

THE ROLE OF PSYCHOLOGY IN THE EFFECTIVE WORK OF A TEACHER

L.A. Khalmamatova

associate professor, Tashkent University of Architecture and Civil Engineering, Uzbekistan

N.B. Kurbanova

associate professor, Tashkent University of Architecture and Civil Engineering, Uzbekistan

Annotation:the article notes the high relevance of the issue of psychological characteristics of the teacher's personality, briefly covers the history of the study of the issue, analyzes the most relevant ideas about the psychological characteristics of the teacher's personality, reflected in the scientific literature of the last sixty years, including the works of FN Gonobolin , VN Krutetsky , NV Kuzmina, ER Gorelova , defines key concepts and views on the issue of psychological characteristics of the teacher's personality, assesses their relevance for the present time.

Keywords:pedagogy, psychology, characteristics of the teacher's personality, psychological characteristics, educator, teacher, professional destruction.

Introduction.

A teacher is one of the most ancient and significant professions in the world. The first representatives of this profession appeared in Ancient Egypt, Babylon and Greece. There is an objective reason for the early identification of this profession. According to V.A. Slastenin , “society could not exist and develop, if the younger generation, replacing the older one, were forced to start all over again, without creative development and “use of the experience that it received as an inheritance...” [5, 36].

Psychology is the basis of pedagogical activity, since in order to develop a child's personality, one must know how to study this personality. It is the skill of psych diagnostics that significantly helps teachers, influences the quality of educational and upbringing processes, as well as the results demonstrated by students.

In their work, teachers face many difficulties: some are unable to see a student as a whole person, take into account all of his or her manifestations, identify cause-and-effect relationships and outline development paths; and some evaluate a student's abilities only based on academic performance indicators. Systematic of psychology will help avoid these mistakes and achieve the best results in professional activities.

Knowledge of psychology will also help the teacher:

- become a reliable friend to every child;
- take into account the fragility and vulnerability of the child's psyche in the learning process;
- understand the student's strengths and weaknesses;
- to identify the child's inner aspirations, needs and motives;
- be able to not only listen, but also hear each student;
- create a comfortable environment for children to learn, be creative and make friends;

- communicate and interact with colleagues tactfully and without conflict;
- build trusting relationships with parents.

All of the above gives absolute confidence that modern teachers are in dire need of psychological knowledge.

Activity teacher will consist of :

- in planning, organizing and conducting classes;
- in the formation of knowledge and skills;
- in developing in pupils a harmonious view of the world around them;
- in the adaptation of students to society;
- in the development of mental and physical qualities;
- in developing psychological stability and internal readiness in people to overcome

problems and difficulties;

- in creating a favorable climate for the development of children;
- in organizing the active life of students.

In addition to all the listed responsibilities, the teacher also interacts with the parents of his students: holds meetings, tests, answers questions that arise, and provides individual consultations.

In order to effectively perform all these actions, the teacher must strive for continuous improvement of his own personality and professional competencies, possess knowledge not only in pedagogy, but also in psychology and other related disciplines.

The relevance of the designated topic is explained by a number of reasons. The first reason is the most important historical significance of the profession, noted by people many thousands of years ago and consisting in the transfer of experience to the younger generation, and the related With this significance system performance O qualities, inherent a good teacher. The second reason the constantly changing system of requirements for the moral character of a modern teacher, systematically subject to correction through the understanding of precedents that are reflections in the media.

In the article, psychological characteristics of a teacher's personality are understood as the properties of a person's mental activity, expressed in temperament, character, and abilities, formed as a result of activity and communication.

Literature analysis and methodology. Despite the centuries-old existence of the system of requirements imposed by society on the teacher, which, of course, undergoes constant changes, the interest to the personality of a teacher by researchers arose only in the middle of the 20th century. In this area, it is interesting to note a number of articles by F.N. Gonobolin , a monograph by V.N. Krutetsky , a manual by N.V. Kuzmina, as well as the exceptionally significant research by E.R. Gorelova in the field of psychological characteristics of future teachers. In addition, the issue of psychological characteristics of a teacher's personality is considered in many textbooks on pedagogy and educational psychology aimed at students of higher educational institutions. Among these materials - textbooks under editorial board V.A. Slastenina , L.A. Regush And I.P. Podlasy .

