

SOCIAL AND PSYCHOLOGICAL ASPECTS OF TEACHER'S ACTIVITIES

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Annotation. The success of the development of innovative education, in turn, is largely determined by the readiness of professional personnel working in the field of education to work in an innovative mode, to flexibly and promptly respond in their professional activities to the constantly changing needs of society and the individual. Therefore, the development of professional competence of teachers is becoming one of the most important conditions for educational reform.

Key words: profession, teacher, society, activity, competence, personality, education and upbringing, method, personal qualities.

INTRODUCTION.

If we look at history, we can see that the teaching profession, like that of medicine, is one of the oldest. Essentially, a teacher is a link between generations, a bearer of socio-historical experience. It should be emphasized separately that the socio-cultural integrity of a people, and civilization as a whole, is largely determined by the role of the teacher in the educational system.

In a changing world of professions, the total number of which amounts to several tens of thousands, the teaching profession remains unchanged, although its content, working conditions, quantitative and qualitative composition change. The role of a teacher in the progressive development of society is significant due to the fact that he educates young people and forms a generation that will continue the work of their elders, but at a higher level of social development.

Therefore, to some extent, it can be said that the teacher shapes the future of society, the future of its science and culture.

Today, the socio-psychological role of a teacher is to influence the development of certain social trends and prepare the younger generation to address global and local contemporary issues. We see that the teacher occupies a central place in the education system.

2. LITERATURE ANALYSIS.

The works of Eastern encyclopedic scientists provide a range of scientific and theoretical information about human maturation, education and training, as well as the content of personal characteristics in them. This issue is described in detail in the works of Abu Nasr Farabi, Abu Ali Ibn Sina, Abu Rayhan Beruni, Davani, Alisher Navai, and especially in the most ancient written hadiths.

According to Abu Rayhan Beruni, to teach a student, a teacher must be honest, literate, and kind to their students. The fact that a teacher always guides a student on the right path makes them realize the need to be sensitive and demanding. The great scholar Beruniy asserted that a teacher must treat his students with care, show them the right path, correct his intention to lead them along the good path, be open and not arrogant. After all, a kind attitude toward a child is the criterion of education and upbringing. When teaching a student, he tells them that the teacher's duty is to teach them the science of morality, the science of social governance, secular sciences, and to educate them politically and spiritually. According to Abu Ali ibn Sina, "A teacher must be a persistent person with a clear conscience, honest, and well-versed in the methods of raising a child and the rules of ethics." The teacher must study the entire inner and outer world of the student and penetrate the layers of his consciousness" [6].

The modern teacher performs a number of tasks. They organize the learning process in the classroom. They are a source of knowledge for students during

lessons and extracurricular activities, and they also provide necessary advice in extracurricular situations. Many teachers act as class teachers and are considered the organizers of the educational process. A modern educator cannot be a social psychologist. Therefore, it is essential to be able to establish relationships between students and utilize social and psychological mechanisms within a group of children. It should be noted that, along with the demands for increasing the effectiveness of the educational process, social demands on the personality of the teacher and his activities are also growing.

The demands placed on a teacher by society, various social expectations, the individuality of the teacher and, consequently, the subjective readiness to respond to the demands placed on him indicate the readiness of a particular teacher for pedagogical activity.

It's important to examine in detail the personal qualities required of a modern teacher. What are these qualities? Research conducted by most psychologists, including Uzbek psychologists, identifies the most essential qualities for modern teachers, making it possible to identify these characteristics.

The teaching profession has been thoroughly studied by Russian psychologists N.V. Kuzmina, V. Slastenin, and F.N. Gonobolin, and Uzbek psychologists R.Z. Gainutdinov, M.G. Davletshin, S. Jalilova, A. Jabborov, M. Kaplanova, and others, allowing for a more detailed understanding. The professorogram helps young people make informed and informed choices about their future teaching career.

It is necessary to show that the effectiveness of education and its success depend on what knowledge and skills, especially the abilities and personal qualities of a person, are available when organizing professional training [7].

