SPECIFIC FEATURES OF PEDAGOGICAL ACTIVITY IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation
This article presents the main results of the study of the characteristics of pedagogical activity at the university. The semantic burden of the concept of "pedagogical activity in higher education" is also changing, taking into account the current changes in higher education. Accordingly, the article focuses on the specifics of implementing a competency-based approach, requiring teachers to develop a range of professional qualities. The article describes the factors influencing pedagogical activity. However, motivation is highlighted as a key factor. The material concludes with the author's idea of increasing the effectiveness of a university teacher. The research used empirical methods (observation, comparison), theoretical methods (analysis, synthesis), as well as a methodological approach, which shows the direction and general approach to solving problems related to the implementation of educational activities.

Keywords: higher education institution, pedagogy, education, upbringing, pedagogical activity, competence, teacher, student, motivation, empirical method, observation, comparison, theoretical method, analysis, synthesis, method-approach, visual teaching methods, practical teaching methods, inductive and deductive teaching methods, reproductive and problem-solving methods of teaching, professional tasks, pedagogical process.

Introduction
If we address its origins, the teaching profession is concerned with the separation of education as a separate social function for its origins. Prior to this, a certain type of activity was formed in the structure of social production, the purpose of which was to prepare new generations for life on the basis of the fundamental achievements of

human culture and science. Traditionally, teaching activity has been defined as the impact of upbringing and teaching on a student. As a result, the student's personal, intellectual, and active abilities increase.

The teaching activity is structured and consists of: motivation, pedagogical goals and objectives, the subject of pedagogical activity, pedagogical tools and methods of solving the set tasks, the product and result of the teacher's activity.

Teaching methods include: oral teaching methods, visual teaching methods, practical teaching methods, inductive and deductive teaching methods, reproductive and problem-based teaching methods.

The professional activity of the teacher is the dynamics of professional tasks and the readiness of the teacher to perform them, the dynamics of educational policy and the desire of the teacher to take a clear, consistent position, the personal need of the teacher for creative self-management requires the elimination of many contradictions between factors. the ability to implement and meet it.

The activity of the teacher is determined by the basics of the education system, the growth of relevant data and regular methods of their acquisition, storage and transmission, the need for educational services in society and the reduction of working time reserves, the reduction of working hours . relatively low number and material level of professors and teachers, etc.

For example, next-generation education standards call for a competency-based approach. Accordingly, the university professors have a number of tasks: to change the educational and methodological complex of disciplines; development of auditorium and training technologies in the framework of independent work of students aimed at the formation of competencies; creation of textbooks, teaching aids and guidelines that meet the requirements of the new generation of educational standards.

At the same time, the university teacher must have a clear understanding of the algorithm for shaping the competencies of university students and graduates. To this end, it is important to increase their knowledge, skills and professionalism.

In addition to the above, a university teacher is only a specialist who teaches students. He is also a researcher doing research. However, in this case, the problem arises: the teacher's workload of more than 600 hours takes a long time. Accordingly, a teacher must find the time and energy to conduct research and engage in research and experimentation. Therefore, the workload at the university should be organized in such a way that the teacher has the opportunity to develop himself and conduct research. In this case, the university could become a scientific and experimental platform where the Russian government can really guide higher education

institutions. It is difficult to develop the scientific potential of the university without the participation of professors and teachers in this process. It is important to organize the management of a higher education institution in such a way that it pays close attention to research activities. It is important not only to give teachers the opportunity to engage in this activity, but also to encourage them to do so. The development of the scientific potential of the higher education institution will improve the quality of educational services, as well as strengthen the competitiveness of the university.

An important factor influencing professional activity is a person's self-awareness, "I-concept". It is well known that the concept of "identity" is not a static, but a dynamic psychological formation. A person's professional "self-awareness" can be real and ideal. The real "self-concept" reflects the idea of who he is. The ideal "I-concept" reflects the idea of what a person should be. The mismatch between true and ideal self-awareness can lead to both negative and positive consequences.

On the one hand, inconsistencies between real and ideal concepts can be a source of conflict within a person. On the other hand, it is this incompatibility that is the main source of an individual's desire for professional self-improvement and development. Much in this process is determined by the degree of inconsistency and its internal interpretation.

