

## ESSENCE OF PEDAGOGICAL ACTIVITY

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**ANNOTATION:** the article considers the factors that stimulate the innovative orientation of pedagogical activity, the essence of pedagogical activity, the essence of pedagogical practice, its role and place in the professional preparation of students for innovative activity

**KEY WORDS:** pedagogical activity, pedagogical practice, innovative activity, innovative orientation.

### INTRODUCTION

The analysis of scientific, philosophical, sociological, psychological, pedagogical literature has shown that the factors that determine the need for innovative pedagogical activity can be divided into two interrelated groups: objective and subjective. Objective factors include social, general scientific, pedagogical needs of educational practice. Social factors are connected, first of all, with the assessment of the impact of innovations on the development of society.

Philosophical, sociological, and pedagogical literature notes that changes as a constant process are characteristic of each person and the entire human society as a whole. They reflect one of the main properties of nature and are a reflection of man's struggle for a better life, the constant search for something new. With the development of science and technology, the number of areas in which these changes are taking place is growing. The high level of technology stimulates the introduction of these changes in various spheres of public life, which has a very positive meaning. The experience of many countries shows that investment in innovation pays off many times over. The level of prosperity of countries is measured today by the number of innovations, the degree of their application. Therefore, today, innovations in various spheres of public life, including in the field of education, require organized, systematic, mass and social application, economic structures, the state, and the whole society begin to worry about innovations [41; 117; 118; 187; 232].

The influence of social factors stimulates the introduction of innovations in the field of education, this is due to the fact that education as a social function reflects changes in society: the level of development of the education system is practically a consequence of the development of society. Modern socio-economic transformations in our country have necessitated a radical renewal of the education system, methodology and technology of education and upbringing [34; 94; 156; 227; 233; 269]. All this required the introduction of innovations both in the goals of educating the younger generation, and in the organization,

methods, forms, methods of interconnected activities of the teacher and students. The innovative orientation of the activities of teachers and educators acts as a means of updating the educational policy. The transition to new socio-economic relations actualizes the problem of the competitiveness of educational institutions of various types and types. The competitiveness of these institutions is determined by the efficiency and quality of the educational process, which are provided, first of all, by the innovative orientation of the activities of the teacher (teacher, educator) of this educational institution.

At the same time, the education system itself, in turn, has an impact on the development of society: changes in education are a necessary condition for further social development. Work in the field of education forms a person as a person, as a citizen of society, as the main productive force, which stimulates the development and improvement of social relations and social progress in general. Thus, the training of teaching staff - highly educated professionals working in the context of an innovative strategy of the pedagogical process, is a necessary condition for social and pedagogical progress [46].

General scientific prerequisites that stimulate the introduction of innovations in the field of education are due to the close connection of pedagogical science with other human sciences [165, p. 33; 221]. Today, pedagogical science actively interacts with philosophy, psychology, biological and economic sciences, and sociology. Modern achievements in the development of these sciences constitute the methodological and theoretical prerequisites for the development of new pedagogical ideas, theories, hypotheses, which necessitates the introduction of innovations in pedagogical activity.

Pedagogical prerequisites, objectively suggesting the introduction of innovations in the teacher's pedagogical activity, are associated with the development of modern pedagogical science; this is reflected in the enrichment of pedagogical theory, filling it with new content, in the development of new branches of pedagogical knowledge, such as pedagogical technology, pedagogical acmeology, and pedagogical conflictology. In this regard, the problem arises of introducing the achievements of modern pedagogical science into practice - new pedagogical ideas, theories, concepts as prerequisites and foundations for innovative processes in education.

The essence of the concept of "pedagogical practice". The analysis of scientific pedagogical literature showed that in pedagogical theory and educational practice there are different approaches to determining the essence of pedagogical practice as a pedagogical category, its role and place in the professional training of a future teacher.

