, enters into a multifaceted relationship with colleagues in the group. Under the influence of this relationship, he acquires certain knowledge, skills and abilities, as well as compares himself in terms of a number of personal qualities, such as communication, attitude to others, understanding them.

Therefore, we believe that it is appropriate to consider the teacher as a subject of professional development, as it is a determinant of analytical activity in the continuous improvement of pedagogical skills. It is very important for the teacher to analyze the analytical activity on the basis of the requirements of educational reform and to determine the relationship between them at the level of pedagogical achievements. In order to prevent the inconsistency of education with the requirements of the reform on the basis of the analysis of their pedagogical activity, the teacher must constantly study and apply the results of pedagogical research, pedagogical research in the course and after the course. At the same time, the system of methodical work in the workplace and the effective organization of independent learning are also important.

Thus, it is clear that the teacher's activity in the course, along with determining the content of the course, post-course activities are aimed at a single

idea-education and self-improvement, which forms the basis of the connection between them.

In turn, the integrity and interdependence of these three components constitute the content of professional development.

Theoretical and scientific direction of professional development of methodical work requires conditions for their solution. Thus, if the teacher's practical activity is a source of problems in him, pedagogical theories create the conditions for their practical solution (application). Each teacher is a source of activation of pedagogical activity of the teacher, based on the combination of theory with practice in solving the necessary educational problems (depending on the needs of the activity). In turn, they play the role of methodological basis in solving the problem of education and training.

At the current stage of development of society there is the following system of pedagogical sciences:

1. Family pedagogy - studies the upbringing of children in the family and family relationships.
2. Folk pedagogy - studies the issues of education formed during the centuries-old historical development of our people.
3. Pedagogy of preschool education - studies the laws of mental, physical and intellectual development of children in kindergarten.
4. General or school pedagogy - studies the laws of implementation of education in general secondary school.
5. Special pedagogy or defectology pedagogy - pedagogy of teaching and educating deaf, dumb (deaf pedagogy), blind, visually impaired (typhlopedagogy), mentally retarded, speech-impaired children (oligophrenic, speech therapist).
6. Vocational training pedagogy - is engaged in vocational training of young people, along with general education in secondary special and vocational colleges.

7. Higher school pedagogy - studies the formation of highly qualified personnel in higher education as professionals and individuals.
8. Military pedagogy - education of soldiers guarding the independent Motherland and pedagogical training of their commanders.
9. Correction of morality-is engaged in the re-education of those who committed crimes.
10. Comparative pedagogy - comparative study of issues of education, vocational training in different countries and puts into practice the positive aspects.
11. Correctional pedagogy is a science of teaching and educating students with special needs.
12. Social pedagogy is the study of the relationship between the educational process in educational institutions and the participants in the family upbringing process.
13. History of pedagogy - studies the history of the development of education in different periods.
14. Methods of teaching sciences or didactics of special sciences.
15. Management pedagogy - teaches the laws of management of the education system.
16. Pedagogy of retraining and advanced training of teachers.

Pedagogy of retraining and advanced training of teachers serves to increase the efficiency of their activities on the basis of improving the scientific and methodological skills of the organizers of the disciplines of the pedagogical system. Because they are done by a teacher, if his skills are low, the result of his activity will be ineffective. Effectiveness depends on pedagogical skills.

The role of spiritual-enlightenment, moral, ideological-political education in the upbringing of a free man in the conditions of independence is growing. It is obvious that in the near future a new branch of pedagogy will be formed – “Pedagogy of spiritual and enlightenment education”. The rapid development of science brings new processes as a need of society and a product of human activity. The methodological organization of scientific activity plays an important role in

this. On the basis of the theory of self-development of objects of philosophical doctrine, self-organization, improvement in all spheres of human activity acquires the necessary essence.

It should be noted that the existing pedagogical sciences and its branches, which are formed as a product of development, each carry out the field of study not in isolation, but in an interconnected way.

At the same time, pedagogical sciences study the natural-scientific basis of personality formation, relying on general and age physiology, which studies the periods and laws of physical development of human nature.

In the connection of pedagogical disciplines, it has gone beyond the narrow field of schooling and turned into management pedagogy - management science also plays an important role. Based on the achievements of this science, the participants of the educational process of pedagogical sciences apply to their fields the basics of regulation of relations, the ability to see the current and future development of each field and planning. In particular, Pedagogy of retraining and advanced training of teachers, along with biology, genetics, physiology, anatomy, general psychology, adult studies are based on gerontology, andragogy. Because with age, there are dramatic changes in the human body and relationships.

Discussion. It is very important for educators to choose teaching aids, methods and organizational forms that are appropriate to the material being studied in order to improve their professional development or interest in the learning process, and that they are psychologically and didactically based. Only in this case will the listeners be interested in the materials being taught. Many years of experience in the field of professional development with teachers and heads of educational institutions show that in most cases, the learning process is organized without taking into account the interests and professional needs of students. The education taught in the courses is separate from the vocational training process.

The independence of each science is effective not by whether or not it uses the achievements of other sciences, but only by carefully selecting the materials and data of the intermediate sciences to solve its task and using them in a way that

clearly defines their relevance and boundaries. At the same time, it should be noted that the listener's ability to remember and use the learning material depends not only on mental functions, but also on the style of its presentation, the personality and skills of the educator.

Conclusion. Thus, the purpose of stratification as a pedagogical problem is to expand the possibilities of improving the pedagogical activity of the teacher in the learning process. Each form of professional development in the stratification of education corresponds to the level and capabilities of teacher training.

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