Professional and labor activities take up most of the time and a person has to act as an airplane who should strive to understand himself as an individual. How a person reacts to work, how he perceives successes and failures, victories and defeats, depends on his emotional state and well-being, which in many ways influences the effectiveness of his work. Professional self-awareness serves as a personal regulator of professional and creative self-development of a higher education teacher.

The structure of a university teacher's professional self-consciousness is as follows: "real self" (how a teacher sees himself today), "retrospective self" (teacher self in the early stages of work) how he sees), "ideal self" (who the teacher wants to be), "reflexive self" (from a teacher's point of view, other university staff see it). "I am relevant" can be recognized as an element that plays a central role in a teacher's professional self-awareness. This element is based on three others, where "retrospective self" provides a scale of self-achievement and criteria for self-esteem when compared to "real self". The "ideal self" can be recognized as a holistic view of oneself. This affects the teacher's process of professional self-development. "Reflexive self" is related to the teacher's social perspective.

Self-esteem plays a very important role in shaping the professional personality of a university teacher. Self-esteem is a specific expression of an individual's attitude

toward himself, describing the general direction, "sign," of an individual's attitude toward himself, and often can be quantified. The structure of professional self-assessment can be divided into two aspects: assessment of one's professional level and qualifications; evaluate their personal qualities in comparison with the ideal.

Self-assessment in these areas affects professional adaptation and professional success.

In addition to the above, it is recommended that the structure distinguish between self-assessment of outcome and potential self-assessment, which is related to the evaluation and satisfaction (dissatisfaction) of what has been achieved, respectively. achievements.

These aspects of self-esteem help build a university teacher's self-confidence. It should be noted here that low self-esteem of the result does not indicate a "professional low self-esteem complex" at all, but rather, along with high self-esteem of potential, self-esteem. zi is a development factor. A particular pattern of self-assessment is the basis of a teacher's motivation for self-improvement.

It should be noted that the highest efficiency of a university teacher is achieved when the established hierarchy of components is implemented, thereby helping to increase the level of educational services provided to the consumer and, as a result, increase overall competitiveness. of a higher education institution.

The peculiarities of the teacher's personal orientation lead to the identification of the teacher's motivational complex to specify the leading motives of pedagogical activity. As you know, motivation has a special place in the structure of professional activity. A 'strong' specialist differs from a 'weak' specialist only in the level of intelligence, the formation and completeness of professional knowledge, skills and abilities. The leading role in the implementation of pedagogical activities is played by the level and structure of motivation. It is true that not all parameters of pedagogical activity depend on the level of motivation of the teacher. Thus, for example, there is no significant correlation between the motivation of a university teacher and the compatibility of the teacher's ideas about the student's personality.

While studying the motives of pedagogical activity, AK Baymetov combined all of them into three groups: homework, interest and passion for science, passion for the process of communication with students.

Due to the predominant nature of these motives, four groups of teachers are distinguished:
1) With a predominance of debt reasons;
2) With a predominance of interest in the subject being taught;

3) With the predominance of the need to communicate in the context of the educational process;

4) Without leading motive.

The first of these groups has the most representatives, and the second, on the contrary, has the least representation. It should be noted that the demands of a well-rounded teacher on students are consistent and not excessive, and the dominance of a sense of duty encourages authoritarianism.

LN Zakharova identifies the types of professional motives of a teacher and defines motivation, as well as financial incentives, as well as incentives for personal self-realization.

In particular, it should be noted that incentives related to material rewards, as well as increased redundancies, weakened requirements and controls; external self-affirmation motives, that is, self-affirmation through positive evaluation of others - in other words, the motive of prestige; professional motivation in its most general form acts as a desire to teach and educate; the motive of personal self-awareness lies in the perception of pedagogical activity as an opportunity for self-awareness as a person and a professional.

According to L. Podimova and V. Slastenin, the motivation of self-awareness plays a leading role in the positive perception of innovations in the professional field of the teacher and plays a leading role in the system of motives for innovative activity. If they are combined with professional pedagogical motives, then this teacher will achieve a high level of creative potential, success in professional activities without pragmatic motivation. In this case, the teacher enjoys his personal professional activity, which has a deep personal meaning for him.

Summarizing the analysis of the specifics of motivating high school teachers, it can be said that the effectiveness of educational work depends on the structure of motivation and the presence of creative needs in it. Motives of pedagogical activity can be combined into the following groups: homework motives; motives of interest and passion for the subject; motivations to communicate with students.

