

Educational Activity of a Teacher and its Structure

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Abstract: This article analyzes the activity approach and its various aspects. Particular attention is paid to the content and structure of activities. Methodological detailing of the implementation of the teacher's educational activities is carried out in the process of its design and organization.

Keywords: *Activity, structure, psychological aspect, training, traditional didactics.*

IN Law Republic of Uzbekistan "About education" given requirements To organizations educational process.

The education system includes:

- state educational standards, state educational requirements, curricula and training programs;
- educational organizations implementing state educational standards, state educational requirements and training programs;
- organizations that assess the quality of education;
- scientific and pedagogical institutions performing research work necessary to ensure the functioning and development of the education system;
- government bodies in the field of education, as well as organizations subordinate to them [1-3].

In traditional didactics, the learning process is presented as the formation of knowledge, skills and abilities of students. Explained this is because these qualities are easily controlled by externally expressed learning attributes – tests, control works, verbal answers. However more An adequate idea of the educational process should be considered to be its interpretation as a process of students mastering various types of activities. Activity is a broader concept, since in addition to knowledge, skills and abilities assumes motivational, evaluative And other Aspects training.

The activity approach constitutes the initial methodological setting theories training. Various Aspects given approach developed V and with - the research of psychologists and teachers L. S. Vygotsky, A. N. Leontyev, S. A. Rubinstein, V. V. Davydov, V. D. Shadrikov, P. I. Pidkasisty, G. P. Shchedrovitsky, G. I. Shchukina, T. I. Shamova, N. F. Talyzina, etc. The following provisions follow from these studies:

- V activities Not only appear capabilities trainees, but in it they are created;
- when organizing a certain type of educational activity trainees are being formed relevant this mind capabilities And personality qualities.

The activity approach requires a certain form of organization, a special content, various ways work And their sequences specially trained teacher, teaching aids.

In this case, three main objects are distinguished:

- activities of trainees ;
- teaching activities ;
- interaction between the activities of the student and the teacher.

The content and structure of activity are not clearly understood. IN scientific environment exist By extreme at least two approach To analysis activities: *psychological* and *methodological*.

The psychological approach is based on the work of the scientific school of A. N. Leontiev and psychological schools close to it. In psychological theory, activity is reduced to the activity of the individual and is interpreted How his attribute, that is *the subject* is considered to carry out *activity*. Education With given points vision, There is a system of successive activities.

Activity unfolds on separate actions. Process activity begins with setting a goal, followed by clarification of tasks, development of a plan, guidelines, and schemes for upcoming actions, after which the student begins substantive actions, uses certain means and techniques, performs the necessary procedures, compares the progress and intermediate results with the goal, makes adjustments to your subsequent activities [4-7].

IN within another approach – methodological (G. P. Shchedrovitsky), the origins of which are based on the ideas of Hegel and Marx, the carrier of activity is no longer an individual; on the contrary, activity is a substance in itself that *captures individuals and thereby reproduces itself*.

Conducting system-structural analysis activities, G. P. Shchedrovitsky comes to a paradoxical conclusion: “a person is a cell within a developing system of activity.” And activity itself is neither a process nor a thing, but *a structure*. This structure consists of heterogeneous elements included in their own special law of development, implemented through specific mechanisms. The patterns of activity can only be understood when we take this structure as a whole.

So way, differences V interpretation activities coupled With the concept of man, his functions and role in relation to activity.

This contradiction becomes especially relevant if we move from the general concept of activity to the concept of educational activity. Self-education V given case Maybe relate To two various And interconnected entities - an individual student and a collection of people, for example, the whole to humanity. The problem consideration becomes ratio And the relationship between the education of an individual student and the education of all people or some community.

Analysis educational process, V which participates specific the individual (student) and the world around him, leads to the conclusion about the need for separation content education on two similar component: internal and external.

The content of education, external to the student, is characterized by the educational environment that is offered to him to provide conditions development personality. Internal content education student – this is an attribute of the developing personality itself.

The external content of education is concentrated in the concept of “*educational field*”, which also has two components - reality (item studying sciences And relevant educational courses) and knowledge about it (the results of scientific activities to study reality). The external educational field thus has two interrelated components: the real world and training courses.

Personal understanding of the educational field leads to its understanding as *an educational environment*. As a result of interaction with educational environment student acquires experience, transformable them V knowledge. The difference between a student's personal knowledge and external knowledge is the methods of activity he has learned, his understanding of the meaning of the environment being studied, self-determination in relation to it, and the student's reflexively recorded personal growth [8-10].

Significant from the standpoint of personal orientation of learning is *the primacy of the psychological approach*, which provides the student with the opportunity to create educational products before becoming familiar with their cultural and historical analogues. For example, a first grader designs his own types tabular forms representation numbers before Togo, How teacher will introduce him to ready-made addition and multiplication tables. In this case, the student's initial new formations, which appeared as a result of his activity in constructing numerical tables, will become the personal basis for *the comparative development* of the Pythagorean table and other generally recognized achievements that act as educational standards.

So way, integrated psychological and methodological aspect of educational activities is interpreted in two ways:

1. How activity student, organized them together With teacher and aimed at creating individual educational products;
2. as the activity of the student and the teacher to establish the place and role of the student educational products V active structure And the genesis of universal human subject knowledge.