The social functions of teachers change along with the development of society itself. It couldn't be otherwise: teachers live within society and, therefore, experience the same evolutionary and revolutionary changes that occur within that

society. It's not surprising that the social role of the teacher has changed throughout history, evolving from that of a hired artisan to a civil servant. Historical examples demonstrate that the social role and functions of the teacher depend on the history of society itself. Meanwhile, they share something constant and common across different historical periods and eras. The main ones are: the teacher acts as a "driver" in society, a catalyst for social progress; as an "accumulator," accumulating social experience and knowledge and passing it on to the younger generation; a teacher is a person authorized by society to represent the world of youth to the older generation; the teacher also participates in shaping the spiritual world of youth in accordance with the principles and values of a particular society.

The teacher is the organizer of the educational process and a source of knowledge for students, both during lessons, extracurricular activities, and consultations, as well as outside of the classroom. Most teachers serve as class teachers, i.e., they organize the educational process. A modern teacher cannot help but be a social psychologist, as they must be able to manage students' interpersonal relationships and utilize the social psychological mechanisms of the children's collective. As a member of the teaching staff, the teacher participates in the organization of life activities. The school staff, works in methodological associations of subject teachers and class teachers, and carries out public assignments. Each teacher, giving lectures and discussions with parents and the public, is a promoter of pedagogical knowledge.

A number of very serious demands are placed on a teacher's personality. These include both primary and secondary ones. Among the main and additional psychological qualities necessary for a qualified teacher, there are stable ones, constantly inherent in teachers and educators of all eras, times and peoples, and changeable ones, conditioned by the peculiarities of the stage of socio-economic development of the society where the teacher lives and works.

The main and constant requirement for a teacher is love for children, for teaching activity, and the presence of specialized knowledge in the area in which he teaches children; Broad erudition, pedagogical intuition, highly developed intellect, high level of general culture and morality, professional mastery of various methods of teaching and raising children.

None of these qualities are innate. They are acquired through systematic and persistent work, through the teacher's immense self-improvement. A teacher as a subject of pedagogical activity represents a combination, a fusion of individual, personal, and purely subjective qualities, the adequacy of which to the requirements of the profession ensures the effectiveness of his work [3].

The priority tasks of modern education, which are crucial for the development of both society as a whole and a specific individual – the cultivation of a creative and emotional-valuable attitude to the world – place special demands on the personal and professional qualities of a teacher. Humanistic education is based on the personality of the teacher and requires him to have faith in the person, respect for his inner world and civic position. The educational space of the school considers the “teacher-student” system as a constantly developing spiritual community, where the teacher not only creates optimal positive conditions for the development of the personality of each student, but also open to new experiences, new knowledge, constantly evolving and enjoying their work. A teacher's professional development is not only growth, formation, and personal realization in pedagogical work of professionally significant qualities and abilities, professional knowledge and skills, but most importantly - this is the qualitative transformation of the teacher's inner world.

The pedagogical process shapes the student's personality, which goes through a series of successive stages that precede the development of a mature consciousness and worldview. In the early stages of this process, the teacher has a number of initial advantages, as they are the bearer of A fully formed

personality, and also possesses established ideas about the goals and mechanisms for developing the students' personalities. The teacher's personality traits, individual psychological and professional qualities, are important factors determining the nature of the dialogue.

Essential professional qualities of a teacher include the ability to recognize and adequately assess children's individual characteristics, interests, inclinations, and moods. Only a teaching process that takes these characteristics into account can be effective.

The communicative component of pedagogical interaction is also largely determined by the nature of the interrelationships between the participants in the dialogue. In the early stages of pedagogical interaction, children do not yet possess the necessary potential to be equal participants in the exchange of information, as they lack the necessary knowledge. The teacher is the bearer of human experience, which is embodied in the knowledge embedded in the educational program. This, however, does not mean that pedagogical communication, even in the early stages, is a one-way process. In today's world, simply communicating information to students is no longer enough. The goal of communication between teacher and student is not only to convey information, but to ensure that the student understands it adequately.