The main types of professional motivations of a teacher are: financial incentives, motives related to self-affirmation; professional motives; motives for personal self-awareness.

In modern science, the term "motive" (motivation, motivating factors) often means completely different phenomena. Motives are called instinctive impulses or logical chains, as well as the experience of feelings, interests, and desires; In the general list of definitions of "motive" can be found such as life goals and ideals.

Indeed, according to L. Karamushka, different motives can be motives of human behavior and activity: interests, a person's positive attitude to certain objects (objects, events, types of activities), which is their importance. and depends on the emotional state. attractiveness; moral and political guidelines, ideals, beliefs (as part of an individual's worldview); feelings and emotions (love, hate, etc.).

The basic system of "meaning" motives that determines a person's attitude toward the world around them is one of the leading elements of the personality structure (which governs and determines the goals of our activities and behaviors).

Consequently, we can say that motives are the object of human needs and play an important role in enhancing behavior in all aspects of life (professional, domestic, domestic). They are the key to understanding human behavior and its ability to influence it.

If we highlight the common features in motivating university teachers and motivating workers in other areas of activity, it can be noted that the general basic concepts (i.e., motivation, motive, need, interest) are defined by definitions. in the same way for all social categories, it is defined by general theories of motivation that determine the laws of its formation and functioning (e.g., A. Maslow's theory of needs hierarchy is used to explain the formation of motivation of university teachers. for all other groups. such as), motivation in the teacher's professional activity and management of the teaching staff play as important a role as in the management of any other professional group.

The characteristics of a university teacher's motivation lie in the focus and the motivational structure of the individual. Here, the specificity of teacher motivation in higher education, although it develops on the basis of general laws, requires a determination of what specific motives underlie the activities of the teacher, the direction of the teacher's personality. If motivation is formed and developed on the basis of general laws known as a process, its qualitative structure is the structure of motivation, the motivational sphere of the individual, and as a result of this process is a purely specific phenomenon.

Pedagogical Process

The pedagogical process is a labor process that, like any other labor process, is carried out to achieve socially significant goals. The peculiarity of the pedagogical process is that the work of educators and the work of students together combine to form a unique relationship between the participants of the labor process - pedagogical interaction.

As in other labor processes, in pedagogy the objects, means and products of labor are different. The object of the teacher's activity is a developing person, a group of

students. In addition to complexity, consistency, and self-regulation, the objects of pedagogical work have such qualities as self-development, which determines the variability, variability, and specificity of pedagogical processes.

The subject of pedagogical work is the formation of a person who, unlike a teacher, is at an early stage of development and does not have the knowledge, skills, abilities and experience necessary for adults. The peculiarity of the object of pedagogical activity is that it is not directly proportional to the pedagogical impact, but the laws inherent in his psyche - perception, understanding, thinking, formation develops according to the characteristics. will and character.

In the pedagogical process, the tools of labor are also very specific, they include not only the teacher's knowledge, experience, personal impact on the student, but also the types of activities in which he should conduct students, ways of cooperation. includes with them and the methodology of pedagogical impact. These are the means of spiritual labor.

The pedagogical process, like any other labor process, is characterized by levels of organization, management, productivity, efficiency, economy, the distribution of which opens the way to justify the criteria that allow not only quality but also labor performance. rather a quantitative assessment of the levels achieved. The main feature of the pedagogical process is time. It serves as a universal criterion for reliably assessing how quickly and efficiently a particular process is progressing.

The Structure of the Teacher's Activity

The duties and main types of work of a teacher are determined by party and government decisions, directives of separate central departments under the USSR Ministry of Higher and Secondary Special Education and the USSR Council of Ministers, curricula and syllabi. programs, recommendations of academic departments and divisions, instructions of the university administration. The main content of the activities of a university teacher is reduced to the performance of the following functions: teaching: the teacher transmits knowledge, develops skills, abilities, performs actions that lead students to master the material; educator: the teacher is called to cultivate in students high moral, intellectual, strong-willed, aesthetic and other qualities, to take care of the full development of their personality; a scientist in the field of teaching: a teacher is not only an expert in his field, he conducts scientific research, enriching his course with new conclusions; organizer of lessons and independent work of students: the teacher maintains order and discipline in the classroom, monitors and evaluates the work of students, gives advice, etc.) this content is manifested in unity, although it can act as some aspect of it. dominant. The

psychological structure of the teacher's activity is the internal structure, connection, correlation and sequence of location of its various components.

