



## Pedagogical Practice as Educational Activity

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**Annotation:** This article reveals the pedagogical practice of educational activities and also reveals the theoretical and practical aspect of training and education.

**Keywords:** pedagogy, professional pedagogy, problem, system, function, practical activity, teaching function.

Pedagogical activity is the management of students' activities and the process of interaction with it.

The word "pedagogy" (greek paidagógiké) is understood as a system of activities that is designed in educational materials, methods, and recommendations. Despite for different interpretations, pedagogy is, first of all, a pedagogical science, an area of scientific disciplines about the upbringing, teaching, and education of a person.

Pedagogy is a science that studies the patterns, principles, methods, means, forms, content and technologies of organizing and implementing the pedagogical process (its components) as a factor and means of human development throughout his life.

Pedagogical practice in a broad sense is understood as the activity of people that ensures the development of society. In the general structure of human activity, pedagogical practice is one of its types. That is, pedagogy is "activist" in nature.

Pedagogy should be considered as a special field of educational activity and human learning.

There are professional and non-professional teaching activities.

Unprofessional activity is characterized by the fact that a person is not aware of a pedagogical problem or task. In a specific situation, he acts intuitively and cannot explain why he acts in the following way, what he wants to achieve by teaching or educating another. What are the pedagogical problem, task and pedagogical situation? How are they resolved in everyday life and professionally?

In life, we encounter various pedagogical problems - the formation of a humane and harmoniously developed person, the development of effective methods of adaptation to changing living conditions, the preparation of students striving for new knowledge. A pedagogical problem is a question or set of questions that objectively arises in pedagogical theory and practice regarding the processes of learning and human upbringing.

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Pedagogical activity is defined as the solution of pedagogical problems. The main feature of pedagogical activity is the specificity of its object. The fact is that the object and subject of activity is always a person. Therefore, the profession of a teacher is classified as a “person-person” system.

The pedagogical task always arises when it is necessary to prepare a person’s transition from a state of “ignorance” to a state of “knowledge”, from “misunderstanding” to “understanding”, from “inability” to “skill”, from helplessness to independence [1].

That is, the pedagogical task is the result of the teacher’s awareness of the purpose of teaching or education, as well as the conditions and methods of its implementation in practice. A person as a subject and object of interaction with a teacher in the process of solving a pedagogical problem should, as a result, have a new formation in the form of knowledge, skill or quality.

Since each person is unique, the solution to the pedagogical problem is complex and ambiguous. Therefore, there are different ways to translate a person from one state to another.

All pedagogical tasks are divided into two large classes - teaching tasks and human upbringing tasks. Each of the main classes is divided into task groups.

Educational tasks can awaken a person’s faith in success, change his attitude towards the team in a positive direction, stimulate responsible actions, and develop a creative attitude towards educational, cognitive and work activities.

The pedagogical situation determines the set of conditions under which the pedagogical task is solved. These conditions can either facilitate or hinder the successful solution of the task. However, for the student, situations of pedagogical assistance are of great value, namely support in the process of adaptation to new conditions and in the states and situations that accompany this process: confusion and depression, competition, emerging conflict and emotional explosion, as well as when achieving success.

In practice, pedagogical and functional tasks are sometimes confused. What is the difference between them? Unlike pedagogical ones, functional tasks are associated with the implementation of the professional function of a teacher. Examples of functional tasks are: giving a lecture, conducting a conversation with students, organizing a circle or section.

The professional solution of a pedagogical problem is characterized by the fact that when analyzing the situation, the teacher consciously relies on a certain system of rules and requirements. He purposefully selects from the “arsenal” of pedagogical science and practices effective means to solve this problem in relation to specific conditions. At the same time, the teacher plans the order of his actions and actions. At the end of the work done, he analyzes data about the changes that have occurred in the student from the perspective of psychological science.

To solve pedagogical problems professionally, it is necessary to prepare specially, mastering the peculiarities of work in the field of education and upbringing of the student. Professional experience and skill are gained in the course of solving pedagogical problems. For a professional teacher, the following questions are significant: how to conduct a problem lesson?, how to develop a new or improve a known educational program?, how to combine group, collective and individual work of students in a lesson?, how to ensure the development of creative abilities during the lesson?, how to stimulate interest to the academic subject?



What professional functions does a teacher perform?

A modern teacher performs gnostic, constructive, organizational, communicative, diagnostic, corrective and control-evaluative functions.

What types of teaching activities are practiced today?

