



Psychophysiological (Individual) Prerequisites of The Teacher's Activity

Boboev Abror Hotamovich

Senior Lecturer

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

ABSTRACT

In this work, we have considered the topic of pedagogical abilities and personal qualities of a teacher. We examined the requirements of society for the personality of the teacher, his subjective properties, the teacher's abilities and their relationship with individual characteristics, the general and professional-pedagogical qualities of the teacher's personality. We have studied the pedagogical abilities and personal qualities of the teacher, the structure of the subjective properties of the teacher, as well as the correspondence of the personal qualities (individual, congenital and actually personal, acquired during life) of a person of pedagogical activity.

Keywords:

Personal Qualities, Subjective Properties, Congenital And Actually Personal, Correspondence,

All modern researchers note that it is love for children that should be considered the most important personal and professional trait of a teacher, without which effective pedagogical activity is impossible. V.A. Krutetsky adds to this a person's propensity to work and communicate with children. Let us also emphasize the importance for the teacher of the desire for self-improvement, self-development, because, as K.D. Ushinsky, the teacher lives as long as he learns, as soon as he stops learning, the teacher dies in him. P.F. Kapterev, P.P. Blonsky, A.S. Makarenko, V.A. Sukhomlinsky and other teachers and psychologists, emphasized this most important idea.

The relationship of teachers with students is one of the most important ways of the educational influence of adults. The teacher, in principle, is sufficiently prepared to organize and maintain such relationships, he sees the student in the main field of activity - at school, knows his comrades and friends. This gives, on the one hand, great material for communication, on the other hand, it contributes to the achievement of educational goals by the teacher,

since, when communicating with the student, he can take into account many factors of his life and accordingly influence the student, helping him to solve problems that arise in everyday life. , because many of these problems are generated by studies, relationships with comrades, social activities, that is, those spheres of life of schoolchildren, about which the teacher may be better informed than other adults.

However, in practice, the relationship between teacher and students is not always optimal. Largely, this depends on the style of leadership of a particular teacher, in other words, on the characteristic manner and ways of performing the functions by the teacher that make up his interaction with students. Based on the available research, we can characterize the five most common student leadership styles among teachers.

With an autocratic (autocratic) style of leadership, the teacher exercises sole control over the team, without relying on an asset. Students are not allowed to express their views, critical remarks, show initiative, much less claim to resolve issues that concern them. The

teacher consistently makes demands on students and exercises strict control over their implementation.

The main features of an autocratic one characterize the authoritarian (domineering) style of leadership. But at the same time, students are allowed to participate in the discussion of problems of collective life, issues affecting them. However, the teacher in accordance with his attitudes ultimately always makes the decision.

In a democratic leadership style, the teacher relies on the team, stimulates the independence of students. Students discuss the problems of collective life and, as a result, make certain choices. But the final decision is formulated by the teacher, or it must be approved by him. The teacher shows a certain tolerance for criticism of students, seeks to accept them, delve into their personal affairs and problems. In organizing the activities of the team, he tries to take the position of "first among equals".

With an ignorant leadership style, the teacher seeks to interfere as little as possible in the life of students, practically eliminates himself from leading them, limiting himself to the formal fulfillment of the duties and instructions of the administration.

An inconsistent style is characterized by the fact that the teacher, depending on external circumstances or his own emotional state, implements any of the leadership styles described above, which leads to disorientation and situationalism in the system of teacher-student relationships. The leadership style leaves an imprint on the entire system of teacher-student relationships: on how the teacher perceives his students, how frequent his conflicts with students, on the psychological climate in the children's collective, etc. teachers with students. Research allows us to conditionally distinguish four groups of teachers in terms of the intensity of their communication with students.

The first group includes those teachers who constantly communicate with children. Moreover, this communication goes far beyond the daily mentoring responsibilities of the teacher and is distinguished by a high degree of

intensity and trust. Such teachers are quite common. They are characterized by a democratic leadership style.

The second group consists of teachers who respect students, enjoy their trust and sympathy. But for various reasons, communication between teachers and children does not have a regular character outside the educational process. However, in cases when a particular student has difficulties in which he cannot figure it out himself, the student goes to this teacher, and then communication usually proceeds at the most frank and confidential level. Teachers also with a democratic leadership style dominate this group, but there are a small number with an authoritarian style. The third group can include teachers who quite clearly strive for close communication with schoolchildren, but do not have such. This happens for a variety of reasons. For some, it is due to a lack of time, for others - because the students are not disposed to confidential communication with them, since these teachers either take the pose of a mentor, or do not know how to keep the secret entrusted to them, or do not arouse the sympathy of the children. Among these teachers, teachers with an authoritarian leadership style prevail, although they are encountered with an inconsistent and democratic one.