The purpose of this work is to analyze the most current ideas about the psychological characteristics of a teacher's personality. To achieve the set goals necessary define row key concepts, then to analyze existing views on the issue of psychological characteristics of a teacher's personality and to assess their relevance to the present time.

There is an opinion that in order to successfully carry out professional activities, every teacher must have a number of certain psychological characteristics and character traits. The list of requirements directly depends on many factors: the level of development of society, requirements, presented To educational programs And process education by the state and society, ideas about morality and ethics at this stage of society's development.

F.N. Gonobolin was one of the first to compile a detailed list of psychological qualities inherent in a teacher. Firstly, didactic abilities that allow a teacher to effectively select the material necessary for the implementation of pedagogical activity from a variety of sources of information. At present moment given quality not at all does not lose relevance, since the spread of the Internet and the appearance in print of many methodological manuals do not cancel the importance of thoughtful selection of material. Secondly, expressive abilities, reflected in such everyday elements of pedagogical activity, speech, facial expressions, gestures, articulation. Also, psychological features according to F.N. Gonobolin can include pedagogical intuition or insight, as well as attentiveness and perseverance, manifested in the ability to concentrate in different situations, good memory, attention to detail. At the same time, suggestive abilities are noted, on which the process of teaching the chosen discipline is largely based. The psychological characteristics of the teacher are conditionally divided by the psychologist into desirable and undesirable. The former include such qualities as fairness, humanity, honesty. The latter - irritability, impatience.

L.A. Regush , speaking about the psychological characteristics of the teacher's personality, notes the high risk of professional destruction caused, according to the researcher's observation next features pedagogical activity. "Teaching activity is characterized by great uncertainty, causing mental tension, often accompanied by negative emotions, unfulfilled expectations. In these cases, the protective mechanisms of the psyche come into play. Of the huge variety of types of psychological defense, denial, rationalization, displacement, projection, identification, alienation" [6, 373]. It should be noted that such phenomena as professional destruction (deformation) and professional burnout currently seem to be very pressing problems that require systematic research.

E.R. Gorelova, who analyzed the psychological characteristics of students at pedagogical universities, came to the conclusion that students studying in specialties with a clearly expressed pedagogical focus have a tendency toward extroversion , while students studying in non-pedagogical specialties have a significantly lower tendency.

As a result of a system analysis, N.V. Kuzmina came to the conclusion that the psychological abilities of a teacher are the most important factor in the development and formation of abilities in their wards. The researcher attributes the sensitivity of the teacher as a subject of activity to the process and results of his own pedagogical work, as well as sensitivity to the student as a subject of communication, knowledge and work, to the qualities important for a teacher. Such sensitivity should consist of three sensations: a sense of the object, a sense of tact and a sense of involvement. The researcher, following F.N. Gonobolin, also notes intuition as one of the significant qualities of a practicing teacher.**Discussion.** Thus, having analyzed the most important works of researchers of the last sixty years, devoted to the study of the issue of psychological properties of the personality of a teacher, we can draw several conclusions. Firstly, Let us note that the question was and remains extremely relevant. Secondly, it is impossible It would be impossible not to acknowledge that most of the concepts developed over the past half century remain absolutely relevant today, since despite the rapidly changing reality and the

significant development of information technologies, the personality of the teacher has been and remains the cornerstone of any pedagogical process.

A modern teacher especially needs psychological knowledge. After all, the restructuring of the school brings to the forefront the task of educating the student, his comprehensive development, and K. D. Ushinsky also pointed out that if we want to educate a child comprehensively, we need to study him. And a teacher will be able to study his students correctly only if he deeply knows the general patterns of the child's development, the psychological patterns of his abilities, interests, inclinations and other individual and personal characteristics.

In the conditions of school restructuring, a teacher must learn a lot anew, and in some cases, relearn a lot. It is necessary to learn to listen, and most importantly, to hear each student, to see his inner motivations and aspirations, the direction his needs and motives, and to be able to influence this direction.

