

The role of the teacher in the educational process And its organization

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Abstract:

This article says that in the pedagogical process the process of education occupies an important place. The essence, as well as the place and role of this process, is most easily understood by considering it in the structure of the general process of personality formation. Education becomes effective when the teacher specifically identifies the goal of education to which he strives. The personality of the teacher plays a huge role in the process of education: his pedagogical thinking, character traits, personal qualities, value guidelines. **Key words:** education, process is purposeful, effective, teacher, specifically highlights the goal of education, strives, is achieved, pupil, multifactorial, personality formation, characterized.

INTRODUCTION

In the pedagogical process, the process of education occupies an important place. The essence, as well as the place and role of this process, is most easily understood by considering it in the structure of the general process of personality formation. Education has a number of features.

Firstly, education is a purposeful process. Education becomes effective when the teacher specifically identifies the goal of education that he strives for. The greatest effectiveness is achieved when this goal is known and understandable to the student, and he agrees to accept it.

Secondly, this is a multifactorial process. When implementing it, the teacher must take into account and use a huge number of objective and subjective factors. A person is exposed to many multifactorial influences and accumulates not only positive, but also negative experiences that require adjustment. Multifactoriality explains the effect of ambiguity in parenting outcomes.

Thirdly, the teacher's personality plays a huge role in the educational process: his pedagogical thinking, character traits, personal qualities, and value guidelines.

Fourthly, the educational process is characterized by the remoteness of the results from the moment of direct educational influence. Education does not have an immediate effect. Its results are not as tangible, they do not manifest themselves as clearly as, for example, the results of the learning process.

Fifthly, a feature of the educational process is its continuity. Education carried out during the pedagogical process is a process of systematic interaction between educators and students. One event, no matter how bright it may be, is not capable of greatly influencing the behavior of the person being educated, in particular the student. If the process of education is not regular and occurs from time to time, then the

teacher has to re-consolidate what the student has already mastered and then forgotten. In that part where the formation of personality has a controlled, controlled character, where people are guided by conscious intentions, do not act spontaneously, but according to a pre-planned plan in accordance with the assigned tasks, education is manifested.

MATERIALS AND METHODS

Education is the process of purposeful formation of personality; This is a specially organized, managed and controlled interaction between educators and students, the ultimate goal of which is the formation of a personality that is necessary and useful to society. In textbooks on pedagogy in previous years, a formulation was widespread, according to which the process of education is the organized, purposeful management of the education of schoolchildren in accordance with the goals set by society. We easily discover the vulnerability of this definition by comparing the meanings of the concepts "interaction" and "leadership". The first reflects the most complex relationship between educators and students, assigning an active role to the latter, and the second presents them as a passive object of pedagogical guidance. In the modern understanding, the process of education is precisely the effective interaction between educators and students, aimed at achieving a given goal. It has been established that the correspondence of subjective factors expressing the internal needs of the individual with the objective conditions in which the individual lives and is formed helps to successfully solve the problems of education. The more the influence of organized educational activities and objective conditions coincide in their direction and content, the more successful the formation of personality is. The process of education is a complex process. Complexity in this context means the unity of goals, objectives, content, forms and methods of the educational process, subordinate the idea of the integrity of personality formation. The formation of personal qualities does not occur one by one, but simultaneously, in a complex manner, therefore the pedagogical influence must be complex. This does not exclude the possibility that at some point it is necessary to pay more attention to those qualities that, in terms of their level of development, do not correspond to the development of other qualities. The complex nature of the educational process requires compliance with a number of important pedagogical requirements and careful organization of interaction between teachers and students. The educational process is characterized by significant variability and uncertainty of results. Under the same conditions, the latter can differ significantly. This is due to the actions of the above-mentioned subjective factors: large individual differences between students, their social experience, and attitude to education. The level of professional preparedness of educators, their skill, and ability to manage the process also have a great influence on its progress and results. The education process is two-way. Its flow is unusual in that it goes in two directions: from teacher to student and from student to teacher. Process management is based mainly on feedback, that is, on the information that comes from students. The more it is at the disposal of the teacher, the more appropriate the educational influence. An important aspect of the study of the educational process as a defining component of the pedagogical process is the content of education. The content of education is understood as a system of knowledge, beliefs, skills, qualities and personality traits, stable habits of behavior that students must master in accordance with their goals and objectives. Mental, physical, labor and polytechnic, moral, aesthetic education, merged in a holistic pedagogical process, make it possible to achieve the main goal of education - the formation of a comprehensively and harmoniously developed personality. In recent years, views on the content of the educational process have changed rapidly and radically. There is no unity today: our society, and with it the school, is going through a difficult period of comprehending objective truth. A course has been taken to humanize and democratize the school, which should lead to a new quality of education. The modern ideology of education is based on the following components: - realism of the goals of education. The real goal today is the diversified development of man, based on his abilities and talents. The means to achieve this goal is for a person to master the basic foundations of culture. Hence the central concept of the content of education - the "basic culture" of the individual. This is a culture of life self-determination: economic culture and labor culture; political, democratic and legal; moral and environmental, artistic and physical; culture of family relations; - joint activities of children and adults. The search, together with children, for moral models, the best examples of spiritual culture, culture of activity, the development on this basis of one's own values, norms and laws of life constitute the content of the teacher's work, ensuring the student's active personal position in the educational process; - self-determination.

