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PEDAGOGICAL ACTIVITY OF A TEACHER IN TEACHING  
DISCIPLINES TO UNIVERSITY STUDENTS

**Annotation.** This article considers the study of the structure of professional pedagogical activity of a teacher in economic teaching in higher education. We also examine the requirements to the content, organization and methodology of the process of training students in economic disciplines.

**Key words:** *pedagogics; economics; training methodology; principles; pedagogical activity.*

Teacher of any discipline is obliged to teach students to think actively and to form their knowledge finding ability. Knowledge is strong only when it is "acquired" by the efforts of one's own thought, not simply by memory. This is the specificity of the cognitive process. It has been experimentally established that, under equal conditions, a person remembers only 10% of what he hears, up to 50% of what he sees, and 90% of what he does. It follows that the most effective form of learning is the form that is based on the active involvement of the student in the action associated with the independent search for knowledge. An urgent problem in the current educational system is to study the structure of professional pedagogical activity of a teacher in higher education. This pedagogical activity is a model for training undergraduates and young teachers for scientific-pedagogical activity at high professional levels. This, in its turn, is a condition for effective student formation as a future specialist. The problems

of social development, increasing volume of information, growing demands of the student audience - all this obliges even the most experienced teachers to systematically improve their pedagogical skills. With all the freedom of creativity, a teacher must adhere to the most important requirements of methodology, highlighted as principles of teaching. The principles define the requirements to the content, organisation and methodology of the teaching process.

The system of principles is as follows:

- the principle of scientific teaching is a scientific presentation of the material taking into account the latest achievements, a reasoned rejection of outdated economic concepts and views;

- the principle of practical orientation of the educational process implies disclosure of the peculiarities of the development of the relevant field of knowledge in modern conditions, the use of practical developments in the field of the course, psychological preparation for future practical work;

- the principle of systematicity and consistency in the presentation of material;

- the principle of accessibility of training in depth, scope and visibility, taking into account the economic literacy of students;

- principle of visibility;

- principle of teamwork and individual approach to learning, taking into account the individual characteristics of students. Also, the main component of pedagogical activity in learning is the personality of the teacher. A teacher should be a professional in his or her job. That is, he should know deeply the discipline, which he presents and teaches, own the methods of teaching this discipline, apply knowledge in such areas as psychology, pedagogy, sociology and human physiology. A teacher shall constantly improve his oratory technique, i.e. have the power of sound, timbre, diction, tempo of speech, work on diction. A teacher should also be able to make a self-presentation.

In addition, a teacher must be able to meet certain requirements for a modern lecture. With these requirements in mind, every lecture at a higher education institution:

- must have a clear structure and logic of disclosure of consecutively presented issues (conceptual line of the lecture);

- a solid theoretical and methodological core, an important issue;

- a complete coverage of a certain topic (problem), close connection with the previous material;

- be evidentiary and argumentative, contain a sufficient number of vivid and convincing examples, facts, justifications, have a clearly expressed connection with practice;

- be problematic, reveal contradictions and point out ways to solve them, pose questions for cadets and trainees to think about;

- have the power of logical argumentation and arouse in the students the necessary interest of cognition, give direction for independent work;

- be at the current level of science and technology development, contain a forecast of their development in the coming years;

- reflect the methodical processing of the material (highlighting the main ideas and provisions, underlining the conclusions, repeating them in different formulations);

- be illustrative, combined with audio-visual materials, models, models and specimens wherever possible;

- be presented in clear and concise language, explaining all newly introduced terms and concepts;

- be comprehensible to a given audience [1].

The teacher should also know how to prepare and deliver a lecture. If the lecture is conducted in a methodologically competent manner, it will arouse interest not only in a particular subject matter, but also in the learning process

itself, which is an important incentive for self-education and creative self-development of students.

A discipline teacher should have the following professionally important qualities:

- focus on pedagogical activity in HEIs (main motives and goals of the choice of pedagogical profession: desire to work with students, to teach and educate them, interest in the subject) mental stability; flexibility, mobility (ability to respond quickly and "switch")

- Character traits: activity, purposefulness, willfulness, persistence, determination, courage; self-control and self-expression, social normativity (conformity of one's moral attitude to general behavioural norms and interpersonal relationships)

- the ability to assess oneself correctly;

- moral qualities: sense of duty, honesty, integrity, patriotism, accuracy, ability to work in a team; sense of humour inquisitiveness

- social qualities: sociability, tactfulness, tolerance;

- Insistence towards oneself and students,

- ability to prevent (preventive measures to resolve latent conflict) and resolve conflict situations; communicability, etc. [2].

The effectiveness of the discipline teacher is determined by the following criteria:

- a high level of psychological and pedagogical and profile training

- literacy and awareness of the relevant issues;

- modelling of pedagogical situations and the ability to creatively organise the educational process in an educational institution [5];

- predicting the consequences of certain events, incidents, situations in general;

- the number of students who are amenable to learning;

- the number of students with a positive and interesting attitude towards the study of the discipline [4].

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