The fourth group consists of those teachers who limit communication with students to a narrow framework of business issues. They are predominantly teachers with autocratic and ignorant leadership styles.

The emerging relationship between teachers and students also depends on how much teachers take into account the age characteristics of schoolchildren, in particular, the desire for adulthood inherent in adolescents and high school students. It is often difficult for adolescents and adolescents to gain recognition of their adulthood from teachers (especially from those who do not have a democratic leadership style). And this creates a certain barrier in achieving trust in the relationship. Thus, experimental studies show that middle and high school students have an increased level of anxiety in communicating with their parents

and those adults on whom the children depend to some extent (i.e., primarily with teachers).

The teacher's leadership style is influenced by various subjective and objective factors. Subjective in this case can be understood as the characterological characteristics of the teacher's personality (temperament, volitional qualities, emotionality, tolerance, etc.) and indicators such as the breadth of the general culture, the level of aspirations, features of self-esteem, the level of self-esteem, social attitudes. Objectives include the leadership style of the school administration, the nature of relationships in the teaching staff, and a number of other factors.

Consideration of the psychophysiological component of the structure of the subject of pedagogical activity immediately encounters two difficulties. The first is that, as V.D. Nebylitsyn, "to build any kind of detailed hypotheses regarding the connection between the properties of the nervous system and abilities or even their elements, apparently, is still premature; for this you need to know more about the properties of the nervous system, and about the abilities themselves."

The second difficulty lies in the fact that at the same time it is impossible not to notice the empirically revealed dependence between certain psychophysiological indicators of an individual and behavior, the nature of his activity.

Probably, overcoming these difficulties consists in establishing the most general connection between a certain complex psychophysiological indicator of the type of higher nervous activity of a person and its most probable manifestation in behavior and activity.

At the same time, the functional-behavioral problem, as it can be called after V.D. Nebylitsyn, is transferred to the operational reliability plan. This suggests, according to V.D. Nebylitsyn, "stable preservation of optimal operating parameters" and during certain time periods, and in an increasingly complex and changing environment. It is obvious that pedagogical activity is characterized by this very indicator.

The answer to the question of what psychophysiological indicators can affect the

nature of the teacher's subjective activity can be given on the basis of the characteristics of the basic properties of temperament in the interpretation of the school of V.S. Merlin. As is known, such properties are: sensitivity, reactivity, activity, the ratio of reactivity and activity, reaction rate, plasticity or rigidity, emotional excitability, extraversion or introversion. Emotional stability or neuroticism can also be such indicators; analytical or synthetic type of perception; field independence or dependence, which determine the cognitive style, and, in general, albeit descriptively, the type of temperament as a manifestation of the type of higher nervous activity in behavior in terms of strength - weakness, balance - imbalance, the speed of balancing the processes of excitation and inhibition. At the same time, we note that in the interpretation of V.S. Merlin, the properties of higher nervous activity affect primarily the style of activity, in particular, the individual style of the teacher. All subsequent influences are mediated.

The legitimacy of establishing such functional-behavioral connections is confirmed by C. Jung's statements about the direct connection between introversion in general, introversion of the mental type in particular, and the subjective characteristics of a teacher, a teacher. "Of course," writes K. Jung, "irrational introverted types as teachers are not perfect people. They lack reason and ethics of reason ...", and continues further: "Personally, as a teacher, he has little influence, since he does not know the structure of the mind of his students. The doctrine, in its foundation, does not even interest him, unless, by chance, it is by chance a theoretical problem for him. He is a bad teacher, because during the study he ponders the subject of the teaching, and is not satisfied with the presentation of it."

It follows from what has been said that, although the psychophysiological component has not been sufficiently studied and defined, it should be recorded as existing and, in the future, interesting for further study. Based on the studies carried out (N.V. Kuzmina, A.K. Markova, A.Y. Nikonova, N.A. Aminov, S.K. the teacher and his comfortable state of health as its subject, with other equal positive influences, provide:

the optimal (in terms of age indicators) level of intellectual development for all functions included in the structure - mnemonic, logical, sensory-perceptual and attention (in terms of B.G. Ananyev); synthetic, holistic, field-independent cognitive style with a high differentiation rate (G.A. Berulava); flexibility and convergence of thinking; activity, high rate of reaction, lability, ambivalence; emotional stability, high level of self-regulation.

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