



Personal Qualities in The Structure of The Subject of Pedagogical Activity

Akhmedova Aziza Akmalovna

Senior Lecturer
Department of Uzbek Language and Vocational Education,
Tashkent Institute of Chemical Technology, Tashkent, Uzbekistan

ABSTRACT

The article considers about the general definition of the personality traits of a teacher, the professional and pedagogical qualities of the personality, personal orientation in the structure of the subject of pedagogical activity, professional self-awareness in the structure of the subject of pedagogical activity, the teacher as a subject of pedagogical work and the definition of pedagogical abilities.

Keywords:

Personality Traits, Pedagogical Qualities, Professional Personality, Personal Orientation, Pedagogical Activity, Self-Awareness, Pedagogical Work, Pedagogical Abilities.

As noted in educational psychology at the end of the 19th century, one of the important factors in the success of pedagogical activity is the "personal qualities" of the teacher. The obligatory character of such qualities as dedication, perseverance, hard work, modesty, observation is noted. The need for wit, as well as oratorical skills, artistry of nature is specially emphasized. The readiness for empathy is especially important, i.e., understanding the mental state of students, empathy, and the need for social interaction. Researchers attach great importance to pedagogical tact, in the manifestation of which the general culture of the teacher and the high professionalism of his pedagogical activity are expressed.

When considering a teacher as a subject of activity, researchers distinguish professional and pedagogical qualities that can be very close to abilities, and personal ones. To important professional qualities, according to A.K. Markova, include: pedagogical erudition, pedagogical goal-setting, pedagogical (practical and diagnostic) thinking, pedagogical intuition, pedagogical improvisation, pedagogical observation, pedagogical optimism, pedagogical

resourcefulness, pedagogical foresight and pedagogical reflection. The fact that these qualities are close to the concept of "ability" is confirmed by A.K. herself. Markova, who defines many of them in this way. For example, "pedagogical goal-setting ... is the ability of a teacher to develop a fusion of the goals of society and his own, and then offer them for acceptance and discussion by students"; "Pedagogical observation ... is the ability to read a person like a book by expressive movements" (perceptual abilities). It is essential that many of these qualities (abilities) are correlated directly with the pedagogical activity itself.

Considering, like A.K. Markov, professionally significant qualities of a teacher (pedagogical orientation, pedagogical goal-setting, pedagogical thinking, pedagogical reflection, pedagogical tact), L.M. Mitina correlates them with two levels of pedagogical abilities, according to N.V. Kuzmina: projective and reflexive-perceptual. In the study of L.M. Mitina identified more than fifty personal characteristics of the teacher (both professionally significant qualities and personal characteristics proper). Here is a list of these

properties: politeness, thoughtfulness, exactingness, impressionability, good breeding, attentiveness, endurance and self-control, flexibility of behavior, citizenship, humanity, efficiency, discipline, kindness, conscientiousness, benevolence, ideological conviction, initiative, sincerity, consistency, criticality, , love for children, observation, perseverance, responsibility, responsiveness, organization, sociability, political consciousness, decency, patriotism, truthfulness, pedagogical erudition, foresight, integrity, independence, self-criticism, modesty, fairness, ingenuity, courage, striving for self-improvement, tact , a sense of the new, self-esteem, sensitivity, emotionality. This general list of properties constitutes the psychological portrait of the ideal teacher. The core, the core of this portrait is the personal qualities proper: orientation, level of aspirations, self-esteem, the image of "I".

According to N.V. Kuzmina, personal orientation is one of the most important "subjective factors of reaching the top in professional and pedagogical activity. In the general psychological sense, the orientation of a person is defined as" a set of stable motives that orient the activity of a person and are relatively independent of existing situations. Personal orientation is characterized by interests, inclinations, beliefs, ideals in which a person's worldview is expressed".

Expanding the conceptual content of this definition in relation to pedagogical activity, N.V. Kuzmina also includes an interest in the students themselves, in creativity, in the teaching profession, a tendency to engage in it, an awareness of their abilities.

The choice of the main strategies of activity determines, according to N.V. Kuzmina, three types of orientation: truly pedagogical, formally pedagogical and falsely pedagogical. Only the first type of orientation contributes to the achievement of high results in teaching. "A truly pedagogical orientation consists in sustainable motivation for the formation of the student's personality by means of the taught subject, for the restructuring of the subject, counting on the formation of the student's initial

need for knowledge, the carrier of which is the teacher."

The main motive of a truly pedagogical orientation is interest in the content of pedagogical activity. As its highest level, the pedagogical orientation includes a vocation, which is correlated in the process of its development with the need for the chosen activity. At this highest stage of development - vocation - "the teacher cannot imagine himself without school, without the life and activities of his students" (N.V. Kuzmina).