RESEARCH AND DISCUSSIONS

Developmental education involves the formation of a holistic personality - a person with strong convictions, democratic views and a position in life. The most important element of the content of education is the culture of a person's life self-determination. Life self-determination is a broader concept than just professional and even civil. The culture of life self-determination characterizes a person as the subject of his own life and his own happiness. It is in the harmony of a person with himself that civil, professional and moral self-determination should occur; - personal orientation of education. The center of all educational work of the school should not be programs, not events, not forms and methods, but the child himself, the teenager, the young man - the highest goal, the meaning of our pedagogical care. It is necessary to develop their individual inclinations and interests, the uniqueness of their characters, and their sense of self-worth. The movement from the immediate interests of students to the development of high spiritual needs should become the rule of education; - voluntariness. Without the pupils' own goodwill, the essential ideas of education cannot be embodied: neither the idea of development, nor the idea of cooperation. The educational process, if it is organized as forced, leads to the degradation of morality of both the child and the teacher. Children cannot be forced to "educate." The free will of the student is manifested if educators rely on interest, romance, a sense of duty, and the desire for initiative and creativity. - collectivist orientation. In the content of educational work, it is necessary to overcome the attitude towards the collective as a purely disciplinary means, capable only of suppressing the individual, and not of elevating his spiritual and moral powers. Consequently, the school's commitment to life is the key to updating the content and methods of education, opening the way from leveling the personality to its diversified development; from learning dogmas to understanding and transforming the world; from authoritarianism and alienation to humanity and cooperation. How should education be practically organized within the framework of the pedagogical process to implement these ideas? Today it is not enough to inform the student: a person must receive mental, moral, aesthetic, etc. education. He inevitably has practical questions - what is this for, what does it give? Perhaps it is this practical side that should come out of the forefront and become a powerful incentive to develop a positive attitude towards the education process. Here, a special role in the educational process is assigned to the teacher, his ability to organize his interaction with the students. The nature of this interaction is determined by the quality of the teacher's implementation of relatively independent externally manifested organizational activities. Organizational activity, being attributed to an individual, is nothing more than a system of interrelated actions (technologies) aimed at uniting groups of people to achieve a common goal. Organizational activity occupies a special place in the structure of the teacher's holistic activity. Educational work, noted A.S. Makarenko, there is, first of all, the work of an organizer. Thanks to the organizational activities of the teacher, students are involved in various types of activities. The content of a teacher's activity at the stage of implementation of the pedagogical process can be represented by an interconnected system of such pedagogical actions as setting goals for students and explaining the tasks of the activity; creating conditions for the acceptance of activity tasks by the team and individual students; application of selected methods, means and techniques for implementing the pedagogical process; ensuring interaction between subjects of the pedagogical process and creating conditions for its effective implementation; using the necessary techniques to stimulate student activity; establishing feedback and timely adjustment of the progress of the pedagogical process. In management theory, organizational activity in its narrow sense is usually considered the final, final link in a broad system of people management. In its expanded form, its structure reflects the sequence of relatively independent stages and their relationships: mastering the task, establishing the relationship between the organizers and the organized to the conditions of the task; selection of junior organizers, familiarization of those being organized with the task, making a collective decision; determination of material resources, temporal and spatial conditions, planning based on optimal data; distribution of responsibilities, determination of the form of organization, instruction; internal coordination and communication, work with junior organizers, ensuring external relations; accounting, control, analysis of the effectiveness of the progress of the task; identification of strike areas, regrouping of forces, assets and replanning; work to complete the task, delivery of work and materials, reporting; final analysis of task performance and assessment of individual and collective performance. This structure of organizational activity equally applies to the organizational activity of the teacher. The specificity of the teacher's organizational activity is manifested, first of all, in its goals. It does not have a specific objective result, which it does not have a specific objective result that could be perceived with the help of the senses, since it is aimed at ensuring the effectiveness of other types of activities (educational, labor, scientific). The content, forms and

