

PROFESSIONAL ACTIVITIES OF A MATHEMATICS TEACHER

Senior teacher

Kokand State Pedagogical Institute. A.A.Ergashev

Listen Po'latova Zarifaxon Xayotxon qizi

Annotation

Methodical training of mathematics teacher in pedagogical university is a part of his/her professional preparation for future professional activity. Therefore, this article consistently analyzes such concepts as "professional activity", "professional education" of a mathematics teacher and their connections with the concept of methodological training of a mathematics teacher in pedagogical university.

Keywords. Pedagogical activity, modernization, innovation, methodological training, pedagogical communication, intellectual and cognitive activity, predict, plan, model, experiment, transform, rethink, evaluate, modernize.

Professional training of the future teacher of mathematics is currently carried out mainly through the isolated study of the courses of practical training on solving mathematical problems and methods of teaching mathematics. Practical training on solving mathematical problems in pedagogical universities is introduced in order to strengthen the professional orientation of curricula. Hence its necessary comprehensive connection with the course of methodology of teaching mathematics.

Thus, in the course of the conducted research analysis the contradiction between the social order of society, formulated in the requirements of the concept of modernization of education, the need to improve the level of professional training of teachers in pedagogical university, the results of pedagogical research of innovative processes in education and the limitations of the really existing system of methodological training of future teacher of mathematics in pedagogical university traditional approaches to teaching is determined.

The purpose of the article is that in it the problem of methodical training of the future teacher of mathematics in pedagogical university is solved for the first time on the basis of combination of innovative approaches to teaching - integrative, activity, differentiated and technological.

Profession (Latin *professio* - officially specified occupation, from *profiteor* - I declare my business) - a type of labor activity of a person who possesses a complex of special theoretical knowledge and practical skills, which are acquired as a result of purposeful training and work experience. The meaning of pedagogical The essence and structure of pedagogical activity, as well as its related productivity is one of the most urgent problems of pedagogical science and practice. The general scientific method for solving theoretical and practical problems of pedagogical activity is the system approach (P.K.Anokhin, M.A.Danilov, F.F.Korolev, V.M.Malinin, etc.); in pedagogy there are different variants of applying the general theory of systems to the analysis of pedagogical activity. Pedagogical activity as a complex dynamic system has its specific structure, which includes numerous elements.

This article reviews and analyzes the content of the concepts of "professional pedagogical activity" (PA), "structure of pedagogical activity" and related concepts of "pedagogical abilities", "pedagogical professionalism", "professional competence", "pedagogical creativity",

"pedagogical culture" as they are the basis for building professional (methodological) teacher training in modern conditions.

The analysis of various approaches to the content of the concept of "professional pedagogical activity" shows that this concept is integrative, containing various components of activity in various combinations. According to E.I. Rogov, it is quite difficult to draw a real, rigid line between professional and non-professional activity. Possessing a complex internal structure, profession includes a lot of heterogeneous subject-tools. - informational, including the collection and selection of information, its systematization, structuring, generalization, etc. (A.I. Shcherbakov, E.I. Lyashchenko, V.M. Monakhov, etc.);

- organizational, including the main directions of organization of pedagogical activity, the implementation of which determines its effectiveness; the system of skills of the teacher to organize his activity, as well as the activity of students (G.E. Alimukhambetova, N.V. Kuzmina, A.I. Shcherbakov, V.A. Slastenin, E.I. Lyashchenko, V.I. Ginetsinsky (insentive component), V.M. Monakhov (managerial), etc.);

- constructive, which includes the peculiarities of the teacher's construction of his/her own activity and students' activity, taking into account the goals of the program.
own activity and activity of students taking into account the goals of education and upbringing (lesson, occupation, class, etc.).

The constructive one, which includes peculiarities of the teacher's construction of his own activity and students' activity taking into account the goals of teaching and education (lesson, lesson, cycle of lessons) (N.V. Kuzmina, A.I. Shcherbakov,

V.A. Slastenin, E.I. Lyashchenko, G.V. Khoreva (components - pedagogical task - pedagogical goal in the given conditions "student - teaching material - teacher"), V.I. Ginetsinsky (presentational component), etc.);

- communicative, involving the organization and effective manifestation of communication and interaction between objects and subjects in the course of pedagogical activity aimed at achieving didactic (educational and educational) goals (N.V. Kuzmina, A.I. Shcherbakov, V.A. Slastenin, E.I. Lyashchenko, G.V. Khoreva, V.M. Monakhov, etc.);

Innovative components of professional activity can be conditionally divided into two groups: components of activity formulated in a generalized way and specific components of activity.

1) Components formulated in generalized form:

- - managerial, which includes the skills to organize management, motivate, goal-setting, forecasting, organizing the activity of learners, controlling it, correcting and monitoring the results (V.A. Slastenin, G.V. Khoreva, V.I. Ginetsinsky, V.M. Monakhov, etc.);

- - innovative, reflecting the teacher's creative potential, going beyond the limits of normative activity; including the ability to

- The innovative, reflecting the teacher's creative potential, going beyond the normative activity; including the skills of collecting information, analyzing pedagogical experience, goal-setting, forecasting, planning, modeling, experimenting, transforming, rethinking, evaluating, modernizing, processing the results, implementing (V.M. Monakhov, V.V. Serikov, etc.).

- 2) Specific management and innovation components:

- - designing, assuming setting specific goals and tasks before the students, as a result of which it is possible to achieve certain results of learning, development and education (N.V. Kuzmina,

- V.A. Slastenin, V.M. Monakhov, etc.);

- research, including the ability to find a problem related to students' learning activity, its

actualization; to formulate goals, objectives, subject, object, hypothesis, master and plan methods of pedagogical research, conduct observation and experiment, process the results, formulate conclusions (A.I.Shcherbakov, V.M.Monakhov, etc.);

- intellectual, including the skills of systematization, generalization,
- analysis, synthesis, classification, abstraction, comparison, comprehension,
- generalizing, analyzing, synthesizing, classifying, abstracting, comparing, comprehending, identifying the common, singular, goal setting, reflection (V.M.Monakhov, M.M.Potashnik, V.V.Serikov, etc.);
- diagnostic, including the ability to carry out diagnostic procedures of knowledge and skills assimilation, development and education of students in educational activity, to process the results (V.A. Slastenin, V.M. Monakhov, E.N. Perevoshchikova, etc.);
- corrective, connected with comparison and correction of the results of students' activity (V.A.Slastenin, V.M.Monakhov, V.I.Ginetsinsky, E.N.Perevoshchikova, G.V.Horeva, etc.);
- predictive, including intuitive anticipation of the final result of learning (V.A.Slastenin, V.M.Monakhov, etc.);
- creative, including the skills of imagination, schematization, typification, anticipation, reconstruction, modernization of information (V.M. Monakhov et al.);
- axiological, including the skills of reflecting the history of national school education, orientation to national values, etc. (V.M. Monakhov, T.S. Polyakova, Y.A. Drobyshev, etc.);
- reflexive, including the ability of a teacher to analyze his/her own actions and states (A.I.Shcherbakov, E.I.Lyashchenko, A.K.Markova, V.M.Monakhov, G.V.Khoreva, etc.).

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