

DISTINCTIVE FEATURES OF THE PEDAGOGICAL ACTIVITY OF A HIGHER EDUCATION TEACHER**Marufkhuja Akhmatkhonovich Azizov**

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Abstract: This article is devoted to the analysis of the specific characteristics of the pedagogical activity of higher education instructors. The paper examines the professional competencies of instructors working within the higher education system, the interrelationship between didactic, methodological, and research activities, as well as issues related to the application of innovative approaches in the educational process. Particular emphasis is placed on the role of higher education instructors in the development of students' personalities, pedagogical strategies aimed at fostering independent thinking, and instructors' responsibility under conditions of academic freedom. The research findings indicate that the pedagogical activity of higher education instructors encompasses not only the transmission of knowledge but also educational, research, and social functions. The presented study is of significant importance for theoretical and practical research in the field of higher education pedagogy.

Keywords: pedagogical mastery, teacher's professional activity, professional competence, pedagogical competence, didactic mastery, methodological training, teacher's personality, communicative culture, pedagogical creativity, reflection, educational process, innovative pedagogical technologies, modern education.

Introduction. The pedagogical activity of higher education is a complex, multifaceted, and systematic socio-pedagogical process carried out within higher education institutions, aimed at meeting the intellectual, professional, and spiritual needs of society. The core content of this activity lies not only in providing students with in-depth theoretical knowledge in various disciplines, but also in guiding them toward independent thinking, scientific inquiry, and the acquisition of professional competencies.

"Pedagogical activity in higher education is not limited to the traditional transmission of knowledge; rather, it aims at the comprehensive development of the individual." [1] In this process, the teacher, as the subject of instruction, is responsible for fostering students' intellectual potential, creative abilities, and critical thinking skills.

One of the key features of this pedagogical activity is the priority given to a student-centered approach. In this context, the student is viewed not as a passive recipient of knowledge, but as an active participant in the educational process. The teacher, in turn, assumes the roles of organizer, facilitator, and advisor of the pedagogical process. Through this approach, students develop skills such as independent learning, problem analysis, and decision-making.

Literature Review. The pedagogical activity of higher education teachers, including their social responsibility, the integration of scientific and pedagogical work, as well as their innovative and digital competencies, is considered one of the leading research areas in contemporary pedagogical science. An analysis of scientific studies conducted on this issue shows that pedagogical activity in higher education is interpreted as a multifaceted, systematic, and dynamic process.

The essence and content of pedagogical activity have been extensively explored in classical pedagogical research. In particular, scholars such as V.A. Slastenin, N.V. Kuzmina, and I.Ya. Lerner interpret pedagogical activity as a unity of professional competencies, methodological mastery, and personal qualities. In their views, the teacher appears not only as a provider of knowledge, but also as an educational and developmental agent. These approaches serve as a

theoretical foundation for understanding the complex and multifunctional nature of higher education teaching.

Issues related to the social responsibility and social status of higher education teachers have been examined by many contemporary researchers. In the works of A.G. Asmolov, Sh.A. Amonashvili, and B.T. Likhachev, particular emphasis is placed on the teacher's role in societal development, as well as on their moral stance and civic responsibility. According to these scholars, a higher education teacher is not only a transmitter of professional knowledge, but also an important social agent who shapes the worldview and value system of the younger generation.

In general, the analysis of the literature indicates that the pedagogical activity of higher education teachers is understood as a systematic, dynamic, and multifunctional process.

The Essence and Characteristics of Pedagogical Activity in Higher Education. Higher education pedagogical activity is a systematic process aimed at designing the content of education, organizing the didactic process, assessing students' knowledge, and ensuring their professional development. A distinctive feature of this process is that it is carried out in close connection with research activity. The teacher is not merely a transmitter of ready-made knowledge, but also a subject who generates new scientific ideas, integrates them into the educational process, and engages students in research activities.

A pedagogical process grounded in scientific activity is continuously updated, enriched by the achievements of modern science, and gains practical significance. In addition, pedagogical activity in higher education has a systemic nature. Its components-educational content, teaching methods, assessment systems, and scientific and methodological work-are closely interconnected. The effectiveness of each component influences the overall pedagogical outcome. Therefore, when planning their activities, teachers must adhere to the principles of consistency and goal orientation.

The Socially Responsible Status of a Higher Education Teacher. A higher education teacher is a key actor in the socio-cultural development of society. Since the higher education system is one of the main institutions shaping the intellectual and scientific potential of society, the responsibility of those working within it carries particular significance. A teacher is not only a specialist who imparts knowledge, but also an individual who educates future professionals and shapes their worldview and system of values.