The structure and the content are interrelated: some aspects of the content reveal the properties of some of the components of the structure. The activity of a teacher is unique not only in its content, but also in its structure, connections and correlations of cognitive, emotional, volitional and motivational processes, experience, manifestation of the whole person. Despite the diversity of mental phenomena involved in a teacher's work, there are components that centralize and express them — goals, motives, and methods. The goals are the results of the presented activities, which are aimed at achieving high academic performance of students, preparing them for independent professional activity, teaching and educating them, the formation of the necessary knowledge, skills, abilities and personal qualities. Achieving these goals will be divided into a number of educational tasks.

Motives motivate teachers to be active and achieve their goals: interest in their work, understanding of responsibility, a sense of responsibility for the quality of training, a desire to help students master the lesson, the formation of their interest, and more. operations and techniques by which goals are achieved. Depending on the achievement of long-term or indirect goals, the methods and techniques can be general (pre-defined and used in various activities) and situational, depending on the course of the lesson (lectures, seminars, etc.). any question that arises, the task must be solved. Teaching methods should ensure the transfer of knowledge, the development of students' skills, abilities and personal qualities.

Such methods include the formation of learning tasks, oral presentation of learning material, demonstration of personal behavior, the use of TCOs, posters, diagrams, tables, etc., to influence students through personal example. transfer, methodologically correct use of TCO; A CA is a device that verbally transmits what you have learned from a book.

Everything that is delivered to them must be perceived, processed, absorbed into the body and blood, and as if it were the original product. An example of this is the pedagogical activity of IM Sechenov. IP Pavlov was a student of the Faculty of Mathematics, listened to the lectures of IM Sechenov and transferred to the Faculty of Natural Sciences, and since then he has never been separated from natural sciences. There is a specific sequence of the teacher's activity, its stages: goal setting, definition of educational, pedagogical, scientific tasks; to achieve the goal, to develop a plan to solve the problem; preparation for actions that will lead to the desired result; achieving the goal, practical implementation of actions to solve the problem; analysis

and evaluation of work performed; improve follow-up based on experience gained in achieving business objectives.

Divide the general activity into its components according to the order of implementation: what the teacher does, what tasks students should solve, how to activate the positive motives that motivate them to perform these tasks; find ways and methods in the process of training, depending on what knowledge, skills, abilities, qualities need to be formed; make reasonable use of the time allotted for completing assignments, determining the correctness of the course of knowledge acquisition, and developing skills and required qualities. At the university, the teacher and the student are more separated than the school, the teacher and the student, and from a psychological point of view, this has a negative impact on their relationship.

The greater the distance, the more difficult it is to control a student's learning activities, as it is more difficult to take into account his or her internal conditions, i.e., the conditions in which he or she is broken in appearance. provide specific education, information, and specific requirements. All of these are important aspects of the teacher-student relationship.

The combination of pedagogical and scientific activities is inherent in a high school teacher. In addition, solving pedagogical problems (selection, generalization and selection of material in preparation for the lesson, etc.) can contribute to the success of the research. The teacher's desire to introduce students to the latest advances in science leads to the discovery of new ways of teaching. At the same time, the overload of pedagogical work limits the possibilities of research activities. If a teacher spends a lot of time and effort on research, writing books, articles, it can reduce the quality of his / her teaching work. The combination of scientific and pedagogical work in the teaching profession contributes to the success of teaching, to increase creativity in it. Russian scientist, surgeon and anatomist NI Pirogov rightly said: "Education at the university is inseparable from science. But science without education is still shining and warming. Education without science, no matter how attractive it may look, will only shine.

Higher education teachers can be conditionally divided into four categories according to certain qualities. The first category represents a rare event - a scientist and a teacher - a highly qualified person, a real tribune. The second category includes the great scholar, but the poor teacher who does not know how to engage the student audience, he is only useful for design and advice. The third category includes the majority of teachers who carry the main pedagogical burden. The fourth category describes people who are random in higher education. Research shows that a teacher's participation in research increases the effectiveness of his / her teaching activities,

promotes his / her growth as a scientist, and increases his / her creative potential. "What attracts you most to university?" The question is not in vain. The majority of teachers surveyed, who were consistently focused on continuing pedagogical work, replied, "The opportunity to combine pedagogical and research work." This means that the activities of a high school teacher are unique in terms of the goals and results set, the nature of the object, the compatibility of scientific and pedagogical work, the use of tools.

