

THE PEDAGOGICAL PROCESS OF A MODERN TEACHER

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Abstract: This article provides an in-depth analysis of the pedagogical process of the modern educator. It examines the role of contemporary teachers in the educational process, focusing on their pedagogical approaches, methodologies, and practices. The study discusses the core principles of pedagogical processes, the changes in teaching practices aligned with modern educational demands, and the implementation of pedagogical innovations in educational institutions. The article also covers strategies for enhancing teachers' competencies and professional development. Practical applications of teaching skills, styles, and methodologies, along with the impact of new technologies and methods on the educational process, are discussed. The paper includes practical recommendations for meeting modern educational requirements and improving pedagogical practices.

Keywords: modern educator, pedagogical process, education and training, pedagogical approaches, methodology, pedagogical innovations, teacher professional development, educational technologies.

Introduction

Typically, the unified field of pedagogy encompasses four major areas:

- a) the goals and objectives of pedagogy in the teaching (educational) process;
- b) the fundamental principles of general pedagogy;
- c) the core categories of the pedagogical science;
- d) the branches of pedagogical science.

Pedagogy has gone through a long path of development and has now evolved into a well-established scientific discipline encompassing a substantial body of theoretical and practical knowledge. In recent decades, the volume of material corresponding to the main branches of pedagogy has grown so significantly that these areas have gradually been separated into independent academic disciplines.

Preschool pedagogy, which holds a distinct category, focuses on studying teaching practices within specific age groups in educational and upbringing activities. It includes the pedagogy of early childhood education (up to the age of three), general secondary school pedagogy, higher education pedagogy, adult education pedagogy, and andragogy.

Early childhood (preschool) pedagogy studies the patterns and principles of teaching children

under the age of three. Age-specific pedagogy investigates the lawful nature of educational and organizational activities conducted with these groups and primarily develops implementation programs suited to the conditions of educational institutions.

This field is rapidly advancing, uncovering the academic foundations for enhancing children's mental abilities, psychological development, emotional well-being, and overall welfare. A key characteristic of preschool pedagogy is its interdisciplinary nature, involving connections with psychology, physiology, and medicine.

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Preschool pedagogy is the science that studies the laws governing the formation and development of young children's personalities. This field covers the didactics of preschool education, teaching concepts and methods, and the technological processes involved in educating children within public, private, and individual educational institutions, as well as in families with one, two, or multiple children, including complete and single-parent households.

Pedagogy of general secondary education studies the principles of teaching and upbringing of school-age children, as well as the different types of educational approaches. This is one of the most developed branches of the education system.

Higher education pedagogy is emerging as a branch focused on the theoretical and methodological aspects of educating young people within the context of universities. It explores the laws governing the educational process, analyzes the specific challenges of higher education, and continues to take shape as a well-defined academic field.

Adult education and andragogy examine the unique aspects of working with adults and the elderly. Branches of pedagogy are also classified based on specific, systematized types of human activity. These include general pedagogy, military pedagogy, technical pedagogy, sports pedagogy, family pedagogy, industrial (workplace) pedagogy, correctional labor pedagogy, and special pedagogy (defectology). Each branch has its own specific subject matter.

General pedagogy also incorporates ideological education and cultural-enlightenment activities among learners as part of its unique subfields.

All branches of pedagogy evolve through different stages of development. Some are well-established and thoroughly developed, while others are still in the process of formation. For example, military pedagogy identifies the principles and patterns of teaching and learning at all levels within the armed forces. It develops theories, principles, methods, and techniques relevant to military education.

Family pedagogy, one of today's most pressing fields, is implemented through educational efforts in families, family centers, neighborhoods, community organizations, and marriage institutions.

Industrial pedagogy studies the patterns of educating workers, improving their qualifications, and

retraining them for new professions.

Innovative technological pedagogy focuses on the laws governing the training of highly qualified specialists.

Correctional labor pedagogy analyzes the laws governing the re-education of individuals incarcerated for criminal offenses.

Pedagogik fanlarga shuningdek quyidagilar ham kiradi: pedagogika tarixini, taqqoslash pedagogikasini, etnopedagogikani, ta'lim ideologiyasini, jamoat pedagogikasini, pedagogik psixologiyani, jamiyatshunoslikni va boshqalarni o'rganish. Pedagogika tarixi ta'lim-tarbiya amaliyoti, pedagogik konsepsiyalar va metodologik konsepsiyalarning paydo bo'lishi va rivojlanishini o'rganadi. Pedagogika hodisalarini tushunish bugungi kundagi muammolarni chuqurroq anglash uchun zarurdir. Taqqoslash pedagogikasi turli mamlakatlardagi ta'lim tizimlarini ko'rib chiqish va solishtirish bilan shug'ullanadi [1, s. 201].

Conclusion. Teaching lessons that fall under a special category also constitute fields known as individual or subject-based technologies. These areas study the regularities of specific educational-program technologies, which are applied across all types of educational and upbringing institutions. Such pedagogical lessons reflect the emergence of new disciplines connected to the formation of internal concepts and academic knowledge. The primary objective of education lies in ensuring the "zone of proximal development" and facilitating its transition into an "achieved level of development." A personality-oriented approach to the learner, focusing on processes that are not yet fully formed but in the process of development, is fundamental to fostering individual growth.

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