That is, in interpersonal communication, the interpretation of a message received from a teacher to a student and vice versa appears as a special problem.

Firstly, the form and content of the message depend significantly on the personal characteristics of both the teacher and the student, their ideas about each other and the relationship between them, and the entire situation in which the communication takes place.

Secondly, the educational message transmitted by the teacher does not remain unchanged: it is transformed and changed under the influence of the

individual typological characteristics of the student, his attitude towards the teacher, the text itself, and the communication situation [5].

V.A. Slastenin defined pedagogical activity as a special type of social activity aimed at transmitting from older generations to younger ones the culture and experience accumulated by humanity, creating conditions for their personal development and preparing them to fulfill certain social roles in society” [10]. V.E. Pisarev calls pedagogical activity a special type of socially useful activity of adults, consciously aimed at preparing the younger generation for independent activity in accordance with economic, political, moral and aesthetic goals” [8].

The effectiveness and efficiency of the socio-psychological activity of a teacher depends on professional and pedagogical qualities, education, and a general culture of a humane attitude towards the surrounding reality. It is necessary to state that weak psychological and pedagogical training, low erudition, low self-esteem, and lack of creative style lead to conflict situations and tension in the relationship between teacher and student.

Often, teachers fail to properly understand and formulate the goal of discipline—that is, their primary task is to monitor students' actions and intervene even in the slightest violation. They forget the most important thing: creating conditions for their students' successful learning. No threats or harassment will help if there's no interesting life in the classroom.

Thus, an obstacle to the successful solution of problems of social and psychological activity is the inability to establish contact with students, negativity towards actions in a non-standard situation, the inability to deeply and objectively evaluate events and make a professional analysis.

Pretense and confrontation have never brought peace and harmony to anyone. The pursuit of mutual understanding, shared conditions, and collaboration between teacher and student give rise to creativity, productive thinking, and the idea of humanization.

Today, with the humanization of education, the psychological and pedagogical competence of a teacher is becoming especially relevant. This manifests itself as the ability to interact with others, a set of certain personal qualities with a high level of professionalism and an effective impact on students.

Psychological and pedagogical competence includes:

- 1) harmony;
- 2) the ability to use one's knowledge in teaching activities;
- 3) the presence of professionally significant personal qualities.

The characteristic of the psychological and pedagogical competence of a teacher is the focus on the student as the main value, this value is about the specific conditions of the educational material for specific students in accordance with their individual abilities, importance of the features of the educational, cognitive and communicative activities of the study group and a specific student to it, as well as the advantages and disadvantages of one's own activities and the characteristic qualities of one's personality.

Focus plays a special role in the socio-psychological aspects of a teacher's work. This is how F.N. Gonobolin [1] defines the following series of pedagogical profiles. The generalized form of a teacher's professional pedagogical profile also consists of four substructures.

1. Social and psychological focus. Type of pedagogical centering.

Centering (c.) is the selective focus of the teacher on different aspects of the pedagogical process.

- Conformist (focused on the interests and opinions of one's colleagues);
- Egocentric (focused on the interests and needs of one's ego);
- Humanistic (focused on children's interests. Teachers with this focus are distinguished by their attentiveness and sensitivity to all students);

- Authoritarian (characteristic of teachers with individual, unrealized strengths due to their diligence and the reproductive nature of their work);
- focused on the interests of parents (occurs among teachers who have become dependent on the parents of their students);
- methodological (focus on the content, means, and methods of teaching).

2. Professional competence.

2.1. Pedagogical competence.

2.2. Psychological competence.

2.3. Social and communicative competence:

- social and communicative adaptability;
- desire for agreement;
- intolerance of uncertainty;
- avoidance of failure;
- frustration tolerance.

Professional competence is an integrative quality of a specialist's personality, including a system of knowledge, skills and abilities, generalized methods for solving typical problems, a constant desire to improve, acquire new knowledge and skills, and enrich activities.

