

The Essence of the Pedagogical Process in Higher Education and its Management

Fayziyeva Aziza Anvarovna

Bukhara State University Translation Studies and Linguodidactics Department

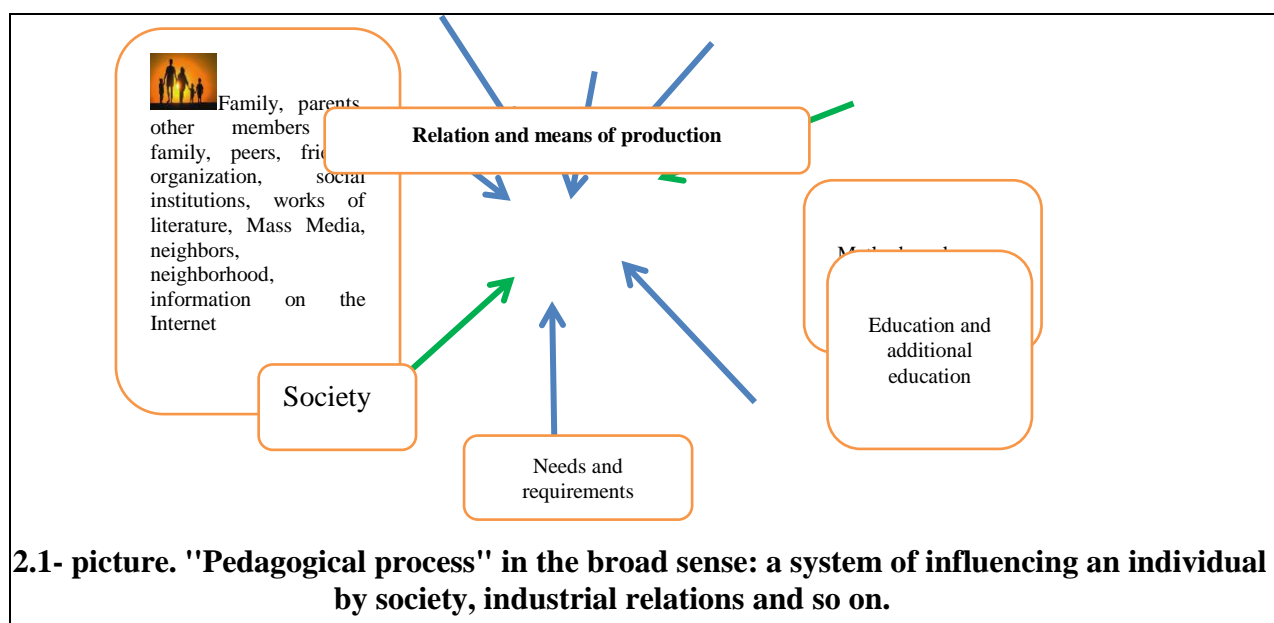
Mukhidova Gulnoza Sayfiddinovna

Bukhara State University, 2nd year master student in Comparative linguistics, linguistic translation studies

