



DETERMINATION OF THE SET OF CONDITIONS OF PEDAGOGICAL ACTIVITY IN HIGHER EDUCATIONAL INSTITUTIONS

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The effectiveness of the development of communicative competence of students depends on the creation of pedagogical conditions for training personnel in higher educational institutions. It must be said that the conditions express "the attitude of the subject to the phenomena that surround him." In addition, the conditions consist of the environment, the situation in which phenomena arise, exist and develop.

From the point of view of pedagogy, conditions are a set of objective possibilities, content, form, method and pedagogical priems aimed at solving the assigned tasks.

A.Bodnik[1], N. A. Kabzeva[2], I. N. Korzennikova [3], E. V. Smirnova[4], A.A Karpovich [5] and other scientists were engaged in the development of pedagogical conditions for the organization of Education. Scientists believe that the most effective are pedagogical conditions aimed at developing the independence of students, motivation (motivation) to know; improvement of the teacher's professional activity; development of educational goals and content aimed at developing personal professionally significant qualities of students.

Therefore, within the framework of our research, we must determine the necessary and sufficient conditions for the implementation of the model of the process of developing communicative competence in students.

We have selected several ways to determine the set of conditions in pedagogical activity. They are as follows:

To determine the requirements of documents on normative education of higher and Secondary School in pedagogical activity that keep pace with the times than from the point of view of the existing problem;

using the requirements and capabilities of approaches to teaching future teachers aimed at vatizimli activity;

to determine the specifics of the process of developing the types of competence studied in future teachers of foreign education in the process of integratization of pedagogical-psychological, special training.

As a result of this, a set of pedagogical conditions was determined they are as follows:

- the educational process is based on a personal-praxiological approach;
- the development of professional self-awareness of educators provides a personal approach to the process of communicative activity in them;
- pedagogical and communicative relations of demand are built on the basis of collaborative creativity.



Now we will more widely cover these conditions and, through it, determine the influence of the model on the successful implementation in practice in the process of developing communicative competence.

The first condition – the educational process in education is built on the basis of a personal-praxiological approach - implies a positive result of the creation and implementation of the educational process in terms of the development of communicative competence and a high level of efficiency.

The need to give a positive result and realize the effectiveness of the teacher's pedagogical activity, develop the teacher's own "I"-Image, develop the individual pedagogical creativity of the educator in the process of professional activity indicate the relevance of using a personal-praxiological approach to teaching.

In recent times, works of a methodological nature have been created, in which the problems of personality-oriented education are discussed in sufficient detail.

Based on the provisions of the concept of the educational process aimed at the student person, the formation of the pedagogical personality in the process of training professional and pedagogical personnel is considered as a process of understanding oneself as a subject of culture, spirituality and creativity.

Hence, the main task of modern education is the development of the student's personality. V.P.Zinchenko [6] believes that the personality-oriented approach can be considered the basic principle of modern pedagogy, which can be called "pedagogy of cultural communication."

E.K.In his research haidarov [7], in personality-oriented technologies, the student is placed at the center of the pedagogical process in the essence of the national model of education, creating favorable conditions for its development and realization of its natural capabilities.

In the 5 components that make up the national model of Education – individual, state and society, continuing education, science, production – "personality" is the main component-in the first place. In other words, it is implied that the entire educational system, including teaching, should be directed to the student's personality.

The concept of " praxiology "came from the concept of " praxiology". The term "praxiology" (Greek - praxis - work, activity, action, action + Logos

- science) belongs to the field of sociological research and studies various actions from the point of view of their effectiveness. Thus, within the framework of the praxiological approach, activity will focus on efficiency, success, and a positive result of solving any professional tasks.

The concept of efficiency is used a lot in everyday practice, but at the same time the content of this concept remains unclear. Most often it is used as a synonym for the concepts of " successful", " fruitful", " giving a positive result." Effective means actions or methods of action that lead to a planned (target, Planned) result as a goal.