A significant role in the personal characteristics of the teacher is played by professional pedagogical self-awareness, the structure of which, according to A.K. Markova, includes: the teacher's awareness of the norms, rules, models of the pedagogical profession, the formation of a professional credo, the concept of teacher work; correlating oneself with some professional standard, identification; self-assessment by other, professionally reference people; self-esteem, in which a) the cognitive aspect, awareness of oneself, one's activities, and b) the emotional aspect are highlighted. The structure of a teacher's self-esteem is optimal when it reflects the minimum differences between actual and reflexive self-esteem and the maximum differences between retrospective and actual, between actual and ideal self-esteem, and when the creation of a positive self-concept is recorded in it. The teacher's positive self-concept affects not only his activities, but also the general climate of interaction with students.

Secondly, the proposed interpretation (with some conventionality of differentiating activity and communication) allows us to operationalize the consideration of pedagogical subject properties using their modular representation (see table).

Thirdly, the approach of A. K. Markova to the interpretation of professional competence in its proper activity component - skills, allowed the author not only to single out eleven groups of skills, but also to make them "cross-cutting" for all aspects of the teacher's work.

Developed by L.M. Mitya's model of the teacher's personality in the context of the same scheme "activity - communication - personality"

identifies five professionally significant qualities that reveal two groups of pedagogical abilities (according to N.V. Kuzmina).

Attention is drawn to the fact that, firstly, the abilities in themselves do not directly act as the determining the effectiveness of the activity of the subjective factors, and secondly, the orientation is adjacent to other personal qualities.

Another subjective property of pedagogical activity is resistance to the syndrome of emotional burnout or psychophysiological exhaustion. With reference to E. Mahler N.A. Aminov gives a list of the main and optional signs of this syndrome: 1) exhaustion, fatigue; 2) psychosomatic complications; 3) insomnia; 4) negative attitudes towards clients; 5) negative attitudes towards their work; 6) neglect to fulfill their duties; 7) an increase in the intake of psychostimulants (tobacco, coffee, alcohol, medicines); 8) decreased appetite or overeating; 9) negative self-esteem; 10) increased aggressiveness (irritability, anger, tension); 11) increased passivity (cynicism, pessimism, a sense of hopelessness, apathy); 12) feelings of guilt. O.N. Aminov emphasizes that the latter symptom is characteristic only of people who professionally interact intensively with other people. At the same time, he assumes that the syndrome of emotional burnout is more pronounced in teachers who are revealed to be professional inadequacy. The quality of resistance to the development of this truly subjective syndrome (since it develops in the process and as a result of activity) is presupposed by individual psychophysiological and psychological characteristics, which largely determine the combustion syndrome itself.

In general, the existing ideas about the structure of subjective properties (qualities, characteristics, factors) give grounds to distinguish the following four groups: 1) psychophysiological (individual) properties of the subject as prerequisites for the implementation of his subjective role, acting as inclinations; 2) abilities; 3) personality traits, including orientation; 4) professional pedagogical and subject knowledge and skills as professional competence in the narrow sense.

These groups of subjective properties are considered by us below as components of the structure of the subject of pedagogical activity.

As S.L. Rubinstein, "The process of development of human abilities is the process of human development. A person's assimilation of certain knowledge and methods of action has as its prerequisite, its internal condition, a certain level of mental development - the development of mental abilities". This provision is especially important for the interpretation of educational activities. In the most detailed definition given by B.M. Teplov, the main characteristics of abilities as an individual personality trait, which is a condition for the successful performance of an activity, are given. Abilities, according to B.M. Teplov, are not limited to skills and abilities and distinguish one person from another in terms of the success of a certain activity.

If, according to S.L. Rubinstein, the development of mental abilities is a prerequisite for the development of knowledge, then a prerequisite for the development of the abilities themselves, according to B.M. Teplov, inclinations appear as innate anatomical and physiological features. Abilities are created in activity and are manifested in such dynamic characteristics as speed, depth, strength of mastering its means and methods. In relation to different types of activity, they distinguish between general intellectual and special abilities. "A widely accepted definition of abilities is that these are properties of an individual, the ensemble of which determines the success of a certain activity. This refers to the properties that develop ontogenetic in the very activity and, therefore, depending on external conditions."

Investigating these properties in various types of teaching, for example, in the field of music (B.M. Teplov), mathematics (V.A.Krutetsky, V.I.Kireenko), literature (V.P. Yagunkova, G.V. Bystrov), chemistry (D.A. Epstein), etc., the authors often include in the definition of the corresponding abilities not only the originality of the course of mental processes, but also some personality traits. Thus, the researcher of literary and creative ability V.P. Yagunkova names six of its components: 1) impressionability, 2) poetic vigilance, 3) good

memory (both figurative and verbal-logical), 4) the ability to create new images, 5) ease of the emergence of a state of empathy, 6) richness of verbal associations ... It is quite obvious that these components are complex complexes of both mental processes, and such personality traits as impressionability, ease of the emergence of a state of empathy.

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