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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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INTERACTION BETWEEN TEACHER AND STUDENTS IN THE PROCESS OF MASTERING UNIVERSITY SUBJECTS

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Abstract: This article analyzes the structure of the professional activity of a teacher providing economic education in higher education institutions. It also explores the criteria that determine the content, structure, and methodology of teaching economic disciplines to students.

Key words: education; finance; teaching approaches; foundations; pedagogical process.

Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida iqtisodiy ta'lim beradigan o'qituvchining kasbiy faoliyati tuzilishi tahlil qilingan. Shuningdek, talabalarga iqtisodiy fanlarni o'qitishning mazmuni, tuzilishi va uslubiyatini belgilab beruvchi mezonlar o'rganilgan.

Kalit so'zlar: ta'lim; moliya; o'qitish yondashuvlari; asoslar; pedagogik jarayon.

Аннотация: В данной статье анализируется структура профессиональной деятельности преподавателя, обеспечивающего экономическое образование в высших учебных заведениях. Также исследуются критерии, определяющие содержание, структуру и методику преподавания экономических дисциплин студентам.

Ключевые слова: образование; финансы; подходы к обучению; основы; педагогический процесс.

INTRODUCTION

The primary task of a teacher, regardless of the subject, is to inspire students to think actively and to teach them how to acquire knowledge independently. True knowledge takes firm root in the mind not through mechanical memorization but through one's own intellectual efforts. This constitutes the essence of the cognitive process. Research has shown that, under equal circumstances, a person remembers only 10% of what they hear, up to 50% of what they see, but as much as 90% of what they do themselves. Therefore, the most effective teaching method is one that encourages students to actively search for knowledge through independent activity. In the modern educational space, investigating the structure of a teacher's professional pedagogical activity in higher education remains a relevant issue. This pedagogical model aims to prepare master's students and novice teachers for successful research and teaching careers, which require a high level of professionalism. Such an approach serves as a key factor in a student's development as a qualified specialist. Modern challenges of social development, the rapid growth of information flows, and increasing demands from students compel even experienced teachers to continuously improve their pedagogical skills. Although teachers are granted significant creative freedom, they are obliged to be guided by key methodological provisions presented in the form of teaching principles. These principles establish standards for the content, structure, and approaches to learning.

The system of principles–Scientific Rigor: Teaching must be based on modern scientific data and include the justified exclusion of outdated economic theories and approaches.

Practical Orientation: Learning involves studying current trends in the discipline, integrating practical achievements into the educational process, and psychologically preparing students for their future professional activities.

Systematicity and Consistency: The use of an ordered and logical approach to presenting information.

Accessibility: Teaching must be adapted to different levels of understanding, volumes of information, and clarity, taking into account students' levels of financial literacy.

Visual Clarity: The use of visual aids to enhance comprehension.

Individualization: The combination of collective forms of learning with an individual approach that considers the unique characteristics of each student.

LITERATURE REVIEW

Pedagogical activity is inconceivable without the significant contribution of the teacher's personality. An effective educator is, above all, a professional with deep knowledge of their discipline and the ability to teach it competently. Furthermore, they must apply knowledge from psychology, pedagogy, sociology, and human physiology to create favorable conditions for student learning. A teacher must continuously develop their oratorical skills, including voice strength, tone, clarity of pronunciation, speech rate, and articulation. It is equally important to be able to effectively present oneself as a specialist.

In accordance with modern standards,

- every university lecture should possess clarity and logic, expressed through a clear structure and a logical sequence of presentation that ensures concepts are revealed step by step;
- a solid theoretical and methodological foundation addressing a key problem;
- completeness, which implies comprehensive coverage of the selected issue and its seamless connection with previously presented material;
- evidence-based reasoning, where assertions are supported by proof, arguments, convincing examples, facts, and justifications demonstrating practical relevance;
- a problem-solving focus that identifies and analyzes existing problems, highlights contradictions, proposes solutions, and stimulates the intellectual activity of listeners;
- cognitive stimulation aimed at encouraging logical thinking and awakening a desire for knowledge, thereby guiding students toward independent research;
- scientific relevance that aligns lecture content with current scientific and technological achievements, including the forecasting of future development trends;
- synthesis, reflected in the ability to structure information by highlighting key ideas and theses, emphasizing conclusions, and paraphrasing for improved comprehension;
- visual support, whereby information is presented visually and, where possible, supplemented by audiovisual materials, diagrams, models, and samples;
- clarity of language, ensured through the use of clear and accessible expressions with definitions provided for all introduced terms and concepts;
- and audience appropriateness, meaning accessibility and relevance to the perception level of the specific audience ^[1].

The application of these requirements enhances the scientific and methodological value of both lectures and practical sessions.

RESEARCH METHODOLOGY

A teacher must not only fulfill the listed conditions but also regularly monitor the diversity of instructional formats used in practical classes and lectures. Modern didactics offers various classifications of lectures, the most common of which include introductory, thematic, review, and concluding lectures. In the era of distance learning, educators employ diverse methods to deliver educational content, including the distribution of digital media and the development of specialized internet platforms ^[6].

Within the framework of innovative learning, widely used non-standard lecture formats include problem-based, motivational, preparatory, integrative, and foundational lectures, as well as provocation lectures, "lecture-for-two," visualization lectures, and press-conference (binary) lectures. In addition, informational, reminiscence, demonstration, reportage, and briefing lectures are actively applied. Integrated didactic methods are also extensively used in the educational process, including brainstorming, the case method, discussion-based approaches, and the creation of mind maps.



ANALYSIS AND RESULTS

Effective teaching requires mastery of lecture methodology. A methodologically well-structured lecture not only reveals a specific topic but also stimulates interest in the educational process itself, serving as a strong impetus for independent learning and creative development.