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Pedagogical encyclopedias and dictionaries give the following definitions of the designated pedagogical category. So, in the Pedagogical Encyclopedia, ed. I.A. Kaprova notes: "Pedagogical practice in pedagogical universities and colleges, at universities is an integral part of the educational process, with the goal of teaching students and pupils to creatively apply scientific and theoretical knowledge and practical skills acquired in the study of pedagogy, psychology, private methods and special disciplines in pedagogical activity. , contributes to the development of future teachers' interest in research work in the field of pedagogical sciences" [79, p. 236].

In the Russian Pedagogical Encyclopedia, ed. V.V. Davydova pedagogical practice is considered as "a form of vocational training in higher and secondary pedagogical educational

institutions, the leading link in the practical training of teachers" [10, p. 181]. The designated encyclopedia also gives the following definition of "internship", which can be called depending on the professional orientation of pedagogical, technological, etc.: "Industrial practice is a type of training session during which the student (student) independently performs real professional tasks defined by the curriculum" [204, p. 183].

In the Pedagogical Encyclopedic Dictionary, ed. B.M. Bim-Bada, pedagogical practice is considered "as a form of professional training in higher and secondary pedagogical educational institutions, the leading link in the practical training of future teachers" [168, p. 218].

In the "Psychological and Pedagogical Dictionary" ed. P.I. Pidkasistoy pedagogical practice is considered as "a part of social practice, which is a systematic and purposeful activity of professional teachers" [195, p. 326].

Thus, the analysis of the definitions of the concept of "pedagogical practice" shows that the essence of this concept is considered as "an integral part of the educational process", "type of training", "a form of vocational training". The above definitions testify to the complexity and multidimensionality of this pedagogical phenomenon.

Analysis of scientific pedagogical (O.A. Abdullina, O.S. Grebenyuk, V.P. Gorlenko, O.V. Leshner, I.A. Protasova, I.F. Kharlamov and others) and psychological (A.S. Vygotsky, A.K. Markova, P.E. Reshetnikov, etc.) literature has shown that in pedagogical theory and educational practice there is also no single approach to determining the essence of pedagogical practice. Here are examples of definitions of this concept:

- "in the totality of forms and methods of training a highly qualified teacher, an important place belongs to pedagogical practice" (VK Rozov, 1981) [161, p. 9];

- "practice is a very special form of specialist training..." (R.P. Myshinskaya, V.A. Shchenev, 1983) [138, p. eighteen];

- pedagogical practice - "a type of practical activity of students aimed at solving various pedagogical problems" (O.A. Abdullina, 1990) [9, p. 114];

- pedagogical practice acts as "a decisive condition for the professional and pedagogical formation of students at universities, in pedagogical institutes" (I.F. Kharlamov, V.P. Gorlenko, 1994) [255, p.51];

- pedagogical practice "should act as a process of application by students of their theoretical knowledge in the system of teaching and educating students" (I.F. Kharlamov, V.P. Gorlenko, 1997) [257, p. 73];

- pedagogical practice "is a means of ensuring the unity of theoretical and practical training of students for multi-aspect pedagogical activity" (N.K. Sergeev et al., 1998) [162, p. 3];

- "Pedagogical practice as an organic part of the educational process, which ensures the creation of theoretical training of students with their practical activities, is one of the means of successfully preparing students for the work of a teacher" (O.S. Grebenyuk et al., 1998) [139, p. four];

- pedagogical practice is "the most important link between the theoretical education of a student at a university and his independent work at school" (I.A. Protasova, 2000) [193, p. 5];

- "Pedagogical practice is the most important link in the system of professional training of

a teacher, an integral part of the educational process, with the aim of teaching students to creatively apply in pedagogical activity the scientific, theoretical and practical skills acquired by students in the study of psychological, pedagogical and special disciplines" (O.V. Lesher et al., 2002) [122, p. eight].

Thus, pedagogical practice as an objective phenomenon of pedagogical activity is a complex multidimensional phenomenon, which is reflected in the definitions of this concept. We took into account the indicated features of pedagogical practice in the course of the dissertation research.

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