This approach is from the student's activity in mastering reality, to internal personal increments, and from them to mastering cultural and historical achievements, – is core educational process personality-oriented type.

The considered model of the educational process ensures advance, a priority creation own educational product student's activities before externally given substantive content. Domestic potency trainee And his capabilities appear And are being formed earlier, than the corresponding storehouses of human experience open before him. the student's primary activity is directly cognizable reality. Only then is the student enriched by cultural and historical achievements related to this reality, and his own result (product) can be included as an element in the general system knowledge, T. e. V total educational product the learner, which is reflexively comprehended by him [11-15].

Like any activity, educational activity begins with defining its goal. The goal determines the direction, structure and content of educational activities.

The direction of educational activity in the context of its goal is determined by the meanings, values, and ideals of education as spiritual and moral guidelines for the child's life (existence). The structure and content of educational activities in the context of its goals are variable in nature and are modified according to age (principle).

When determining the structure and content of educational activities, the teacher focuses on the goal of education, which is addressed to the child as a unique, unique, autonomous being of a certain age. In this context, the goal of educational activity is always associated with the improvement of the child in accordance with the social spiritual and moral ideal.

In this regard, A.S. Makarenko wrote that "in special pedagogical contexts it is unacceptable to talk only about the ideal of education, as is appropriate in philosophical statements. The teacher is required not to solve the problem of an ideal, but to solve the problem of ways to this ideal. This means that pedagogy must develop the most complex question about the goal of education and the method of approaching this goal." The goals of educational activities can be ideal and real [16-20].

Consequently, the educational activity of a teacher must be understood as a purposeful activity to organize the life activity of children (being) on the basis of socially approved spiritual and moral meanings and values for the formation and development of the child as an individual. The pedagogical tools in the educational activities of a teacher are the educational process he organizes and the educational system he creates.

In the process of upbringing, the child masters (internalizes) socially approved spiritual and moral meanings and values. The educational system is created by a teacher with the aim of organizing the life activity (being) of a child for the transformation (development) of existing personality qualities and the formation of new ones. This composition of a teacher's educational activity represents *the specifics of its subjectivity*, on the basis of which the content of educational activity is formed.

The content of the teacher's educational activities is specified by the choice of paradigm, concept and program for raising children. The educational activities of a teacher are always focused on a personal model of interaction with children and with all subjects of education. Subject-subject relations dominate here .

The methodological provisions and ideas presented here make it possible to highlight *the main directions of the educational activities of the teacher* (L.V. Bayborodova, M.I. Rozhkov, N.M. Talanchuk, N.E. Shchurkova, etc.):

- assimilation, awareness of the functions of educational activities;
- assimilation, awareness of the types of activities performed in the process of formation, development of the individual and the children's team;
- studying the individual characteristics of the pupil for the purpose of his development;
- design, programming and organization of educational activities;
- implementation of a strategy for building a developing image of life (being) of children, various educational environments that would have the characteristics of a special kind of environment - a “social-pedagogical oasis” (the “social-pedagogical oasis” project was developed by A.S. Chernyshev);
- uniting the children's team;
- inclusion of children in various types of social activities (social projects for social trials and social practices);
- development of children's self-government;
- integration in educational activities of all subjects of education: teachers as a teaching team, parents as a parent team, children's team as a subject of education, etc.

Thus, the educational activity of a teacher includes the implementation of a set of organizational, psychological and pedagogical tasks solved by the teacher in order to ensure the optimal development of the child's personality.

Methodological detailing of the implementation of the teacher's educational activities is carried out in the process of its design and organization [21].

When designing educational activities, its target, content, organizational and activity-based and effective components are distinguished. Technologically and methodologically, the design of a teacher's educational activities should be carried out from the general idea of the concept of educational activities to precisely described specific actions. The logic of designing educational activities assumes the following chain of actions of the teacher (M.L. Gorchakova-Sibirskaya, I.A. Kolesnikova, 2005):

- diagnostics of the current quality of educational activities of the teacher;
- problematization of the educational activity of the teacher and construction of a “pyramid” of problems of educational activity;
- conceptualization of educational activities: definition of the paradigm and concept of educational activities;
- modeling the structure and content of educational activities;

- programming, i.e. creation of a program of educational activities;
- planning the educational activities of the teacher.

Procedurally, the teacher's actions are characterized as:

- awareness of the nature and essence of the teacher's educational activity in its current current state;
- description of educational activities in terms that allow one to "get into" the content of the teacher's educational activities;
- awareness of educational activities from the standpoint of imperfection and the possibility of positive transformation;
- subjective and professional choice of paradigm and concept of educational activity;
- modeling the ideal "image" of educational activity and its concretization in target, content, organizational- activity, and effective components;
- structuring of proposed actions by the teacher according to the logic of transformation of educational activities;
- scientific and methodological examination of the ideal model of a teacher's educational activity based on criteria and indicators defined in the pedagogical community [22-24].

The organization of educational activities of a teacher, developed as a result of pedagogical design, is implemented in the format of a specific educational organization. The educational activity of a teacher consists of a pedagogically expedient organization of the life activity (being) of children on the basis of self-government for the development of the child's personality. This strategy of a teacher's educational activity determines its model, functions, structure and content.

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