



## CHARACTERISTICS OF THE COMPLEXITY OF PEDAGOGICAL ACTIVITY

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<b>Received:</b> September 28 <sup>th</sup> 2021 <b>Accepted:</b> October 30 <sup>th</sup> 2021 <b>Published:</b> November 30 <sup>th</sup> 2021	This article discusses the features of the complexity of pedagogical activity, the peculiarities of the educational process. The author analyzes various aspects of pedagogical activity.
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Pedagogical activity is a very complex process. This process involves many aspects such as creativity, professional training, innovative approach, education.

The object of pedagogical activity is an individual (child, adolescent, young man), a group, a collective - is active. He himself seeks to interact with the subject, shows his creativity, responds to the assessment of the results of activity and is capable of self-development.

The object of pedagogical activity is plastic, that is, it lends itself to the influence of the subject, it is educated. He is constantly evolving, his needs change (this is the reason for his activity), his value orientations, motivating actions and behavior develop and change.

It is legitimate to assert that the process of an individual's development is never fully completed. The content of pedagogical activity is based on the concentric principle, or rather, in a spiral.

Educational activity and process are very dynamic factors. The subject, taking into account the changing situation, is constantly looking for the optimal variant of pedagogical actions, operations and means of pedagogical influences on the object of education. It combines science and practice, pedagogical creativity.

In addition to the subject-teacher, in pedagogical activity, other, unregulated factors influence the development of the individual. For example, the surrounding social and natural environment, hereditary data of the individual, the media, economic relations in the country, etc. This multifactorial influence on the individual often leads to the fact that the result of pedagogical activity is significantly at odds with the intended goal. Then the subject has to spend additional time and effort to correct the activity so that its product (result) corresponds to the goal.

The subject and result of pedagogical activity are not material, but an ideal product, which is not

always directly observable. Its quality and level is often determined indirectly, rather than by direct measurement.

Pedagogical activity is a successively promising activity. Based on previous experience, the subject organizes it; at the same time, he orients himself towards the future, towards the future, and predicts this future.

Pedagogical activity is of a search and creative nature. This feature is explained and caused by several reasons: the activity of the object of activity, the multifactorial influences on the object, the constant variability of the conditions and circumstances in which the teacher finds himself in his professional work (this was already mentioned earlier). Almost every time he inevitably has to re-construct methods of interaction with pupils from well-known and mastered techniques and means.

These are some of the features of pedagogical activity that distinguish it from other types. This implies a number of features of the pedagogical process. Since pedagogical activity is a purposeful activity, insofar as the process is predominantly controlled. Meanwhile, this process takes place not only in artificial conditions, that is, controlled, but also in spontaneous, uncontrolled conditions. Thus, there is a planned process aimed at achieving a conscious goal, as well as a spontaneous one, leading to a random result, i.e. desired or undesirable result, even neutral. And in this relationship, a controlled process does not always prevail, it so happens that an uncontrolled process wins. And it is not surprising that the efforts of the teacher in educational work are sometimes supported and sometimes destroyed by a spontaneous process. The teacher has to take into account this situation and conditions. And this is possible only with constant sliding diagnostics.

The pedagogical process is a holistic process that simultaneously encompasses the physical, and mental, and social, and spiritual development of an



individual. In addition, the individual, living among people, interacts with them, and with the group, and with the collective. And it is formed not in parts, but as a whole.

Teachers in their activities will be accompanied by success with a humanistic approach to pupils. Humanization of the pedagogical process, relations with children means respect for children, the ability to appreciate in a child his unique originality, the formation of self-esteem and dignity.

Pedagogical activity necessarily includes not only the educational, but also the communicative process. Therefore, the culture of communication in this activity plays a special role. She is able to create an atmosphere of trust, warmth, mutual respect, benevolence in the relationship between a teacher and a pupil. Then the teacher's word turns out to be an effective instrument of influence. But rudeness, cruelty, intolerance in the same relationship, tactlessness in communication form an unfriendly atmosphere. In such a situation, the teacher's word irritates the pupil, is perceived by him negatively, depresses him. Communication itself, both for the teacher and for the pupil, becomes joyless, undesirable, and the word becomes an ineffective or even destructive factor.