3. Pedagogically significant qualities.

3.1. Logical thinking.

3.2. Creative potential.

3.3. Empathy:

- empathy (the ability to sense the emotions of others);
- internality (the ability to accept responsibility for the events of one's life, attributing them to one's abilities, personality traits, and behavioral characteristics);

- externality (an individual's predisposition to a certain form of locus of control).

3.5. Social intelligence.

4. Pedagogically undesirable qualities.

4.1. Rigidity (unwillingness to change the action program in accordance with new situational demands);

4.2. Authoritarianism (a socio-psychological personality characteristic reflecting the desire to exert maximum influence on interaction and communication partners);

4.3. ostentatiousness (a tendency to act in public, to attract attention to oneself, or to challenge public opinion);

4.4. pedantry (extreme precision and accuracy in any actions; an excessive tendency to adhere to formal requirements, rules, etc.).

The state of social and psychological readiness of a teacher helps them to successfully perform their duties, correctly use knowledge and experience, maintain self-control and adapt when unforeseen obstacles arise.

Readiness is a decisive condition for rapid adaptation to working conditions, professional development and raising the level of a teacher's skill.

Readiness as a mental state of an individual is the internal disposition of a teacher to a certain behavior when solving pedagogical problems, an attitude toward active and purposeful actions.

The emergence of a state of readiness is determined by an understanding of professional tasks, awareness of responsibility, the desire to achieve success, etc.

Speaking about psychological readiness for professional activity, K.K. Platonov considers it necessary to consider it in several aspects [9].

Firstly, professional readiness is a subjective state of an individual who considers himself capable and prepared to perform a certain professional activity and strives to perform it.

Secondly, professional preparedness is the optimal result of professional training and education of an individual.

Thirdly, readiness for work is a complex formation that includes two substructures: operational (a system of basic polytechnic and professional knowledge and skills)

and personal (attitude, focus on work, motives and interest in it, habits and attitudes, emotional and volitional functions of a person and professionally significant personality traits) components

M.I. Dyachenko and L.A. Kandybovich [2] distinguish, for example, the following types of psychological readiness: advance readiness (general or long-term); temporary readiness and situational (state of readiness).

Anticipatory readiness represents previously acquired attitudes, knowledge, skills, abilities, and motivations for action. This predisposition leads to a state of readiness to perform certain current tasks.

A temporary state of readiness is an actualization, adaptation of all forces, creation of psychological opportunities for successful actions at the present moment.

Situational readiness is a dynamic, holistic state of the individual, an internal commitment to a specific behavior, and the mobilization of all energies for active and purposeful action. As holistic entities, general and situational psychological readiness include the following components:

- ♣ a) motivational (the need to successfully complete a given task, interest in the activity, the desire to succeed and show oneself in the best light);
- ♣ b) cognitive (understanding of responsibilities and tasks, assessing their significance, knowledge of the means to achieve the goal, an understanding of probable changes in the situation);
- ♣ c) emotional (a sense of responsibility, confidence in success, inspiration);

♣ d) volitional (self-control and mobilization of strength, concentration on the task, distraction from extraneous influences, overcoming doubts and fears).

This point of view is consistent with the position of O.I. Shishkina [12], who considers two forms of readiness for activity - long-term readiness and situational.

The first is understood as relatively stable properties, characteristics, and qualities of a person that determine the potential possibility of his inclusion in an activity and its successful implementation.

Situational readiness is presented as a person's state that precedes an activity and determines its feasibility and success. It is also emphasized that situational and long-term readiness must be considered together.

The emergence of readiness as a state depends significantly on long-term readiness. Situational readiness, in turn, is the concretization of long-term readiness in a given circumstance.

According to O.M. Krasnoryadtseva [4], psychological readiness for professional activity is manifested:

1) in the form of attitudes (as a projection of past experience onto the “here and now” situation), preceding any mental phenomena and manifestations;

2) in the form of motivational readiness to “put in order” one’s image of the world (such readiness gives a person the opportunity to understand the meaning and value of what he does);

3) in the form of professional and personal readiness for self-realization through the process of personalization.

One of the main professionally significant qualities of a teacher’s personality is his “personal focus”.

