

UDC: 37.1.30.

PEDAGOGICAL POSITIONS OF A TEACHER IN THE ENVIRONMENT OF PROFESSIONAL EDUCATION

Matkarimova G.

Matkarimova Gulshanoy. - Teacher of department of foreign languages, faculty of agro engineering and hydro melioration,
Andijan Institute of Agriculture and Agro technologies,
Andijan, Uzbekistan

Abstract: The pedagogical positions of the teacher are a system of value-semantic relations that allow transforming conditions into opportunities in order to manage the professional and personal development of a future specialist through a specially organized professional education environment.

Key words: pedagogy, pedagogical positions of a teacher, facilitator, tutor, moderator, analyst-expert, methods, students, teaching.

The environment of professional education within the department of social and humanitarian disciplines is a professional community that creates conditions for the professional and personal development of a future specialist. One of the pedagogical conditions is the pedagogical position of the teacher for the formation of the future specialist of social, personal, academic and professional competencies as an integrated result of professional education. Pedagogical positions allow the teacher not to adapt to the changing surrounding reality, but to influence the situation, transform conditions into opportunities in order to manage the professional and personal development of the future specialist through a specially organized vocational education environment. The pedagogical positions of the teacher are a system of value-semantic relations that affect the teacher's understanding of his place and pedagogical function in interaction with the subjects of the vocational education environment. The nature of the student-teaching community depends on the pedagogical position of the teacher organizing it.

If we proceed from the fact that the teacher's activity within the framework of professional education is multifunctional, then in social and humanitarian education he occupies the positions of: facilitator, tutor, moderator, expert analyst. Each of the pedagogical positions performs a specific function, which is determined by the requirements of normative documents for the pedagogical activity of a higher school teacher [1]. Pedagogical position: the facilitator performs a communicative function; tutor - personalization function; moderator - organizational; analyst-expert - training. All these functions make it possible to implement the function of a teacher of a higher education institution [2].

The facilitator establishes value-significant connections between the subjects of interaction while maintaining their personal uniqueness, creates an atmosphere of humanism, kindness, and creative freedom.

The term "facilitation" (from the English. To facilitate - to facilitate, facilitate) is used in psychology to denote the process and phenomenon of facilitation, optimization and increase in the productivity of the activity of an individual or group due to the imaginary or real presence of another person or group of people [3].

The tutor solves the problem of accompanying students in the educational process: providing psychological and pedagogical assistance. We believe that in the environment of professional education, the student himself builds the field of life, proceeding from his essence, and the teacher contributes to his self-defense and self-realization. The task of managing professional education is to transfer the individual to a self-government regime. The student needs to be able to regulate his learning activity, his emotional state and behavior. The tutor orients students towards the development of personal style, as an indicator of the level of development of his personality. Personal style can be viewed as a stable system of ways to perform any activity that ensures the effectiveness and efficiency of this activity.

The moderator reveals the potential abilities of students, gives them the opportunity to prove themselves in active learning. He organizes learning not as a

“translator” of educational material, but an organizer of the cognitive actions of students, with whom he forms the totality of the subject of the joint process of cognitive and other development. An important aspect of learning in a higher education institution is the research activity of students.

The moderator solves the problem of introducing students to research activities, focusing on a research approach in teaching. The role of a scientist contributes to the formation of the future specialist's ability for self-development, an original style of thinking.

A significant part of the respondents are not interested in participating in conferences, which indicates the low motivation of students to engage in research activities, while research activities help to form a student's readiness for self-education, creates a basis for continuous improvement, makes it possible to be conscious and active a creator. Involving students in research work, participation in scientific societies gives them the opportunity to master the process and method of carrying out research activities, ways of obtaining and applying scientific knowledge. As a result of such activities, the range of student's research skills expands in different directions: information, search, analytical and critical, broadcast and design.

Analyst-expert - defines the teacher's desire for self-development, self-activation, critical thinking as a manifestation of an analytical approach to assessing his own pedagogical activity, in the desire not to stop there, but to create a new pedagogical reality, since through his subject the teacher expands the knowledge of students, demonstrates mastery patterns subject and thus shows an example of a professional, attitude to work for a future specialist. All of the above will be implemented more efficiently if the teacher is able to navigate in modern pedagogical technologies and methods, make the environment of professional education of the department is not just a rigidly defined system; it should reflect the author's ideas, intentions, and the individuality of each teacher. The peculiarity of the environment of professional education is that it allows flexibility, the ability to try, search, helping everyone to enter their own unique path of development.

The teaching staff of the department can creatively, independently, based on the analysis of the situation, set tasks and develop their own program of activities, individually select the content, forms, technologies, teaching methods and implementation of professional teaching strategies.

A teacher as a subject of activity, realizing his pedagogical positions in the environment of professional education, can transform objective pedagogical conditions into a system of opportunities for continuous and consistent formation of social, personal, academic and professional competencies of students as an integrated result of vocational education.

Bibliography

1. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Questions of science and education/ Moscow.2019. p. 105.
2. Code of the Republic of Belarus on Education. - Minsk: Nat. center of legal information of the Republic of Belarus, 2011. - 400 p.
3. Shumskaya LI Diagnostics of the educational process in the university / LI Shumskaya. - Minsk: BSU, 2010 - 343 p.
4. Shakhmatova ON Pedagogical facilitation of the peculiarities of formation and development / ON Shakhmatova // Scientific research in education. - 2006. - No. 3. - P. 118-125.
5. Irgashev M.U. Modern pedagogical technologies as a resource of the modern lesson, ensuring the development of educational standards / - Journal: "Экономика и социум" -М., №6 (73) 2020.
6. Matkarimova G. Formation of the English scientific competence in students of non-factual faculties. International journal. Moscow.2019.
7. Egamberdiyeva D.U. The essence of the method of video-English. Conference materials. 2016.
8. Majidova Z.A. Innovative methods and approaches in learning and teaching foreign language in foreign methodology. Moscow. 2019.

9. Podlasy I.P. Pedagogy: a textbook for students of higher pedagogical educational institutions, Education Humanitarian publishing center VLADOS, 1996.
10. Babansky Yu.K., Slastenin V.A., Sorokin I.A. and others. Pedagogy: a textbook for students of pedagogical institutes / Education, Moscow, 1988.