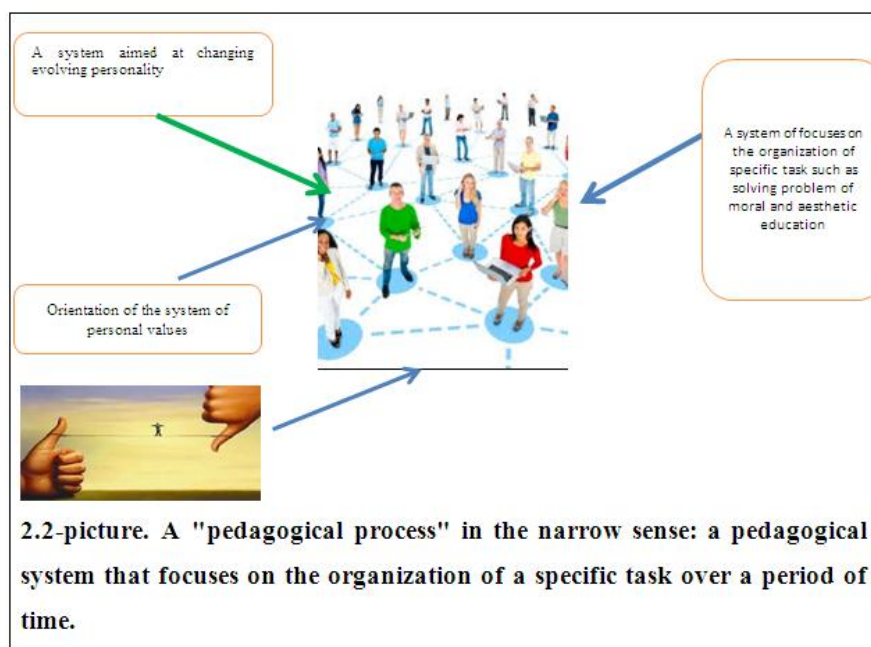
Annotation: *The structure of activities in the pedagogical process in higher education is universal. The article argues that the pedagogical process is specific to the whole process of targeted formation of the individual in the context of a particular higher education institution, as well as to any pedagogical interaction that is local in terms of goals and objectives.*

Process (Latin: "process" - system) - 1) a series of changes of circumstances; the direction of development of something (strategic course); 2) a set of consecutive actions to achieve a result.

Pedagogical process - 1) the purpose of education and training of students and trainees within a specially organized, specific time and within a certain pedagogical system (school, vocational, technical and creative school, higher education, postgraduate education, etc.) is a targeted interaction aimed at implementation; 2) is a system that solves global social problems occurring in society by combining all its components. [1] While the word "process" refers to its duration, the word "pedagogical" indicates that it is aimed at changing the evolving individual. For example, the pedagogical process in educational institutions is aimed at educating and developing the student in educational sphere. [2]



As shown in Picture 2.1, it has its own laws that reflect the integrity of the pedagogical process. Regularity in science is called the objective existing, stable, recurring, essential and necessary connection between events and the processes that characterize their development. Therefore, the problem of regularity in education management is considered as one of the most important issues in pedagogy. [3]



As illustrated in Picture 2.2, the pedagogical process in the narrow sense is seen as an organic unit of teaching, nurturing, teaching, and developmental processes. [4]

The main tasks of the pedagogical process in higher education are:

- **teaching** - formation of students' potential and experience in educational, cognitive and practical activities, preparation of the basis for a thorough mastery of the foundations of scientific knowledge, values and attitudes;
- **educational** - the formation of students' ability to participate in certain qualities, characteristics and relationships;
- **Developing** - the formation and development of mental processes, the development of the dynamics of the features and characteristics of the student. These functions are manifested in organic solidarity: in the process of teaching, the tasks of upbringing and development are solved. L.S. Vygotsky argues that educational tasks take precedence over teaching tasks [5]; education objectively contributes to education and development; development is conducive to education and upbringing creates conditions. It is emphasized that the processes of education and upbringing cannot be considered independently, in isolation from each other.

Process is usually called phenomena, occurring in time and space, insight which statuses change. Pedagogical process – is specially organized, targeted teachers interaction and learners, aimed at implementing developmental and educational objectives. Learning – is a main way to get education, process of gaining knowledge, competence and skills under the guidance of teachers, masters, coordinators and so on. As part of the training social experience is assimilated, emotional-value attitude to reality is shaped. Learning involves four components: teaching information that is educational content; teaching that is educator's activity; learning that is learner's activity; material tools of educational information delivery and monitoring learning outcomes. It is more properly be considered as