Since the leading concept is V.V.Eremin [8] in addition to his thoughts, we define the effectiveness of education as a qualitative and quantitative characteristic that reflects the



degree of relationship between the method of organizing a system of didactic relationships and the results achieved in educational activities.

From the point of view of our research, the effectiveness of the educational process the results of the projected communicative activities of teachers and students reflect the established level of purposefulness, that is, the further development of personal-communicative, didactic and gnostic knowledge, skills in students, gaining experience in their communicative activity are also determined by the development of professionally significant qualities

In the process of the teacher's activity, the praxiological level is characterized by the tireless accumulation and updating of professionally significant knowledge, qualifications and skills; his new pedagogical ideas, didactic lesson with the concentration of developments; with his desire to create the technology of activity during his pedagogical activity; stereotypical views, and, based on thinking, to be free from unnecessary habits such as

The presented comparison makes it possible to conclude that these approaches do not exclude each other, since they are aimed at introducing personal meaning-content and experience into the educational process and putting the educational subject in the pose of activity, guided by the concepts of "activity", "development development", "interaction". That is, we assume that the personal and praxiological components are in close interaction.

We will include the following in the main features of the personal- praxiological approach:

1. The priority of the personal-meaning hand in the educational recipient.

Personal-it becomes possible when the following conditions are met, aimed at the scale of meaning:

- Taking into account the individual individual capabilities of the educational institution and its needs;

- If conditions are created to adequately meet the educational needs of the educational institution, to determine the content of Education;

- when it is helped to develop ways to realize the potential, capacity and potential of the individual;

- if the nature of the stimulating nature of the communicative interaction of the teacher and students;

- actualization of the subjective experience of students is urgent.

2. Recognition of the value of the value of the interaction of the teacher and students.

This feature indicates the value of teamwork in the educational process, since individual differences are manifested only in interaction with others. Therefore, in order to implement a personal-praxilogic approach, it becomes an important issue to create conditions for them in order to develop in a wider circle the skills and abilities of working with team members, which will ensure the development of personal independence and deep responsibility of educators, the effective implementation of the life and potential capabilities of the educational. During the meeting, the parties discussed questions and



answers to questions related to the development of cooperation and the development of cooperation in the field of communication.

Students, including teachers and teaching specialists, actively participate in joint work, in the training of specialists in teaching and learning.

3. Samaritan by profession practicing Amalga Oshirish, like bravladzhak, an independent specialist, aspired to perfection, defined the specific duties of the belgilai and the school.

In accordance with the requirements for conducting ready-made and purposeful training, but also a prerequisite is the opportunity for Shu Bilan Birgi to provide proper training at the initiative of the President of the Republic of Tajikistan. Bundai ongli ravshilgan has set a goal and a task, as well as goals and objectives, as a regimenuchtirilgan zharaen training oluchilarga professional pedagogic vaziyatlar samaradorligiga Erish, the goal of Kelgus amallarga bulgan, as a basis.

Students studying in belgilash, professional and pedagogical tasks, clearly formulated questions of solving the problem of continuity of educational activity oluchilarning tizimli character eg bilimlarda kullash, theory bilimarni esa professionalism zharaeniga aylantianish Kyrgyzstan Kyrgyzstan Kyrgyzstan Kyrgyzstan.

4. Training is carried out as soon as possible by the "generator" (ishlab chikaruvchizi) of the required task.

The task is to make the work subjective. Shu bilan bir is also in demand as a health coordinator, as well as Yangidan-Yang, who represents the gekaravshisi generator project. On the other hand, in this article we will tell you how to do it yourself. Buning as an esa "teacher-student" tizimida colleague shundai started working together to create ethyladics, bunda teacher Standing bilish jaraenin at an independent university.

In this article, we will tell you how to do it yourself, as well as how to do it yourself.

Pedagogical activity in the field of education is constantly evolving to imagine an opportunity. Only the constant striving and improvement of intiladigan, the usurpation of activity and personal development can be affected.

