

Organization and Management of a System of Pedagogical Activity in Professional Education

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Abstract: Implementation of a number of changes in the conditions of professional education in terms of content, quantity and quality of education, educational programs, and technology. The implementation of this production is to provide a positive solution to the development of the economy, the production of poverty, the production of poverty, and the improvement of the well-being of young people and our youth.

Keywords: Professional education, educational content, educational programs, technology, poverty reduction.

Pedagogical activity-armed with conscious educational experience, pedagogical theory and a system of special institutions, consciously interferes with the objective process of Education, organizes it, accelerates and improves the preparation of children for life. Human education is always carried out, at any stage of social development, by the whole society, the whole system of social relations and forms of social consciousness. It absorbs and reflects the sum of social contradictions. Pedagogical activity as a social function occurs in the depths of the objective process of education and is carried out by teachers, specially trained and trained people. On the contrary, many adults involved in the educational process do not realize the enormous educational significance of their relationship with Children, Act and act contrary to pedagogical goals. Thus, it will arm pedagogical activity with reliable knowledge, help to be deeply conscious, effective, able to solve the contradictions that arise. In upbringing and pedagogical activity as a social phenomenon, general and difference, unity and specificity are expressed in the following generalizations[1].

1. Professional education as a social phenomenon arose at the same time as human society, before conscious pedagogical activity. It can be carried out, as an objective process, without professionally trained specialists in the process of life relations between children and adults. Pedagogical activity was born at the bottom of educational relations as a subjective perception of objective processes, as a conscious intervention in the formation of the younger generation.
2. Education is an objective phenomenon and a broader category than pedagogical activity. With the emergence of pedagogical activity and continuous unity with it, upbringing can lead to conflicts and inconsistencies with it due to the fact that children lag behind targeted training from developing and changing life requirements[2].
3. The purpose of education in society is to meet the vital needs of people. Pedagogical activity aims to cover the whole life of the child with pedagogical influence, to form a certain mi - formation. worldview, needs, forms of behavior, personal qualities.

4. Education has the social function of training the productive forces. Pedagogical activity, along with such preparation, sets the task of forming a certain type of personality and developing individuality.
5. In education, the means of influencing children are the sum of social relations and an active initiative of children, which leads to a certain stichic, unpredictable outcome of the formation of an individual. Pedagogical activity consciously seeks to carefully select the content and activities of children in order to overcome stichiality, organize, achieve planned goals.
6. Everyone is involved in education: adults and children, things and phenomena, nature and the environment. Pedagogical activity is expressed by specially trained specialists, teachers who are called upon to implement social ideals, to organize the influence of nature, the environment and the public.
7. With the improvement of social relations and the organization of the social environment, the approach of educational and pedagogical activity is observed[3].

Pedagogical activity as a social phenomenon is carried out dialectically, in contradictions. It is the contradictions that are the driving force of its development, the emergence of a progressive and innovative experience, the stimulation of pedagogical thought. These contradictions are associated with the mobility, variability of the content of the main functions of pedagogical activity. The development of social life, the accumulation of new knowledge, the improvement of production processes, social progress – all this requires a change in the content of pedagogical functions.

The professional and psychological characteristics of the teacher's activity also play an important role, which consist in the appearance and strengthening of pedagogical stamps and patterns in the mind. As a result, on the one hand, a conflict arises between the outdated content of education and upbringing, methods and forms of pedagogical activity, on the other, between the new requirements of society. Its decision is based on the analysis of all aspects of the life of our society, the revision of new requirements for the individual and the content and educational process of education, the identification of the data of pedagogical science necessary for the improvement of forms.

In the processes of Professional education, “pedagogical activity” is essentially an integral part of production relations and is organized to meet the needs of society. It is provided at the expense of society, fulfills its social order, is aimed at ensuring the protection and reproduction of its property, labor and general cultural training of the younger generation. Pedagogical activity as a social phenomenon is rare. Its task is to form the individual consciousness of children in the spirit of the requirements of a humane, democratic social consciousness, to involve children in the culture of social life. Pedagogical activity is inextricably linked with language. Language is the main means of pedagogical activity, with the help of which pedagogical interaction, influence and organization of the whole life of children are carried out. Pedagogical activity as a public-state function works as an organizer of pedagogical activities of the entire society: public, labor teams, families, all pedagogical institutions[4].

The main goal of the pedagogical orientation of the management of the educational institution will be to ensure the successful penetration of the younger generation into the sphere of social production. Plans to be advanced by the head of the educational institution, important planned activities should be discussed and coordinated in the team. When the leader's actions in this regard are based on a consistent and decisive approach to the implementation of the assigned task, it is accepted and supported by the team members. This law is also relevant for pedagogical activities that require teachers to take initiative, to be able to make independent decisions and to take a creative approach to their task. For this reason, it is desirable that directive programs, the execution of which is strictly required in this area, be less applicable[5].

For example, in such programs, a restriction may occur by establishing specific requirements for the order of work, the maintenance of documents and the final result of labor activity. In relation to the result of education, the demand is firmly established, and it is formalized in state educational standards. The qualitative indicator of pedagogical activity, on the other hand, is reflected in the compliance of the activities of those who receive education with this level of requirements, respectively. Hence, abandoning directive management programs does not mean that educators are given unlimited amounts of freedom. In this direction, the main focus is on moving the content and methods of the educational process from its final result. In terms of The Binding of its implementation, management programs can be classified into informative and directive types. In particular, various scientific and methodological recommendations published in the press are informative programs, and their implementation is not defined as mandatory[6].

Educators have the right to fulfill only the part of them that they consider necessary for themselves. The jarring of the requirements of informative programs is fully determined based on the desire, needs and desires of the educator. The implementation of directive documents is mandatory, which is monitored in the appropriate order. As a result of the democratization of our society, there is an increasing need for informational programs[7]. The concept of managing an educational institution can be thought of as an organizational model that embodies many management ideas. In place of the conclusion, it is worth noting that Professional education requires the establishment of the effectiveness of pedagogical activity in the process, the organizational acquisition of information about the process and its results. Pedagogical diagnostics allows the teacher to learn, know what and how it affects the formation of the personal qualities of students[8]. It allows you to check the compliance of the results of pedagogical influence with educational goals and make and manage the necessary additions, corrections, corrections to the content and style of the educational process.

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