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THE PROFESSIONAL PEDAGOGICAL ACTIVITY IN MODERN EDUCATION

Tursumatova Shaxlo Samieвна*; **Raxmonova Malohat Mirkomilovna***;
Khomidov Vohidjon Obidovich*

*Assistant,
Department of Light Industry Technologies and Equipment,
Fergana Polytechnic Institute, Fergana, UZBEKISTAN

ABSTRACT

The essence and structure of pedagogical activity, as well as the effectiveness associated with them, is one of the most pressing issues of pedagogical science and practice. Typically, the scientific analysis of these important events is replaced by general discussions about pedagogical art. This article discusses the skills and activities of professional teachers in modern education, as well as the role of higher education in the training of qualified personnel. The reasons for many unsuccessful attempts to improve pedagogical systems and changing its elements are related to a local approach, not a systemic one. The society that forms the social order builds an appropriate education system as the most general pedagogical system. The reasons for many unsuccessful attempts to improve pedagogical systems and changing its elements are related to a local approach, not a systemic one. The society that forms the social order builds an appropriate education system as the most general pedagogical system.

KEYWORDS: *Skills, Modern Education, Professional, Staff, Educator*

INTRODUCTION

Today, the modern educational process is to prepare the younger generation for life based on a social order that reflects the needs of society. In the process of education and upbringing, young people acquire knowledge, manners, customs, culture and labour skills accumulated by their ancestors, take their rightful place in society on the basis of life experience, pedagogical personality in the formation of potential and worldview, activities and his professional skills are important [1]. At the same time, the formation of the qualities necessary for young people to solve new problems and challenges arising from the demands of the times is a priority in the

field of pedagogical activity. To do this, the educator must first have the skills to impart new knowledge, to engage in creative activities in response to changing working and living conditions [2].

MATERIALS AND METHODS

Of course, the scientific analysis of pedagogical activity emphasizes the uniqueness of each teacher's creative method, but it is based not on descriptions, but on the principles of comparative research, qualitative and quantitative analysis. It is considered as a promising direction related to the application of the principles of a systematic approach in the analysis and development of models of pedagogical activity. As an artificially organized, organized, pedagogical system specially organized by the objective laws of social development, that is, under the constant "control" of society. The social system that is part of it. Changes in the pedagogical system, its structural structure and adaptation now depend on what or what elements the impact of society is focused on: strengthening the material base, improving the content of education, caring for the material condition of the teacher and others. The reasons for many unsuccessful attempts to improve pedagogical systems and changing its elements are related to a local approach, not a systemic one. The society that forms the social order builds an appropriate education system as the most general pedagogical system. This, in turn, has all the social institutions that perform the functions of education with their subsystems and are integrated into the education system. For the effective functioning of pedagogical systems aimed at educating the younger generation, society will create a system of training for teachers, secondary special and higher education institutions [3,4].

Spiritual foundations of economic reforms, liberalization of the economy, the specifics of a market economy, demography and economic policy, intellectual property and its assessment, the family budget and its economic basis, the social significance of the insurance and tax system, economic development in Uzbekistan. Achieving mutually beneficial economic relations with the world on the path of renewal, development and progress, the formation of a sense of ownership in young people, the causes of the global financial and economic crisis and its elimination, ways to modernize production, natural and human resources it is required to be able to form economic knowledge, skills and competencies related to rational use.

Today, professional teachers need to have professional training and experience, self-awareness, confidence in their own strengths and knowledge, thorough knowledge of their profession, and the ability to demonstrate the qualities that define such professional maturity. In addition, it is becoming a modern requirement for a professional teacher to work independently, learn best practices, innovations in the system and apply them in their work. As the head of our state said in his address to the Oliy Majlis, today people's minds must change, we have no right to live and work as we do today. In times of crisis, our knowledge and experience today will become obsolete tomorrow. If a teacher does not change his mind today, he will become an unnecessary person in the community if he lags behind in updating. Who wants to learn from a backward teacher? Of course, in today's rapidly changing world, professional teachers need to know pedagogical methods such as logical thinking, research, calculation, measurement, construction, testing, observation, comparison, inference, independent decision-making. Changes, radical reforms in the socio-economic life of our country, a good knowledge of the essence of political

processes, awareness of foreign policy, in short, a high level of ideology and ideology are required.

In modern education, professional teachers do not know what and how to use communicative information, self-development, socially active citizenship, national and cultural, mathematical literacy, science and technology innovations, and how to use them. a teacher today cannot help improve the quality of education. What pedagogical methods should be used to develop such competencies in the classroom should be known not only by the teacher but also in practice. After all, if such competencies are not formed in the teacher himself, how can he form them in his students? Today, raising the content of higher education to a qualitatively new level depends on the training of highly qualified personnel who will be able to find their place in the labour market, making a worthy contribution to the sustainable development of the social sphere and economic sectors. Therefore, a professional teacher has a great responsibility, such as ideological and political training of young people, assistance in the acquisition of nature, society, profession. In today's fast-paced world, the criteria for a teacher's comprehensive maturity require that he or she know more than one foreign language in addition to his or her native language. Because today all the innovative methods, various technologies are used based on the experience of developed European countries. Therefore, in the organization of modern education, the teacher's high level of knowledge of foreign languages (especially Russian and English) is an important criterion for the ability to use modern advanced methods.

CONCLUSION

In short, today's requirements are completely different from yesterday's. Of course, the higher the quality of higher education, the stronger the human resources. Therefore, there is a growing need to train personnel who think modern, keep pace with the latest news, and enrich their worldview day by day. In this process, higher education teachers have a great responsibility. Therefore, a professional must constantly improve their skills.

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