According to N.V. Kuzmina, [11] personal focus is one of the most important subjective factors in achieving excellence in professional and pedagogical activity. The choice of key activity strategies, according to N.V. Kuzmina, determines three types of focus:

- 1) truly pedagogical;
- 2) formally pedagogical;
- 3) false pedagogical.

Only the first type of focus contributes to achieving high results in teaching activities.

The primary motivation for a truly pedagogical focus is interest in the content of teaching. Satisfaction with the profession is higher when a teacher has an optimal motivational mix: a high weighting of intrinsic and extrinsic positive motivation and a low weighting of extrinsic negative motivation.

L. Festinger classifies teachers based on their judgments about student performance. He believes there are two types of judgments about performance:

- a) a conclusion about achievements based on a comparison of someone's results with previous achievements (individual relative norm);
- b) a conclusion about achievements based on a comparison of someone's achieved result with the corresponding results of other people (social relative norm, criterion of differences).

In the first case, the comparison is made within a specific time frame of human development (focus on “development”); in the second, it is based on a comparison of the result in relation to the results of other people, often within a specific time frame (focus on “effectiveness”).

The results of empirical observations in our country and abroad confirm the existence of differences in the strategies and tactics of teachers focused on the “development” and “performance” of schoolchildren.

Teachers who are oriented towards “development” are comparatively more likely to pay attention to the variable factors of academic achievement (for them, the diligence or hard work of students is of primary importance); teachers who are oriented towards “performance” more attention is paid to stable factors of

academic achievement (for them, the abilities or inclinations of schoolchildren are significant).

Accordingly, "performance-oriented" teachers believe it's possible to make long-term predictions about students' academic performance and future careers. "Development-oriented" and "performance-oriented" teachers reinforce student success in different ways.

In accordance with these differences in the "self-concept" of future teachers, the former are concerned with establishing and maintaining good relationships in the study group, with the teaching staff of the educational pedagogical institution; the latter are concerned with planning their professional career.

Teachers focused on "performance" praise students who perform above average, even when their academic performance declines. Teachers focused on "development" criticize such students.

However, only the latter respond with praise to their students' subtle successes. Furthermore, they provide positive reinforcement and support to students throughout their learning process.

3. CONCLUSIONS.

1. A teacher's social and psychological readiness plays a special role in professional development. Professional development is a long process that begins with the choice of a profession and culminates in full self-realization and a profound sense of personal responsibility within the profession. One of the most important stages of specialist development is professional training at a university. High-quality education is currently becoming a key condition for the successful transformation and development of society.

The deepening devaluation of quality professional education in the public consciousness makes the issue of improving not only the objective but also the subjective factors of educational development particularly urgent.

2. Of primary importance among them are the value-motivational aspects of mastering a profession and the socio-psychological readiness of a specialist.

It is very important to stimulate the educational and professional motivation of students by activating the socio-psychological phenomena that manifest themselves in the learning process.

The modern understanding of the role of psychological support in professional and socio-psychological training involves a shift from direct influence on individuals to systemic changes in their interactions with others and with themselves. Future teachers must understand the specifics and challenges of this profession.

3. A teacher as a subject of pedagogical activity represents a combination, a fusion of individual, personal, and purely subjective qualities, the adequacy of which to the requirements of the profession ensures the effectiveness of his work.

Therefore, it is very important to develop in future teachers a sense of purpose, activity, self-regulation, pedagogical self-awareness as a specific image of the world for subjective activity, individual psychological properties that determine its compliance with pedagogical activity,

Teaching skills, adequate self-esteem, empathy, and altruistic qualities. These qualities collectively constitute a teacher's psychological profile and the specialist's socio-psychological readiness for the profession.

4. The main and important requirement for a teacher is love for children, for pedagogical activity, the presence of brilliant knowledge in the field that he teaches children, broad erudition, Pedagogical intuition, highly developed intellect, a high level of general culture and morality, and professional mastery of various teaching and raising methods. Without any of these factors, successful teaching is impossible.

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