Of course, a specialist receives basic psychological knowledge by studying a psychology course during his/her studies at a pedagogical educational institution. But, as the practice of teachers shows, is not enough. With the beginning of their work, a teacher is faced with the fact that in addition to textbooks, a variety of additional psychological literature is needed to deepen their knowledge, psychologically comprehend their experience, and many issues of school life that are not covered in textbooks and lectures.

In my opinion, it is the psych diagnostic component of the teacher's activity that has a significant impact on the effectiveness of the educational process, including the quality of students' educational activities. This is due to the fact that at present, changes in the socio-political, socio-economic development of the country, the rapidly developing information environment suggest an innovative policy in the field of education aimed at improving the effectiveness and quality of the teacher's work. At the present stage, work at school is unthinkable without diagnostics. The ability to rely on psych diagnostic data in your activities improves the quality of teaching, education and improve the effectiveness of the teacher's work. In order to teach and educate, as well as to have an effective pedagogical impact on children, it is necessary to have objective scientific knowledge about their individual characteristics. This knowledge can be obtained if you use the methods of scientific psychological diagnostics. In their actions, the teacher should proceed not so much from a subjective opinion or intuition, but from an analysis of objective and comprehensive information obtained during psych diagnostics (a comprehensive study of the student).

Psych diagnostic activity is the basis of the teaching profession, since in order to educate and develop the personality and individuality of students, it is necessary, first of all, to be able to study them. When implementing psych diagnostic activity, the teacher should not limit himself only to the characterization of students' knowledge, isolated mental processes and personality traits, but should be able to connect all the student's manifestations, see cause-and-effect relationships between them and outline paths for correction and development.

In the context of the reorganization of the education system, the tasks of development and formation of the personality and individuality of students, creation of conditions ensuring the improvement of the creative abilities of each student come to the forefront of the work of the school. Practice shows that at present the school experiences significant difficulties in implementing these tasks. In psychological and pedagogical literature, these difficulties are associated with the fact that training and education are very weakly based on the complex of available psychological knowledge about the development of the child and the formation of his

personality. The effectiveness of the educational process is usually determined by what schoolchildren know and can do. But this is not enough, since it remains unclear to what extent the learned material and the direction of the educational influence of the teacher become the property of the student's personality, what the assimilation of this or that educational material provides for the further development of thinking, abilities, convictions of the student, how his system of moral values is formed under the influence of educational influences.

Low level of psychological culture of teachers, insufficient use of psychological knowledge in the organization of the educational process lead to low efficiency or reduce to nothing the educational impact on the student. Direct use of psychological recommendations by the teacher is not always effective, as it requires a high level of professional psychological training. Real help here can be provided by creation of psychological services in the education system and in school - in particular.

A school psychologist is a specialist whose main task is to introduce the achievements of child and educational psychology into the daily practice of the school. The school's psychological service plays a significant role in the optimal organization of the educational process, in the selection of effective means and methods of educational work.

But it is impossible to imagine psychological service as the activity of only one school psychologist. Naturally, he will be the main, guiding figure of this service, but not the only one. All school teachers must take the most active part in the work. Without qualified help from teachers, a psychologist physically cannot serve hundreds of requests and simultaneously successfully cope with the entire list of tasks and functions assigned to him.

Analyzing the work of a psychologist, we can say that they mainly perform personal (confirmatory) psych diagnostics, that is, the personality and its components are diagnosed only at a certain point in time. In turn, teachers have the opportunity to perform dynamic psych diagnostics, since they meet with students more often and see manifestations of their personal qualities in various, including informal, situations. Thanks to this, teachers have the opportunity to become not only researchers, but also diagnosticians.

Thus, the psych diagnostic activity of a psychologist and a teacher differs: a psychologist diagnoses from the outside, and a teacher diagnoses from within this activity.

Almost all teachers realize the importance of the psych diagnostic function in their work. But most often they use such diagnostic methods as conversation, oral and written survey and extremely rarely, or do not use at all, objective methods: tests, questionnaires, scaling, experimental assessments, content analysis.