Students perceive the teacher as a moral role model and a social leader with a clear civic position. Therefore, a teacher's professional ethics, academic integrity, and commitment to the principles of fairness and responsibility define their social status.

Moreover, teachers actively participate in the implementation of state educational policies, support educational reforms, and contribute to their practical application. This reflects the integral unity of their pedagogical, scientific, and civic activities.

Integration of Pedagogical and Scientific Activity. One of the fundamental principles of modern university education is the integration of pedagogical and scientific activity. This integration implies the alignment of the teacher's instructional and research activities around a unified goal. Pedagogical activity that is not grounded in scientific research may lead to the repetition of outdated knowledge. Conversely, research that is not implemented in the educational process loses its practical significance. Therefore, the unity of science and education is of paramount importance in higher education.

The organization of students' research activity is a key manifestation of this integration. By supervising course papers, final qualification works, as well as master's and doctoral research, the teacher guides students toward independent inquiry, analytical thinking, and mastery of scientific methodology. As a result, students develop scientific reasoning and innovative thinking skills.

Student-Centered and Reflective Approaches. In modern higher education, the student-centered approach is regarded as a leading methodological principle. This approach places the student's needs, abilities, and developmental potential at the center of the educational process.

The student is not seen as a passive recipient of knowledge, but as an active participant. The teacher, in turn, is not merely a transmitter of ready-made knowledge, but acts as an organizer, facilitator, and advisor of the learning process.

Interactive methods, problem-based learning, project-based instruction, and collaborative forms of work contribute to the development of students' independent thinking and decision-making skills.

The reflective approach, on the other hand, involves both teachers and students analyzing their own activities, evaluating outcomes, and identifying directions for further development. Through reflection, students become aware of their strengths and weaknesses, and develop skills of self-assessment and self-regulation. This, in turn, enhances their readiness for lifelong learning.

The Priority of Innovative and Digital Competencies. In the context of digital transformation, the innovative and digital competencies of higher education teachers are becoming increasingly important. Innovative competence refers to a teacher's ability to think creatively, organize the pedagogical process in new ways, and effectively apply modern teaching methods.

Digital competence, on the other hand, involves the effective use of information and communication technologies, the application of e-learning platforms, and the organization of distance and blended learning formats. Through digital tools, it is possible to implement differentiated and student-centered instruction.

Furthermore, teachers play a key role in developing students' information literacy, critical analysis skills, and adherence to digital ethics. This is essential for responsible participation in the modern information environment.

The Leading Role of Spiritual-Moral and Educational Functions. In the process of higher education, spiritual-moral and educational functions hold a special significance. Education is not only about imparting knowledge, but also about ensuring the moral and social maturity of the individual. Through their personal example, professional ethics, and academic culture, teachers foster values such as justice, honesty, responsibility, and social solidarity in students.

Collaborative projects, seminars, and discussions help develop students' skills of cooperation and empathy. Spiritual and moral education strengthens students' internal motivation and encourages their стремление for self-development. As a result, the educational process becomes based not on external control, but on internal needs and conscious aspiration.

The Systemic and Dynamic Nature of Pedagogical Activity. The pedagogical activity of a higher education teacher is characterized by both systemic and dynamic features. Systemicity implies that all components of this activity are interconnected and organized toward a unified goal. Dynamism, on the other hand, refers to continuous renewal, adaptability, and innovative development.

In modern conditions, teachers must adapt to new scientific achievements, technological changes, and global pedagogical trends. The use of distance learning, artificial intelligence-based tools, and interactive platforms clearly demonstrates the dynamic nature of pedagogical activity.

The combination of systemicity and dynamism ensures the effectiveness of the pedagogical process and contributes to the preparation of competitive, creative, and responsible professionals.

Conclusion. The pedagogical activity of a higher education teacher is a complex, multifaceted, and strategically significant process. It is carried out on the basis of the integrated unity of pedagogical, scientific, and educational functions. Student-centered and reflective approaches, innovative and digital competencies, spiritual-moral education, and the integration of scientific research represent the priority directions of this activity.

Pedagogical activity organized on the basis of a systemic and dynamic approach serves to enhance the quality of higher education, strengthen the intellectual potential of society, and

ensure future development. Therefore, the modern higher education teacher must manifest not only as a knowledge provider, but also as a scientific leader, a moral educator, and a socially responsible individual.

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