



 Research Article

ANALYSIS OF THE STRUCTURE AND FUNCTION OF THE PEDAGOGICAL PROCESS

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Akhrorova Umida Khamidullayevna

"University Of Business And Science" Non-State Higher Educational Institution, Teacher Of The Department Of Social And Humanitarian Sciences, Uzbekistan

ABSTRACT

This article deals with the analysis of the structure of the pedagogical process and the function of the pedagogical process in the science of pedagogy. Opinions of scientists in the field of scientific research on this research problem are presented.

KEYWORDS

system structure, pedagogical system, types of structure, deaf pedagogy, typhlopedagogy, speech therapy, oligophrenopedagogy, special methodology, field pedagogy, pedagogical process, constructive component, organizational component, communicative component.

INTRODUCTION

Structure means "structure" in Latin. Structure is the relationship between the parts that make up something or the arrangement of elements. In

pedagogy, it is possible to find a solution to the process problems aimed at ensuring the efficiency of the activity and increasing the

quality of management by understanding the arrangement of the elements of the system structure. Pedagogical system relationship dynamics is different from other system elements. The purposeful activity of pedagogy is manifested in an organic unity with multidisciplinary parts. The object simultaneously becomes the subject and the subject simultaneously becomes the object.

Modern science has come to such conclusions in the systematic analysis that in order to determine the real essence, it is necessary to know the structure of events and phenomena. "How is the existing facility built?", "What does it consist of?", "What are its functional activities?" by finding answers to these questions, there is an opportunity to reveal the causes of the problem. Any real object is made up of something, and no matter how complex it is, it is itself a part of even more complex objects. This phenomenon continues in this way with infinite expansion. Nevertheless, they exist in a constantly changing movement. The integrity of the phenomenon of these processes constitutes the structure of the object.

Structure Types: In pedagogy, like other fields, structure types have very different classifications.

According to their characteristics, classifications are divided into autonomous, (implicit) special invisible and external and internal structures.

First, the autonomous structural elements of the system are such a process that, when they operate in one template structure, they have an independent autonomous integrity and can be transferred to other systems. For example, the activity of spiritual and educational centers can and should work in technical educational institutions. Or one subject can be taught in both elementary and senior classes.

Second, the (implicit) special invisible structure of the system is visible only to observers, but it is an inseparable whole. Its special feature is the designed structure of the system. We always encounter such structures in pedagogical and scientific problems, in the analysis of personality structure. For example, the content of education depends on the organizational and innovative features of educational processes. Such a system structure is quickly confronted in the research of man and his educational problems.

Thirdly, the sub-system structure of the system is considered and represents two interrelated structures of one system. These are internal and

external structures. Internal structures are superimposed on external structures. The issue is about the basis of educational components - general and professional education. The correct organization of the hierarchy of elements of subsystem structures serves to ensure the efficiency of the activities of the preceding and following systems. That is, the effectiveness of higher education depends on the level of lyceum-colleges, and the level of specialists depends on the potential of higher education.

Structures cover different directions of pedagogy depending on the type of their functional activity. Traditional structural pedagogical scientific research directions include:

- general pedagogy — studies the basic laws of education; history of pedagogy - studies the development of social, cultural-historical stages, theoretical-ideological views;
- age-related pedagogy (preschool, school, adult pedagogy) - studies age-related aspects of education and training;
- corrective (corrective) pedagogy: deaf pedagogy (teaching deaf and deaf children), child pedagogy (teaching blind or visually impaired

children), speech therapy (teaching speech impaired children education), oligophrenopedagogy (education of mentally retarded children);

- special methodology (didactic subject) — research using general laws in teaching subjects taken separately;
- field pedagogy (military, physical, higher education, production).

In addition, pedagogical activity has its own structure. The structural elements of the activity determine the object of the pedagogue's activity criteria. They are as follows:

1. Incentive.
2. Pedagogical goals and tasks.
3. The subject of pedagogical activity.
4. Means and methods of solving the assigned tasks.
5. Product and result of pedagogical activity.

The components of pedagogical activity are first of all, the teacher must know what kind of person he should educate the society, its development trends and basic requirements. Accordingly, the

next second component is the wide range of scientific knowledge, based on the cultural-social and production experiences and skills of the society passed from generation to generation. As a result, a person who has mastered these experiences develops an active attitude to life and a worldview. The third component is pedagogical knowledge, educational experiences, skill and intuition. The fourth component, a high-level citizenship position, moral, aesthetic, ecological culture forms the structure of pedagogical activity.

Thus, the activities of teachers and students in the educational process form the basis of pedagogical activity. In particular, during the educational process organized in an educational institution (general secondary, secondary special, vocational, higher educational institutions), the activity of the student is conducted under the guidance of the teacher. The task of the teacher is to manage the activities of students aimed at conscious and active perception of social existence.