methods of the teacher's organizational activities are always subordinated to one or another type of children's activity. L. I. Umansky noted in this regard that the final goal of organizational activity is set, as a rule, not by the organizer himself, but by another person or group of people. The peculiar detachment of the teacher's organizational activities from the results of children's activities, however, reveals its effectiveness in quantitative and qualitative indicators of productive and unproductive activities. At the same time, its effectiveness can be judged by such criteria as the level of development of the team, the training and education of students, the nature of the existing relationships, and the cohesion of a group of schoolchildren. However, the main product of organizational activity is always psychological in nature. The activity of a teacher-organizer, like any other, is built on the basis of processing incoming information. The most important for organizational activities is psychological information about the properties and states of the team and its individual members. Hence, organizational activity represents various methods, means and techniques of psychological and pedagogical influence and interaction. The general functions of organizational activity are specifically manifested in the activities of the teacher. The first place among them is occupied by the function of group integration, the formation of interpersonal internal unity. The result of this function is established relationships, relationships and coordinated actions within the group, i.e. internal communications. The second function is external communication, aimed at establishing connections and coordinating actions between microgroups (horizontal communication) and higher-level organizations (vertical communication). The third and fourth functions stem from an understanding of the very essence of organizational activity and are associated with training and education, understood in the broadest sense of these phenomena.

CONCLUSION

In the activities of a teacher, these four functions manifest themselves in unity and interdependence, appearing in different combinations with the predominance of one or the other. Placing the foundations of social education in the spotlight focuses on the implementation of the most important functions of society - preparing students for inclusion in public life, for normal functioning in society. Social education at school is carried out in the process of interaction of many "chains": society - collective - individual, manifested in various spheres of activity and activity. Preservation of value traditions at school activity. Preserving value-based traditions at school ensures the creation of an atmosphere of cooperation, responsibility, and a feeling of being involved in the team and common success. The main feature of effective pedagogical interaction is the interrelation of all components of the school, all its states, during which the following occurs: firstly, the transfer of positive experience to the older generation; secondly, the formation of the ability to use this capital. Consequently, the interaction of teachers and students in the pedagogical process should be aimed at personal development, social and professional development, harmonization of children's relationships with the surrounding society, nature, and themselves. To do this, it is necessary, when organizing educational relations, to use the potential of basic and additional educational programs and to include students in a variety of activities that correspond to their age-specific individual characteristics, aimed at developing in children citizenship and patriotism, respect for human rights and freedoms, experience of interaction with peers and adults in accordance with generally accepted moral standards, familiarization with the system of cultural values, readiness for an informed choice of profession, ecological culture, which presupposes a value-based attitude towards nature, people, one's own health, an aesthetic attitude towards the surrounding world, the need for self-expression in creative activity, organizational culture, an active life position.

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