Types of pedagogical activities are divided depending on the type of pedagogical task:

1. practical activities in training and education;
2. methodological activities of a specialist in presenting materials of pedagogical science to teaching staff of various institutions (related with the methodology of an academic subject or with the methodology of conducting educational work);
3. management activities of educational system leaders;
4. scientific and pedagogical activities (research).

Let us conduct a comparative analysis of them according to the structural components of pedagogical activity [2].

Such components are the goal, its means, the result, as well as its objects and subjects.

By objects and subjects of activity:

1. the subject is the teacher, the object is the student, group or educational team;
2. the subject is a teacher-methodologist, the object is teaching practitioners;
3. the subject is the administration of the educational institution, the object is the teacher, the student, the team of practicing teachers and the team being trained;
4. the subject is the scientist-teacher, the object is the entire sphere of pedagogical detail as a whole (all pedagogical theory and practice).

By purpose:

1. transfer of life and cultural experience from the older generation to the younger one;
2. communication of scientific discoveries, transfer of advanced pedagogical experience and innovations to the general pedagogical community;
3. management of the work of teachers;
4. search and development of new pedagogical knowledge.

By means of achieving the goal:

1. methods and techniques of training or education, visual and technical means;
2. scientific and methodological seminars, conferences, distribution of specialized literature, introduction of scientific and practical achievements, exchange of experience;
3. methods and techniques of team management, methods of delegation of authority, collective cooperation, individual work with teachers and students [3];
4. methods of scientific knowledge (observation, experiment, modeling, development of theories and concepts, new pedagogical technologies).

The result of pedagogical work is the actualization and development of mental new formations in students or the teacher, as well as the improvement of methods their activities.



According to the results:

1. a trained, educated and educated individual;
2. a teacher with developed scientific thinking, a specialist in the field of theoretical research and discoveries concerning problems and methods of teaching, education, practical activities in teaching and educating a person. A professional who is able to take into account and combine theory with techniques and modern technologies of practical work. In other words, a competent and creative teacher involved in the innovation process;
3. a developed and creatively working teaching staff, achieving serious results in practical work, constantly increasing the growth of their knowledge and ensuring high quality of education and upbringing of students in this educational system;
4. new pedagogical knowledge - in the form of laws, principles, new systems, technologies, methods, rules, forms of organizing teaching and educational processes.

In fact, pedagogical activity is joint and is built

according to the laws of interaction, taking into account the characteristics of communication and styles of behavior.

In practice, differentiation of communication styles can be observed;

- style of passion for joint activities;
- friendly style;
- style of communication-distance;
- style of intimidation;
- flirting style.

In various situations, styles of behavior such as conflict, confrontation, smoothing, cooperation, compromise, opportunism, avoidance, suppression, competition or defense may appear.

All possible styles of communication and behavior accompany some type of activity, forming the background and forming the appropriate emotional and moral environment of interaction [4,5].

**So, what** is the meaning of the term “Pedagogy”?

*Firstly*, the “everyday” meaning of pedagogy is highlighted. Every person plays the role of a teacher throughout his life. That is, he trains and educates his children, family members, and work colleagues.

*Secondly*, Emphasize the practical importance of pedagogy. Pedagogy is considered as one of the spheres of human activity associated with the transfer of life experience from the older generation to the younger.

It is appropriate to say here about the relationship between folk (everyday) pedagogy and pedagogical skill and the art of education. It is no coincidence that the highest manifestation of pedagogical activity is called art (for example, from the cradle we hear from our mothers “Alla”, about which I don’t think we should tell).

*Thirdly*, pedagogy is understood as a science and, at the same time, as a branch of human studies. Pedagogy learns and improves ways of influencing human development in the indissoluble fusion of the natural, social and individual. Therefore, pedagogical teachings, theories, models, forecasts and recommendations are built only on the foundation of holistic and systemic knowledge about the



developing person; it is “mined” by psychology, philosophy, history, sociology and other sciences about a human.

*Fourthly*, pedagogy is an academic discipline that includes includes theoretical and practical aspects of training and education.

*Fifthly*, the importance of pedagogy as a branch of humanitarian knowledge includes into the general cultural context of modern life. It is revealed as a person’s pedagogical culture.

**Based on the above, we can conclude that the learning function**, but in everyday life, rather education, is inherent in every learner independently from education and profession. Education is a mission for every officer in relation to the younger generation (trained military personnel). Consequently, every officer is obliged to master the basics of pedagogical culture as a component of general culture.

Pedagogical activity must be understood as solving the pedagogical problems of two classes - training and education. Pedagogical activity is the management of the activities of another person, ensuring his development. Pedagogical activity is carried out in the process of pedagogical communication. In practice, pedagogical activity is carried out in a specific situation.

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