



ASPECTS AND TRENDS OF PEDAGOGICAL SCIENCE

Kaldybekova Anorgul Sotbarovna
Candidate of Pedagogical Sciences, Professor
TSPU named after Nizami

Morkhova Inessa Vyacheslavovna,
Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor of the
Department of General Pedagogy TSPU named after Nizami

Abstract

Based on a systematic approach, the activity, institutional and personal aspects of the teaching profession were considered, which made it possible to determine the factors that determine the very essence of the teaching profession. A typology of a teacher's personality is proposed, built on the basis of various characteristics of the system, as well as the stages of a teacher's professional formation and development. The following characteristics of the teaching profession are substantiated: artificiality, controllability, complexity, activity, instability, stochasticity.

Keywords: teaching profession, professional growth, teacher personality typology, social institution.

INTRODUCTION

The quality of the ongoing changes in the Uzbek education system largely depends on the state and nature of the development of the teaching profession. That is why the problem of a comprehensive study of the teaching profession is extremely relevant and significant.

Since science is usually considered in three aspects (social institution, activity, result), we can talk about the advisability of considering the teaching profession in these same three aspects, as well as from the standpoint of studying the personality of the optimal teacher.

MATERIALS AND METHODS

The activity aspect of considering the teaching profession presupposes the inclusion of the labor activity of teachers as its obligatory element. In this regard, the profession can be considered as a mechanism in the pedagogical process, without which the existence of the process itself is impossible. When we talk about the labor market,





about the sphere of application of labor activity, using the category of “profession,” we appeal precisely to this semantic field.

According to M.M. Bakhtin, “the subject of the humanities is expressive and speaking being.

This being never coincides with itself and is therefore inexhaustible in its meaning and significance. Mask, ramp, stage, ideal space, etc. – as different forms of representativeness of being” [1]. As a subject of practical activity, pedagogical existence acquires the status of a professional task in each specific educational situation. Practice acts for the teacher as a solution to a continuous series of pedagogical problems. This idea of the process of pedagogical activity is theoretically conceptualized in didascology.

RESULTS AND DISCUSSION

The teaching profession is a very unique sphere of society, which consists of many self-organizing value subsystems of different levels, structure and content. And therefore the synthesizing method of its study is quite productive. Especially if we consider that modern researchers studying social structure have observed a clear shift in interests: from the interaction of objects with the environment to the internal structure of the object. Thus, according to V. Khitsenko, “the reactions of the system are determined mainly by its structure, internal connections, and not by external forces and signals” [2]. Such interest is understandable to a certain extent, since it is a reaction to the development of market relations, in the conditions of which autonomization, corporatization of professional communities occurs, and, as a consequence, a focus on the internal structure.

For a specific study, only those properties that are determined by the purpose of the study are significant. The following properties are special for the system of the teaching profession:

- its subsystems have unclear boundaries: one and the same teacher (teaching staff) is an element of a self-organizing system and the environment at the same time;
- since the teaching profession, designed to really contribute to the socio-economic development of society, is unthinkable without the exchange of information and resources with society, it is an open system;
- the structure of the teaching profession is often hidden behind the public-state management system;
- the system of the teaching profession is capable of functioning normally when the parameters of the external environment change through adaptation.





The system of the teaching profession can be characterized by a number of characteristics (Table 1).

For a more detailed consideration of the peculiarities of the functioning of complex cognitive systems, consideration of their properties is not enough; it is also necessary to study the patterns of their functioning. Let us consider these patterns in relation to the teaching profession.

Table 1 Characteristics of the teaching profession system

No	Sign	System class and characteristics
1	By origin	Artificial, since it is a product of the human mind, labor
2	By the nature of behavior	Managed. She is characterized by a purposeful nature of behavior
3	By degree of complexity	Complex
4	By duration of existence	Temporary, since it was created by man and exists for a limited period of time
5	By the nature of the reaction to environmental influences	Active, as it reacts to environmental influences
6	By changing properties	Unstable (non-equilibrium), since it is characterized by changes in properties over time (when the external environment changes)
7	According to the degree of predictability of behavior	Stochastic. Its results and actions cannot be accurately predicted

1. Integrity, manifested in the emergence of new integrative qualities in the system that are not characteristic of its components. So, firstly, the properties of the system are not the sum of the properties of the elements; and secondly, the properties of the system depend on the properties of the elements.

2. Communication skills. This pattern forms the basis for the definition of a system, from which it follows that the system is not isolated from other systems.

3. Hierarchy. The point is that qualitative changes in the properties of components of a higher level of hierarchy compared to the combined components of a lower level appear at each level of the hierarchy. In this case, the combination of components at each level of the hierarchy leads to the fact that each subordinate member of the hierarchy acquires new properties that it does not have in an isolated state.



4. Equifinality. This pattern characterizes the maximum capabilities of the system. Equifinality in relation to an open system means the ability to achieve a state independent of time and initial conditions, which is determined solely by the parameters of the system.
5. The law of necessary diversity. In relation to the system of the teaching profession, it means that the diversity of the system of the teaching profession should be greater (or at least equal) to the diversity of the system of students, or the pedagogical process.

CONCLUSION

In general, integration processes aimed at increasing the effect of synergy within the system of the teaching profession are at the stage of serious research and discussion. The parameters “level of synergetic effect” and “level of development of the teaching profession” are directly dependent, therefore the degree of integrativeness of the system of the teaching profession is an indicator of its level of development.

REFERENCES

1. Bakhtin M. M. On the philosophical foundations of the humanities // Collection. cit.: in 7 volumes. M., 2016. T. 5.
2. Vvedensky V.N. The pedagogical profession as a social institution: essence, model, development: monograph. Berlin, 2011.
3. Zeer E.F. Psychology of vocational education: textbook. allowance. M., 2013.
4. Lerner I. Ya. Didactic foundations of teaching methods. M., 2011.
5. Meskon M. Kh., Albert M., Khedouri F. Fundamentals of management: trans. from English M., 2019.

