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PEDAGOGICAL ACTIVITY IN THE ECONOMIC TRAINING IN HIGHER EDUCATION

Abstract: This article deals with the study of the structure of professional pedagogical activity of a teacher in economic training in higher education. It also considers the requirements for the content, organization and methodology of the process of teaching students in economic disciplines.

Key words: pedagogy; Economics; training methods; principles; pedagogical activity.

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Introduction

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The duty of a teacher of any discipline is to teach students to think actively, to form their ability to find knowledge themselves. Knowledge is only strong when it is "acquired" by the effort of one's thought, and not just by memory. This is the specificity of the cognitive process. It is experimentally established that under equal conditions, only 10% of what a person hears, up to 50% of what he sees, and 90% of what he does are imprinted in the memory of a person. It follows that the most effective form of learning is the form that is based on the active inclusion of the student in the action associated with the independent search for knowledge. An actual problem currently in the education system is the study of the structure of professional pedagogical activity of a teacher in higher education. This pedagogical activity is a model for preparing undergraduates and young teachers for scientific and pedagogical activities at high levels of professionalism. This, in turn, is a condition for the effective formation of the student as a future specialist.

The problems of social development, the growth of information, and the increasing demands of the student audience-all this obliges the most experienced teachers to systematically improve their teaching skills. With all the freedom of creativity, the teacher must adhere to the most important requirements of the methodology, highlighted as the principles of training. The principles define the requirements for the content, organization, and methodology of the learning process. The system of principles is as follows:

- scientific principle of teaching - a scientific presentation of the material, given recent achievements, a reasoned refusal from outdated economic concepts and beliefs;

- the principle of practical orientation of the learning process involves the characteristics of the development of the respective field of knowledge in modern conditions, the use of practical developments in the field of training course psychological preparation for future practical work;

- the principle of systematic and consistent presentation of the material;

- the principle of accessibility of training in depth, volume and visibility, taking into account the economic literacy of students;

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- the principle of visibility;
- the principle of collectivism and individual approach to training, taking into account the individual characteristics of students. Also, the main component of pedagogical activity in training is the teacher's personality. The teacher must be a professional. In other words, they must have a deep knowledge of the discipline that they teach, know the methodology of teaching this discipline, and apply their knowledge in such areas as psychology, pedagogy, sociology, and human physiology. The teacher must constantly improve the oratorical technique, that is, have the power of sound, timbre, diction, pace of speech, and work on diction. In addition, the teacher must be able to make a self-presentation. Also, the teacher must comply with certain requirements for a modern lecture. Taking these requirements into account, each lecture at the University:

- it should have a clear structure and logic of disclosure of consistently presented questions (conceptual line of the lecture);

- solid theoretical and methodological core, an important problem;

- complete coverage of a specific topic (problem), close connection with the previous material;

- be evidence-based and reasoned, contain a sufficient number of bright and convincing examples, facts, justifications, have a clear connection with the practice;

- problematic, disclose contradictions and indicate ways to solve them, put questions for students and students to think about;

- have the power of logical reasoning and arouse the necessary interest in learning among students, give direction for independent work;

- be at the current level of development of science and technology, contain a forecast of their development in the coming years;

- reflect the methodological processing of the material (highlighting the main ideas and positions, emphasizing conclusions, repeating them in different formulations);

- be visual, combined with the demonstration of audiovisual materials, layouts, models and samples, if possible;

- set out in clear and concise language and explain all newly introduced terms and concepts;

- be accessible to this audience. The implementation of these requirements ensures a high scientific and methodological level of the teacher's lectures and practical sessions with students. In addition to meeting the above requirements, the discipline teacher must constantly monitor the variety of types of practical classes and lectures.

At the present stage of development of didactics, there are such approaches to determining the types of lectures. In educational institutions, the most common

are introductory, thematic, overview and final lectures. Nowadays, when distance education is often practiced, teachers use disk replication to distribute information necessary for students, or even create scientific Internet portals. If we consider an innovative approach to the educational process, the most common types of non-traditional lectures are considered as problematic, motivational, preparatory, integrating, constituent, lecture-provocation, lecture-together, lecture-visualization, lecture-press conference or binary lecture, lecture-information, lecture-memory, lecture-display, lecture-reportage, lecture-instruction, lecture with the use of didactic methods (brain attack method, case method, discussion method, development intelligence maps, etc..

The teacher must also know the methodology for preparing and conducting the lecture. If the lecture is conducted methodically correctly, it will arouse interest not only in a particular topic of the subject, but also in the learning process itself, which is an important incentive to self-education and creative self-development of students. The teacher of the discipline must have the following professionally important qualities:

- focus on teaching at the University (the main motives and goals of choosing a teaching profession: the desire to work with students, teach and educate them, interest in the subject) mental stability; flexibility, mobility (the ability to quickly respond and "switch")

- character traits: activity, determination, will, perseverance, determination, courage; self-control and endurance, social normativity (compliance of moral attitudes with generally accepted norms of behavior and relationships with other people),

- ability to self-evaluate correctly;

- moral qualities: sense of duty, honesty, decency, patriotism, accuracy, ability to work in a team; sense of humor and curiosity,

- social qualities: sociability, tact, tolerance;

- ability to prevent (preventive measures to solve hidden conflict) and conflict situations; communication skills, etc. the Effectiveness of the discipline teacher is determined by the following criteria:

- high level of psychological-pedagogical and profile training;

- literacy and awareness of relevant issues;

- modeling of pedagogical situations and the ability to creatively organize the educational process in an educational institution;

- predicting the consequences of certain events, incidents, and situations in General;

- number of students who can be trained;

- the number of students who are positive and interested in studying the discipline. The prospects for further development of the study of pedagogical activity of the teacher in training should be:

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The leading aspect of the teacher's pedagogical activity in the training of any educational institution should be the introduction of innovative didactic technologies at lectures, seminars and practical classes and during the preparation of students for practice;

Prospects for further development of lecture sessions should consist in providing the teacher with a rational ratio of traditional and non-traditional types of lectures and the development of subject-subject object interactions between the teacher and the student;

The teacher should ensure the development of professional competencies of future specialists at the seminar-practical classes due to the wide use of various modern pedagogical technologies, which are constantly supplemented by new author's discoveries and findings of teachers;

Combine individual and group work with students, creating conditions for their creative development;

The use of modern teaching technologies in the process of preparing students for practical training should contribute to the formation of personally significant skills and abilities of the main components of teaching activities, education of the need to systematically improve themselves, which are invariable for many areas of future professional practice.

Therefore, in the conditions of modern higher educational institutions, the teacher of disciplines is responsible for the implementation of the set pedagogical tasks and is fully responsible for the decisions made.

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