Pedagogical pedagogical pedagogical pedagogical psychologist izlanishlar personification position, professionalism activity and undagi effectiveness of uziga and activity regarding munasabati, a person he or she psychedelic partret yama imagazi, barcha sifatleri Hamda jamida Nehimida and Junoglia Junoglia-Jahillia-jazi, jamidi Junoglia-Jahillia-Jazi-Jahillia, Englishman Yotish bilan chambarchas sadlik .A. B. Матиенко[9] педагогнинг касбий ўзини англашининг қуйидаги даражаларини ифодалайди

- regulatory-pragmatic level:
- professional self-awareness;
- is in the most initial position due to the low level of need for self-knowledge;
- egocentric level: the predominance of stimuli of personal benefit stimuli,
- the degree of RespectAbility, which leads to a violation of the deformation of self-awareness;



➤ degree of dependence on stereotype: working like a group of supports with values leads to the loss of the creative genesis of pedagogical activity;

➤ subjective-universal level: the teacher seeks to create a positive result of Labor, recognizes the value, value of the students themselves, manifests and realizes himself as a creative person.

➤ As a result of the process of professional self-realization, it is the further development of the individual style of communicative activity. That is, with the development of the totality of individual methods of communicative activity, the future pedagogue, first of all, as a component of his creative individuality, should determine the characteristics of his psychophysical apparatus, and then focus on the correspondence (incompatibility) of his communicative processes to the individual typological characteristics of children.

➤ For this reason, in the process of professionally-pedagogical training of educators, it is important to establish such aspects of education as the transition of education to a subjectively universal level of regulation and pragmatically professional self-awareness, which makes it possible to obtain adequate, objective information about the individual activities of the educational institution in it, in particular the communicative process.

➤ In a nutshell, the introduction of a personal approach to the process of communicative activity provides for the following issue:

➤ -self-analysis of oneself as a subject of this activity and the issue of the development of such a qualification as self-assessment;

➤ - the choice of an individual style for himself during his communicative activity;

➤ - gain experience during communication and didactic activities;

➤ -self-development and development of a predetermined style of action towards self-improvement.

➤ The activities of communicative cooperation of teachers and students are jointly organized on the basis of creativity - it provides for the inclusion of students in the creative educational and cognitive process of solidarity, which ensures the self-actualization of students as a result of the use of creative elements with the educator.

➤ At the present stage, one of the most important problems of the higher education system is the problem of forming the personality of the future specialist in accordance with the requirements of the present time.

➤ It should be noted that the formation of a future specialist at the university is considered a complex at the same time multifaceted process, this process is carried out with the help of a complex of all disciplines being studied at the University, and it is necessary that the process is not limited to the student only to the acquisition of knowledge, the skill



➤ A character focused on the professional aspect it is a constant focus in teaching foreign languages in non-linguistic universities. Profile education in itself covers the course of general education and covers the perfect study of the language in accordance with specialized areas.

➤ Based on the above points, students who have successfully completed the training course:

➤ - to get an idea of the practical significance of a foreign language, as well as its influence on the success of an individual in his professional activities;

➤ - maintaining bilingual equivalents in professional terminology;

➤ - work with reliable foreign data focused on professionalism, use of literature with verified educational and cognitive authenticity to expand the personal circle;

➤ - availability of skills to work in a computer network in order to search for professional and correct information in a foreign language;

➤ - efficient and reliable use of a foreign language as a means of oral or written communication at international conferences and seminars. Positive communication skills do not arise by themselves, these skills need to be constantly developed and maintained.

➤ In our opinion, the necessary component of the student's communicative competence in a foreign language is his professionally oriented training. Including in modern conditions, the problem of the scientific and pedagogical substantiation of the pedagogical conditions for the development of communicative competence in a foreign language in students of a non-linguistic University of the professionally oriented educational process is very important and relevant. Knowledge of these pedagogical conditions makes it possible to achieve such a positive result only when the communicative competence of a foreign language and its binding in future professional activities, which develops in the process of training a specialist as a professionally oriented personnel. Pedagogical conditions-what is it? this is a combination of the content of training, various methods, objective capabilities of organizational forms, as well as the material possibilities of their implementation, ensuring the successful solution of the tasks set ahead.

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