Collaboration in higher education is the interaction between teachers and students in the pursuit of personal and public interests. In the process of developing relationships, a structure of relationships between teachers and students is created, which is strengthened at the level of their interpersonal relationships.

Higher education is created through the order of interaction between the participants of the educational process, each of which at the same time as a subject pursuing common goals, as well as an object of orientation for other individuals works. The interaction of students and faculty is the result of a single, mutually agreed action, including the individual (a group of individuals), the social situation, norms and values represented by the objectives of the activity, the teaching aids and the university environment, through which the quality of education in a higher education institution is determined.

In the study of teacher-student interaction in higher education, the objective validity of the assumptions of the subjects involved as interaction participants will be of great importance. Differences in mutual expectations between teachers and students cover a wide range of issues - the quality of knowledge drawn from value areas and the effectiveness of their acquisition.

The first is the interaction between the student and the learning content or subject. This is a feature of the study. There can be no education without this feature, as it defines the process of intellectual interaction with science, which results in a change in the student's level of preparation, his or her prospects, or, more generally, his or her growth. intellectual degree. It is this type of interaction, I think, that reflects, at least in part, what Holmberg (1986) calls "internal didactic dialogue," in which students encounter information and ideas in the text, in a television program. about "talking to themselves.", lecture. Didactic text was the oldest form of distance learning aimed at developing the student's relationship with the content of the subject being studied. In the Middle Ages, almost all texts were not only informative and interesting, but also exemplary. In the nineteenth century, the use of printed materials for teaching increased with the invention of textbooks for home teaching, supplementing the text, explaining, and additionally directing the entire learning process. Students

now have access to educational radio and television programs, as well as audio, video, and computer programs. The interactive video disc is currently the latest invention in the field of didactic interaction. Some curricula are essentially interactive. They represent a one-way communication with an expert on a topic, sometimes with the help of the developer of the program and helping remote students to explore the topic. There is no other professional teaching technique in this program, teaching is essentially independent. That's what most adults learn, according to an adult survey. The relationship between student and teacher. The second type of interactivity, which many teachers consider no less important than the first and that most students aspire to, is the interaction between the student and the person or teacher who prepared the material being studied. In the process of this interaction, "distance" instructors try to achieve the same goals as all other professionals working in the field of education. By developing or adopting a curriculum, that is, a science curriculum, they are designed to stimulate or at least maintain the student's interest in the material being studied, to stimulate the student's motivation to learn, strive to strengthen and maintain student interest. including encouraging him to develop an independent path, self-motivation. Teachers then provide the student with specific material: this can be done in the form of presenting information, demonstrating the use of skills, or modeling specific attitudes and values. The teacher then tries to make sure that the student demonstrates how he or she can apply the knowledge gained in practice or in the form of the ability to manage new information and new ideas. Teachers evaluate student performance to determine outcomes and change teaching strategies as needed. Finally, the instructor conducts a discussion or provides comprehensive assistance to each student, and the level and nature of such assistance depends on the student's level of knowledge, the teacher's personal qualities, his or her philosophical views, and other factors. The level of teacher interaction with students in the process of interaction between them is much higher than the level of interaction between the student and the subject.

In the development of guidelines for interaction, the student is the subject of study, the teacher can develop written or audio, video materials, the purpose of which is to motivate, give feedback on the topic, apply the acquired knowledge. Help, evaluate it, and even help the student emotionally to a certain extent ... However, the lack of feedback (from each student to the teacher) generalizes this learning process to a large extent without an individual approach, in which the students themselves take full responsibility for maintaining motivation and understanding the essence of the topic. and to analyze the success of its application. , and to determine the level of difficulty - in other words, this approach implies a high degree of student autonomy. In cases

where the interaction between the student and the teacher can be done externally or by teleconference, the student is exposed to the professional teacher and he or she focuses on the teacher's experience and discusses the topic in the most optimal way. will be able to learn. way to it. An individual approach is an important advantage of this method. In this way, the teacher does not communicate with the class, in front of which the students write; the teacher engages in a dialogue with each of his or her students - focusing on one student's motivational side and understanding the reason for not understanding the other. When working with a particular text (presented on paper, audio or video cassette), each student perceives it differently, so the teacher's attitude to the student must be individual: to explain to someone incomprehensible ideas (to one - using simplifications, to another - by analogy), someone was given identifying information, someone was given additional material. The role of the educator is especially important in assessing the application of new knowledge by students. If the student is familiar with the topic and is able to independently determine his / her motivation, then he / she needs guidance in the application of the information obtained. His knowledge of the subject is not yet deep enough to apply them correctly and comprehensively. The interaction between students and the teacher is of paramount importance in the knowledge testing and feedback phase.