Teachers with a low level of psych diagnostic function see in students only those qualities that hinder (relatively "weak" students) or help them in their work. The more successfully a student studies, the more positively the teachers of this group speak of him. If a student studies his subject not with due diligence or behaves badly in class, then the teacher, giving a characteristic, notes precisely these moments, often without thinking about the hidden reasons for the behavior. The teacher, trying to understand the state and behavior of students, gives his own interpretation and assessment of what is happening, believing that his point of view is almost always correct, although in fact pedagogical interpretations are often erroneous.

The typical difficulties in the work of a teacher in developing psych diagnostic skills are: 1) inability see the student as a whole person; 2) the teacher's desire to evaluate students based on their academic performance. These difficulties are due to the insufficient completeness and systematicity of psychological knowledge.

Another key problem in pedagogical practice is either ignoring psychological developments that have proven their effectiveness, or using their disparate fragments. The latter creates the illusion of a scientifically based approach to teaching for the teacher, but in practice it results in the creation of new, unforeseen difficulties.

In my opinion, the immediate reasons for the weak psych diagnostic of teachers should be sought in the shortcomings of professional training in the educational institution, since the formation of the ability to carry out psych diagnostics can only occur in the process of specially organized training.

The problem of developing the professional psychological competence of a teacher is one of the most interesting and significant problems, requiring further understanding of a number of psychological phenomena that make up its content.

At the same time, in modern psychological literature there is no clear definition of psychological competence, its components are defined ambiguously, which makes it difficult to find a system of adequate methods for its formation and development.

The totality of theoretical and empirical knowledge presented in modern psychology allows us to construct a conceptually new system of psychological training of a specialist. In this case, the success of pedagogical activity becomes completely dependent on the level of mastery of psychological information by the future teacher and the methods of its use in the practice of professional behavior.

Results. The psychological aspect of teacher training presupposes, first of all, a certain psychological readiness to change the established standards in conducting classes, to understand the features of the psychological aspects of communication. Psychological training includes mastering the basic skills associated with the psychological support of the educational process.

The designated range of issues is quite widely presented in the works of domestic and foreign researchers. But even to this day, the trends of democratization and humanization of education require expansion and specification of the psychological training of a specialist in a pedagogical educational institution, the formation of the specifics of professional development, the features of his professional and psychological training and psychological competence. All this leads to the fact that the problem of the personality of a teacher as a subject of pedagogical activity, psychologically competent and capable of self-development, occupies a central place in educational psychology.

Conclusion

Thus, psychology is the basis of pedagogical activity, since in order to develop a child's personality, one must know how to study this personality. It is the skill of psych diagnostics that significantly helps teachers, influences the quality of educational and upbringing processes, as well as the results demonstrated by students.

In their work, teachers face many difficulties: some are unable to see a student as a whole person, take into account all of his or her manifestations, identify cause-and-effect relationships and outline development paths; and some evaluate a student's abilities only based on academic performance indicators. Systematic knowledge of psychology will help to avoid these mistakes and achieve the best results in professional activities. Studying psychology, new methods and forms of work makes it possible to make the educational process more effective. Knowing the psychological characteristics of children of different ages, it is possible to individualize the educational and upbringing process, make it as interesting as possible for the child and didactically holistic. In the age of accessibility of almost any information, a teacher has a large number of opportunities for personal and professional growth. New research, practical

recommendations and methods of work in the field of psychology and pedagogy are available to him or.

Also, psychological knowledge will allow the teacher to become a role model in the eyes of children, to understand the strengths and weaknesses of the child and will allow to create a comfortable climate within the children's team. Working with children and parents it is necessary to have a number of competencies, which can only be possible if you study general and age psychology. Working with children with certain developmental disabilities is a special category that requires increased attention and a higher level of psychological knowledge. Presenting new material to children for study, correcting existing disorders and many other important aspects can be modernized and made more effective by applying psychological knowledge. Since in the future I plan to carry out speech therapy activities, and subsequently receive a defectological education, the issue of child psychology and psychological techniques and methods in practical activities is especially relevant for me. All of the above gives reason to assert without knowledge of the basics of psychology it is extremely difficult to build a competent and holistic pedagogical process.

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