Management of the educational process consists of the following stages:

1. planning;

2. organization;

3. management (stimulation);

4. control;

5. evaluation and analysis of results.

The stage of planning the teacher's activity ends with the preparation of calendar-thematic or lesson plans. It takes long, serious work to draw up plans, outlines, or outlines. The teacher should study the level of readiness of the students, their educational opportunities, the state of the material base, personal (professional) opportunities, choose the content of the educational material, and come up with the form and method of teaching ladi.

Organization of students' activities consists in setting educational issues before students and creating opportunities for their implementation.

Pupils' activity in the educational process. Learning, as a unique form of activity, has certain structure, development and activity laws. Acquiring knowledge is the process of perceiving existence, learning, practicing, and on the basis of specific experience, behavior and activity skills are strengthened, and existing knowledge is

improved and enriched. An important component of learning is motivation, i.e., the feeling of motivation, the emergence of a need for the organization of an educational action or activity.

The next component of learning is learning actions (operations) that are performed according to the perceived goal. Educational activities are manifested at all stages of the organization of the educational process. Actions can be external (observable) or internal (unobservable). External learning activities include subject activities (writing, drawing, conducting experiments); includes perceptual activities (listening, thinking, observing, feeling) and using speech.

Internal (mnemonic, from the Greek "mnemonicon" - the culture of remembering) actions include remembering material, arranging and organizing it, as well as actions of imagination and thinking (intellectual).

Learning any knowledge requires students to have a culture of perception and to understand the educational material. In the pedagogical process, there is a danger that the students will not understand the meaning of scientific

knowledge sufficiently and will only accept and memorize it as a unit of sounds.

It is appropriate to familiarize students with the conditions for mastering scientific knowledge with a full understanding of its essence, and to explain to them the essence and importance of self-control. In self-control, students should evaluate the effectiveness of the tools of mental work they use, as well as the results of their own work.

Assessment, control and analysis of results are integral parts of educational activities. Self-control, self-evaluation and self-analysis by the student in the educational process is formed on the basis of observing similar teaching actions of the teacher. The formation of these actions helps to attract students to observe the activities of their peers, to organize mutual control, to evaluate and analyze the results of their activities based on established criteria.

The concept of pedagogical processes: Systematic analysis in pedagogical activity as a research object serves to determine the concept, status, compatibility, appropriateness and order of pedagogical processes. Thus, the pedagogical process is manifested in the correspondence

between the realities and the changes expressed in the pedagogical system.

- the quality of mastery, ability and skill;
- indicator of mental development;
- education level.

Pedagogical process defines its single goal, aimed at the development of educational tasks, aimed at the special organization of purposeful cooperation of pedagogues and students. Thus, the pedagogical system realizes the goal directed at the implementation of education and is subordinated to it.

An important integral feature of the pedagogical process is its ability to satisfy social needs, the interest of the society in quality products is ensured only in the integrity of the pedagogical processes. Quality determines the high-level status of the pedagogical system. It promotes the interests of subjects in the system. In this sense, the integrity of the pedagogical process is determined by two aspects.

1. The essence of education expresses its purpose.
2. The unity of three components is provided in the integrity of the organizational relationship.

- the process of assimilation, the structure of the structure, the meaning and material basis of education;

- the process of cooperation between the pedagogue and the student at the personal level;
- the process of mastering the essence of education by students without the participation of a teacher.

Pedagogical process is one of the important and main categories of pedagogical science. The process refers to a specially organized type of activity aimed at solving educational tasks in order to influence the pedagogue and the learner.

Pedagogical process is focused on the fulfillment of society's social order for education. Pedagogical process is a system with a certain structure. Structure refers to the location and interrelationship of components in a system. It will be possible to find a solution to the tasks of increasing the efficiency and quality of the organization by knowing what parts are related to the pedagogical areas. The following are the components of this process:

- purpose and mission;
- essence;

- organization and their management;
- implementation methods;
- results.

It is worth concluding that the structure of the pedagogue's communication with the student, the preparation of lectures and practical exercises, the structure of teaching, the structure of management processes, the structure of pedagogical skills and many other approaches, pedagogical processes make up the structure of the pedagogical system. This need is primarily determined by the fact that education is aimed at improving the quality of goals and tasks. In addition, if the pedagogical structure determines the construction of pedagogical activity, the function of pedagogical activity serves to ensure the organizational implementation of goals.

The concept of pedagogical activity is a type of pedagogical activity aimed at preparing the future generation for life based on the economic, political, moral, spiritual and other goals of society. That is, pedagogical activity means the conscious involvement of citizens in the processes of child education based on socio-historical objective laws.