In pedagogical activity there is also a process and direction of management. Usually, the process is structured vertically: from top to bottom, from the leader to the subordinate, from the educator to the pupil. In this process, there are significant opportunities for giving this activity an atmosphere of kindness, benevolence, genuine mutual respect in the relationship between leaders and subordinates. At the same time, the psychological barrier between them disappears; true collaboration is established between senior and junior, experienced and inexperienced members of the group. Of course, at the same time, the responsibility of the elders for the younger ones - moral, legal, psychological - remains, but it softens, as if not noticed, and at the same time, it seems to be equally imposed on everyone.

The question of the style of leadership in general, of the style of relations between managers and subordinates, is a special and big one. It is discussed in more detail in another topic. Now let's just say that the democratic style, in contrast to the authoritarian and liberal, is more preferable. The management style, which is based on the unquestioning execution of orders, commands, orders, which does not allow for objections and discussions, forms a passive, irresponsible, lack of initiative personality.

Human society is constantly striving for excellence, so it is no coincidence that the attention of

teachers all over the world is directed to sociological problems, especially in the last decade. The completely new branch of pedagogy that has developed in this regard is called social pedagogy. The main purpose of this latest industry is to analyze the influence of various social factors on the upbringing and education of the younger generation, as well as the reverse impact of pedagogical science and practice on the development of modern society.

As part of the development of social pedagogy, numerous scientific studies are carried out aimed at studying the economic effect of education, analyzing the distribution of children from various social strata of the population by types of educational institutions, and the impact of the impact of the social environment on the success of children's education in schools. In addition, the cooperation of teachers with economic, statistical and demographic scientific institutions is constantly expanding, national and international scientific conferences are held on planning the further development of education.

In social work, pedagogy is the basis, a kind of core of its active component, since information tasks and issues of forming knowledge about society, relationships in a group, raising security and developing a person's readiness for self-help are solved mainly by pedagogical methods. Thus, the pedagogical foundations of social work must necessarily contain elements of a pedagogical theory about the content, principles, methods, ways and means of social work.

Along with psychology, pedagogy in the structure of social work must perform explanatory functions. Since the solution of social problems often depends on the upbringing of people, pedagogy must also perform predictive functions. Pedagogy is called upon to play a decisive role in the development of the personality of objects and subjects of social work. Social technologies are a holistic complex that includes sociological, legal, economic, psychological, pedagogical and medical elements.

As a type of professional activity that received an official vocation and made it possible to introduce the position of a social worker in official state documents, social work was introduced in different countries at different times. As for foreign experience, it includes the use of a number of specific methods in social work, which can be conditionally divided into two types - general and particular. Common methods include historical, comparative, systems analysis and others. Private methods include polling, observation, document analysis, and others.

The peculiarity of the historical method is that it can be used to trace the formation and development of charity in different countries in different historical



periods, as well as the origin and development of professional social work. Using the comparative method, objects of comparison are identified and analyzed, including different countries, taking into account their level of socio-economic and socio-political development at this historical stage.

Thanks to the systemic method, it is possible to study social work around the world as a holistic system, which includes such elements as objects and subjects, means and ends, content and management, tasks and functions of social work. At the same time, it becomes possible to conduct a comparative analysis of both social protection systems in all countries as a whole, and some of their most significant components.

The interdependence of regional geography and subject-object, functional approaches is fully justified and inevitable. However, depending on the goals and objectives of the study of social work, each of them can prevail to one degree or another. As practice shows, in the process of studying foreign experience in social work, such forms as international conferences, colloquia and seminars, business trips, work and training in social educational institutions and social services of foreign countries, as well as the joint release of scientific papers, textbooks, various educational and teaching aids.

When conducting training in social work, special attention should be paid to the choice of a place for practical training. At the same time, along with taking into account the interests of the student himself, an equally important criterion should be the presence of an experienced mentor who can take on the task of intensively advising one student or a whole group of students. The mentor needs to understand that the students are not provided to him as an additional labor force, but solely for the transfer of their professional experience, accumulated skills and abilities. In addition, a pedagogical approach is very important for a mentor, taking into account the criteria of the educational process inherent in this educational institution.

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