teaching is a targeted pedagogical process of organization and encouraging learners training cognitive activities in gaining scientific knowledge, competence and skills, in developing creative abilities, worldview, moral and aesthetic beliefs and opinions. Didactics single out sEducation is a result of learning process. That is a volume of systematized knowledge, skills and competence, ways of thinking, which learner gained. The main objective of education is to cultivate honest, decent person, who can work independently, reach his human potential. In his work Gershunskiy B.S. [6] highlighted certain levels of education results, not distinguishing them. It is literacy, education, professional competence, culture. Literate person – is a person, ready for the further enrichment and development of his own educational potential. Literacy provides any individual with certain starting opportunities in the carrying out social and subject activities. Education – is a literacy, carried to social and personal needed high level and implies availability of wide outlook in any kind of issues of human an society life, i.e. there a literacy at the core of education. The category of professional competence targets specific work activities, profession. Any person faces the challenge of choosing profession. Profession is a type of constant work activity of person, covering wide verity of applying knowledge, skill and competence in a certain sphere of production and being the main source of livelihoods. Professional competence is literacy, which is demanded and relevant in certain work activity or profession. Culture – is the highest expression of human education and professional competence and functions of educational process as educative and formative. Process of activity also is process of human abilities an functions formation, unit of activity is performed by object-oriented activity.

In the activity in the practice of people cognitive processes is not only being realized, but also being formed. Knowing of reality is inextricably linked with the lives of people, is included in it, realized in it. The main content of human life – is his activity and, first of all, financial, practical and creative. That's the one, and not passive contemplation, which is the most important source of learning and criterion of man's knowledge veracity. People get to know the world around, impacting on it, changing it. Goals, which are set by a man in his activity, its content. And that is what process of learning, its results and verifying their correctness depends on.

These practical requirements are guidelines for the education system. To be competitive in the labour market, specialist should possess such qualities, as:

professional mobility – is readiness and ability to rapid change of fulfillment of production assignment, ability to learn a new profession or changes in them, appeared under influence of social or technical transformations;

Communication skills – is an ability to contact people, capability to get with them into humanistic relations, readiness to subordinate own interests to public ones; competence – is a level of usage of content and problem solving tools of activities;

Responsibility – is a readiness to answer for own actions, set the highest standards for yourself in the results of work;

individuality – is an ability to the fellest self-expression and possession of extraordinary features. Economical, social, technical and technological transformations in society sets out challenges of formation or a full growth personality. That is the purpose, objective of the educational process in higher education institutions. Human activity is aimed at learning from the content of people's historical experiences, which is realized not only by transmission of information to man, but also in a process of his own engagement, directed to the objects and phenomena of the out world.

The relationship between the community and the individual in the pedagogical process of higher education is constantly evolving. Practice has shown that the best conditions for the upbringing, education and development of the individual are created by the community as a higher form of social organization based on a society of interests, mutual cooperation and assistance.

References:

1. Qosimova, N. F. ., & Ilxomovna, M. D. . . (2022). Specific Features of Technical Translation. *International Journal of Discoveries and Innovations in Applied Sciences*, 2(5), 26–31. Retrieved from <https://openaccessjournals.eu/index.php/ijdias/article/view/1291>
2. Islomov, D. S. (2022). On phonetics, phonostylistics and phonetic means. *Pindus Journal of Culture, Literature, and ELT*, 2(9), 9–12. Retrieved from <https://literature.academicjournal.io/index.php/literature/article/view/462>
3. Izomovich, Rasulov Zubaydullo, and Ubaydullayeva Dilafruz Fazliddinovna. "INFLUENCE OF ORTHOGRAPHY IN TEACHING ENGLISH AND SECOND LANGUAGE ACQUISITION." *Thematics Journal of Applied Sciences* 6.1 (2022).
4. Anvarovna, Fayziyeva Aziza. "On Features of Discourse and Its Representation in Self-Help Literature." *Pindus Journal of Culture, Literature, and ELT* 2, no. 5 (2022): 164-169
5. Туйбоева, Ш. (2022). Простая конструкция предложения в узбекской и французской системной лингвистике. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/5813.
6. BENEFITS OF USING ROLE PLAYS IN TEACHING LANGUAGES Khamraeva, D Olimova. *Научная дискуссия: инновации в современном мире*, 2017.issue 4, pages 97-101
7. Rabiyeva, M. G. (2022). Dysphemism or Euphemism ?. *Central Asian Journal of Literature, Philosophy and Culture*, 3(6), 61-65. Retrieved from <https://cajlp.centralasianstudies.org/index.php/CAJLPC/article/view/380>
8. Narzullayeva, Firuza. "BOSH SO'ZI SOMATIZMLARINING INGLIZ VA O'ZBEK TILLARIDA QO'LLANISHI." ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz) 8.8 (2021)
9. Nasriddinova, S. Z. *ional Study of Syntactical Relations o pound Sentences in Uzbek Linguistics*.
10. N. N. Salikhova. (2022). Comparative Analysis of Interjections in the Contexts of Uzbek and English Languages. *Eurasian Research Bulletin*, 7, 189–191. Retrieved from <https://geniusjournals.org/index.php/erb/article/view/1297>
11. Shakirov, R. (2021). ЭТИМОЛОГИЧЕСКИЕ ДУБЛЕТЫ В СИСТЕМЕ ФРАНЧУЗСКИХ ГЛАГОЛОВ И ИХ ИСПОЛЬЗОВАНИЕ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/2344
12. Ruzieva, N. (2021). роль категорий модальности. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 6(2). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/1385
13. Ruzieva, N. (2021). категория вежливости. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 6(2). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/1382
14. Babayev, M. (2021). ИЗУЧЕНИЕ ЛОШАДЕЙ С НЕМЕЦКИМ СУФФИКСОМ В ПРОЦЕССЕ ОБУЧЕНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 6(6). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/3576
15. Haydarova, N. (2022). ПРАГМАТИЧЕСКИЙ ПОДХОД К ОБЩЕНИЮ ВРАЧ-ПАЦИЕНТ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/5795
16. Otabekovna, S. M. (2022). Comparative Analysis of Proverbs and Sayings in English and Uzbek Expressing Youth and Senility. *Pindus Journal of Culture, Literature, and ELT*, 2(5), 114-119.

17. Irgasheva, F. (2022). Представление лингвокультур в переводе и их структурных компонентов (на примере немецкого и узбекского языков). ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/4070
18. Chorikulovna, M. Y. (2022). Syntactic and semantic analysis of word combinations in the English and Uzbek languages. *Pindus Journal of Culture, Literature, and ELT*, 2(5), 199-206.
19. Kizi, M.M.I. 2021. Numbers and similarities in their use in English and Uzbek Folklore. *Middle European Scientific Bulletin*. 12, (May 2021), 175-177.
20. Djalolov, F. (2021). МАКТАБ ТАЪЛИМИДА ПАСТ ЎЗЛАШТИРИШ САБАБЛАРИ ВА ТЎЛИҚ ЎЗЛАШТИРИШ ТУРЛАРИ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/2872
21. Safoyeva, S. (2021). ЛИНГВИСТИКА ОСОБЕННОСТИ ПУБЛИЧНОГО СТИЛЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 5(5).
22. Turayeva, F. (2022). ВАРИАНТЫ ПЕРЕВОДА ЭКОНОМИЧЕСКИХ ТЕРМИНОВ С НЕМЕЦКОГО НА УЗБЕКСКИЙ ЯЗЫК. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 10(10). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6212
23. Khaydarova, L., & Joanna, I. (2022). TEACHING ENGLISH GRAMMAR THROUGH INTERACTIVE METHODS. *INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE*, 1(3), 174-178.
24. Radjabov, R. (2022). ЛЕКСИКА ВИНОГРАДАРСТВА НА ФРАНЦУЗСКОМ И УЗБЕКСКОМ ЯЗЫКАХ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АНАЛИЗ И НАУЧНЫЕ ВЗГЛЯДЫ УЧЕНЫХ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6033