The purpose of such an intervention is to form the nature of a person, to organize competent labor resources, to educate members of a competitive society. Pedagogical activity has formed the activity of the object of educational processes, accelerates the preparation of the new generation for life, equips it with experience and skills. Including pedagogical theories, scientific knowledge, pedagogical experience and the system of special institutions. Pedagogical activity is based on pedagogical scientific theories in the study of the legality of education, educational impact, requirements imposed on a person. Among these, he equips pedagogues with scientific teachings.

Thus, pedagogical activity is divided into three components:

- Constructive;
- Organizational;
- Communicative.

Constructive component. The teacher devotes most of his time to the construction of the lesson, extracurricular activities, searching for educational materials, and choosing various methodical manuals in order to convey a certain

topic to the students. All these works result in the creation of a specific lecture text. In this sense, the choice of effective learning tools is considered a structural part of constructive activity.

Organizational component. In the structure of pedagogical activity, organizational activity, which forms a constructive whole unit, occupies an important place. Whatever the teacher has planned, he should achieve the implementation of educational processes during the lesson with high organizational skills. Only as a result of this, students will be able to master the relevant knowledge. Organizational components determine three areas: organization of their lecture, organization of behavior and organization of student activities. If the teacher shows his skills only at one stage and cannot organize the rest, the students will not master the subject.

Communicative component. It determines the relationship with teachers, administration, parents, students. It is the relationship of the teacher with the students during the learning process that ensured the success of the constructive and organizational components. There are five types of this direction: it is divided into positive emotional, negative emotional,

active emotional, active-negative emotional and indifferent emotional types. Accordingly, the teacher will be able to directly ensure the effectiveness of educational processes. Otherwise, there will be a nervous atmosphere in the group.

The urgency of researching the integrity of pedagogical processes expresses the general legitimacy of society. This is determined by the increase of integrated, program-targeted approaches to social processes. In addition, the opportunity to study pedagogical processes as a whole on the basis of existing methodological analyzes opens up new opportunities. This process provides an opportunity to distinguish the main components that occur in the system, to see their interrelated laws, to identify the sources of development and to effectively manage the processes.

Pedagogical processes are organized by pedagogues. Pedagogical processes will have their own structure no matter how they are carried out and by whom. These are: Purpose - principle - content - methods - tools - forms.

The dynamics of pedagogical processes is ensured by the connection of three structures.

They are: pedagogical; methodological; psychological.

The stages of the pedagogical process are the consistency of its development:

The first step is preparation: it is planning, diagnostic forecasting, organization of planning processes.

The second stage is the main one: implementation of tasks. Pedagogical connection, organization of feedback, regulation of activity.

The third stage is final: analysis. Its task is to determine the positive and negative sides, identify the shortcomings and achievements, and accept projects to eliminate the shortcomings.

Pedagogical function - expresses the directions of skills and professional knowledge of the pedagogue. In this case, forming the development of students, providing education is the main criterion of pedagogical activity. In this sense, the main function of the teacher is determined by the potential of purposeful management of educational processes.

Pedagogical function, the process of preparation for the teacher's educational activity is organized in the following stages.

Targeting function. The goal shows the result of pedagogical activity. It directs the teacher's general labor movement according to the general goal of the students.

Diagnostic function. Educational management processes depend primarily on the knowledge of students. The goal cannot be achieved without taking into account the student's potential, knowledge, physiological, psychological condition, mental and spiritual education. A teacher needs to know the methods of analyzing the pedagogical situation perfectly.

Prognost function. It requires the teacher to have a number of skills, such as predicting the result of his activity in certain situations and conditions, determining the strategy of his activity, obtaining a pedagogical product, and evaluating its quality.

The design function is to construct a model of the activities to be implemented, and it is focused on the selection of tools and methods for the specific goals of each direction at the stages of achieving the goal, and the implementation of the

appropriate types and forms from the summary of the obtained results.

Planning function. Diagnosis, prognosis and planning form the basis of the plan of educational activities. The structure of the plan indicates the completion of the pedagogical process.

Researchers have not reached a consensus about the complex components of the structure of the pedagogical system. This is due to the fact that the components of the pedagogical system have different bases and are creatively variable. On the other hand, due to its dynamic nature, the pedagogical system can be studied through pedagogical activities and pedagogical processes. To visualize the pedagogical system, four components can be distinguished. They are: pedagogues and students (subject), content and material basis of education (means).

The interrelationship of these components creates pedagogical processes. In other words, the structure provides functional activity for the purpose of harmonious work of pedagogical processes. The function of pedagogical activity fulfills the goals set by the society.

The pedagogical system serves to develop the function of education. In this sense, the educational function expresses the essence of the educational process, and its task is one of the components of education. In this, didactics distinguishes three functions of the educational process: education, development and education.

The function of education consists in the formation of knowledge, skills and abilities of students in the educational process. As a result of education, it is important that their knowledge is full, deep, systematic, understood, solid and practical. Such cases indicate that the educational process is methodically correctly organized.

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