Key professional qualities essential for successful teaching include professional motivation, which is expressed in a strong desire to work in higher education, interact with students, transfer knowledge, and contribute to personality development; psychological resilience, defined as the ability to adapt quickly and respond effectively to changing conditions; character traits such as energy, goal orientation, strong will, persistence, decisiveness, self-control, and adherence to ethical standards; self-reflection, which involves the capacity to adequately evaluate one's own abilities and professional performance; positive personal attributes, including responsibility, sincerity, conscientiousness, attentiveness to detail, cooperativeness, a sense of humor, and a continuous thirst for knowledge; interpersonal skills manifested through tactfulness, tolerance, and high standards for both oneself and students; and conflict management skills, which enable the prevention and effective resolution of conflicts.

The effectiveness of a teacher's professional activity is assessed based on competence in psychology, pedagogy, and specialized subject training, language proficiency and in-depth subject-matter expertise, creativity in organizing educational and upbringing processes, predictive abilities concerning various educational situations and circumstances, as well as the number of students demonstrating successful academic performance and a sustained interest in the subject being taught ^[4].

CONCLUSION

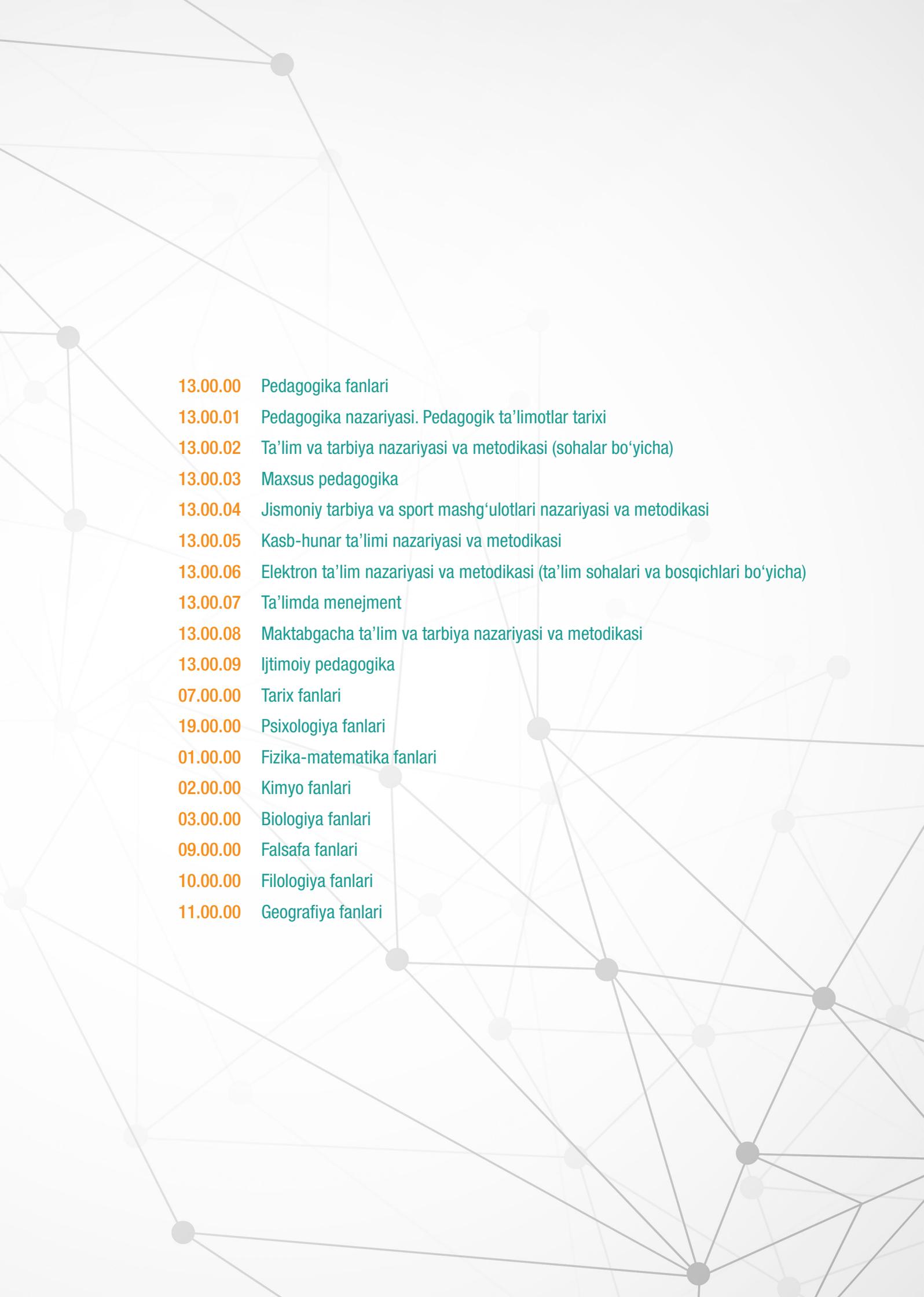
Future research in the field of pedagogical activity should focus on the following areas:

- innovative technologies, including the implementation of the latest didactic technologies in lectures, seminars, and practical components;
- methodological synergy through optimizing the combination of traditional and innovative methods, with an emphasis on teacher–student interaction as a subject-to-subject relationship ^[5];
- skill formation by applying advanced technologies in seminars to develop professional skills through a balanced integration of individual and group work;
- and practical readiness by introducing innovative methods that enable students to acquire personally significant skills essential for their future professional activities and continuous self-improvement.

In the modern university environment, the teacher bears full responsibility for every methodological decision made in the pursuit of pedagogical goals.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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