Interactions between students. This is the third type of interaction, a new area of distance learning that casts doubt on our thinking and practice in the 1990s. It is a real-time interaction between students, an individual student, and other students, with or without a group, with or without a teacher. Throughout its history, educational practice has often been built by creating a classroom or other group of students for reasons that have nothing to do with the needs of the students.

Nowadays, the class form of teaching has been preserved in many cases, as it is the only organizational form known to most teachers, and in the short term it is the cheapest way to carry out all teaching activities: arousing interest. , assimilation of new information, its practical application, assessment and support.students. However, interactions between students in a classroom or other learning group are a very valuable learning resource and sometimes even a foundation. Phillips, Santoro, and Kuehn (1988) describe the importance of interactions between primary school students, who should have studied group interactions. Based on the importance of effective group collaboration skills in modern society, especially in business, these authors (Phillips et al.) Provide students with these skills in their classes through appropriate training. This is an example of an approach that makes group interaction the most valuable. The student can learn leadership principles and relationships within the group alone or with a teacher. However, the spirit of collectivism acquired

during the practical application and evaluation of knowledge will be most valuable to both the students themselves and the teacher. Interestingly, these researchers found that they could not effectively facilitate student interactions in large groups of beginners in a classroom setting, and so they resorted to distance learning methods using video and computer interactions.

As a result, they achieved higher results in group behaviors than in real groups. Thus, students had the opportunity to communicate individually with the teacher in electronic form, as well as in groups within asynchronous e-mail or synchronous computer chats. In what situations should interaction skills be demonstrated in a group of students, other than the process of teaching that interaction itself? The answer to this question depends mainly on the living conditions of students, age, experience, level of independence. For younger students, the teacher's task of developing motivation and motivation is facilitated by group interactions, and for most adult and experienced students, these factors are less important because they are already well motivated. This is most important for some forms of presentation, such as modern expert presentations, as well as practical and evaluation phases. In my audio and interactive video sessions, I practice weekly speeches delivered by two or more students, usually lasting one hour. We then discuss and analyze these reports in small groups, followed by feedback and further discussion. This process is very effective and because of the high level of self-governance of undergraduate students, it not only serves to improve their skills, but also tests them, teaches them the essence of knowledge, important principles of understanding the role of the scientist. as the creator of this knowledge.

Conclusion

In conclusion, it should be noted that the choice of a particular profession, as well as the successful implementation of a person in a particular professional activity is determined by the direction of the person. Like any activity, teaching requires a certain inner self-foundation. Therefore, first of all, to talk about the specifics of teaching at the university, what needs and dynamic trends distinguish the personality of the teacher from the representatives of other professional groups, and how it is directly and indirectly features. impact on the competitiveness of the university.

The effective functioning of a modern educational institution requires responsible and enterprising, highly organized and self-motivated staff. Not only sound education but his alertness and dedication too are most required.

As noted in the work of VA Zernov, "the success of the efforts of education management to modernize it depends entirely on the nature and quality of teachers'

activities. The problem of transition to a new quality of lim cannot be solved. "It is absolutely possible to agree with this statement.

In the specialized literature, the pedagogical process is described as a specially organized interaction between teacher and students aimed at developing and solving educational problems.

This definition shows that teachers and students are the subjects and key components of the pedagogical process. In addition, there are three other components of the pedagogical process: the content of education (experience, basic culture) and pedagogical tools: publications: textbooks, manuals, reference books; floppy disks with educational information; blackboard notes, posters; movies - videos; teacher's word. Educational electronic publications; computer training systems; audio-video training materials, etc.

Conformity This topic is determined by the fact that the structure of the activities of a high school teacher plays an important role in the system of the pedagogical process, following which he strives for high professionalism.

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