Psychological Features of the Formation of the Personality of the Teacher of the Karakapak School

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ABSTRACT

For the effective implementation of the educational process in higher education, there should be a continuous interaction between students and teachers. This influence differs from the relationship between a secondary school teacher and a student, or between a lyceum and college teacher and a student, which, on the one hand, depends on the age characteristics between them, depending on their socio-legal status, in the classroom in the form of "teacher-teacher" and "student-listener", outside the classroom, friendly, brotherly, and even "parent-child" It is expedient. However, to date, the psychology of higher education, the psychological environment between students and teachers in it has not been thoroughly analyzed.

KEYWORDS: *Strengths, abilities, intelligence, technology, ideas, educational activities.*

Introduction

The development of modern science and technology, on the one hand, increases and facilitates the acquisition of information, on the other hand, the pursuit of a specialty in young people, a steady pursuit of knowledge in the specialty - leads to a decline, even loss of interest. Indifference and inactivity are taking the place of voluntary coercion. In other words, they are becoming "slaves to ready-made information".

In life, computers, displays, computers, calculators facilitate mental work, save them from mental exertion. But you have to be able to take advantage of these conveniences and create new ones! Who guarantees that these tools work properly, who should check them. Of course, today's student should do it!

An important difference between a student and a schoolboy is that he is not only a listener-student, but also an independent student of science (the student-Latin means "independent practitioner"). It is to teach students to acquire independent knowledge, to organize their own activities, to self-manage, to develop new ideas and so on. The main factor in the implementation of these tasks is the transition from monologue to dialogue.

Research by psychologists shows that when a person experiences life, he or she develops self-awareness, including understanding the meaning of personal life, making clear life plans, determining future life paths, and so on.

The student gradually becomes accustomed to the unfamiliar conditions of the microgroup, begins to know his rights and responsibilities. Even at the age of 17-19, the student does not have the ability to consciously control their behavior and cognitive activity, and, accordingly, there are cases of unjustified behavioral motives, short-sightedness, carelessness.

At this age, some negative behaviors are sometimes observed. The process of self-improvement

plays an important role in the lives and activities of young people during their student years. By comparing the ideal "I" with the real "I", the components of self-government gain practical expression.

From the student's point of view, the ideal "I" has not been sufficiently tested on the basis of certain criteria, so it is inevitable that they sometimes feel random, unnatural, and therefore the real "I" is far from the real value of the person.

At the beginning of the academic year, if a student has a high mood, a sense of pleasure in entering the university, as a result of close acquaintance with certain laws and regulations, he may experience a sharp depression. In our opinion, one of the important conditions of this period is to have a unique approach to the student in the planning of educational work in higher education, in the educational process. Notwithstanding the above, the admission of boys and girls to higher education gives them a strong confidence in their strengths, abilities, intelligence, inner potential and will, which in turn creates a sense of hope for the organization of a lavish life and activity.

These views are confirmed by the results of research conducted by BG Ananev. An important condition for the success of students' educational activities is to study the peculiarities of the educational process in higher education, to eliminate the feeling of discomfort (discomfort, unpleasantness), to prevent conflicts in the microenvironment. Usually, junior students try to imagine the learning process as fully as possible, but do not have enough information about its management.

Often they understand the management of learning activities as planning, monitoring, evaluation of learning materials. Students' answers to the questionnaire show that in addition to imagining the system of learning activities, they also have some knowledge of some of the possibilities of its management. 15% of the participants in the experiment (730) understood the process of personal activity management as a process of repetition of learning materials, the main purpose of which is to clearly understand the essence of the text.

Main part

In their answers, some students also wrote about ways to master the material, which has some feature. In one of the answers of the lower course: "I first divide the study material into parts, then I create a logical harmony between them, trying to find important and primary features."

However, most students are far from describing, understanding, and imagining generalized ways of managing learning activities. There are even some misconceptions, difficulty in planning, summarizing, clearly showing the general students to be used in teaching methods, deviating from the scope of the problem, and so on.

These difficulties can be divided into three groups according to their nature and form:

1. Difficulties in learning: sharp differences in the content and content of teaching materials, different forms and methods of teaching (lectures, seminars, colloquiums, tests, special courses, etc.), the complexity of seminars and lecture materials, for them diversity of sources of material, lack of independent learning skills, etc.

2. Socio-psychological difficulties: changes in the environment and living conditions; the transition to independence in all spheres of life and activity, the emergence of willpower, insecurity in ability, mental capacity - for example, in sessions, fear of expulsion from school, fear, apprehension.

3. Professional difficulties: Misconceptions about the process of adaptation to the conditions of higher education, inability to effectively use the internship, the separation of practice with theoretical material, students' ignorance of the professiogram or lack of professional qualities that meet the requirements of the professiogram.

MIDDLE EUROPEAN SCIENTIFIC BULLETIN   **ISSN 2694-9970**

To a certain extent, the specific typological and age characteristics, intellectual abilities, intelligence, moral qualities of students play a role in adapting to the environment of higher education.

**Fig1. Concepts and terminology of educational psychology**
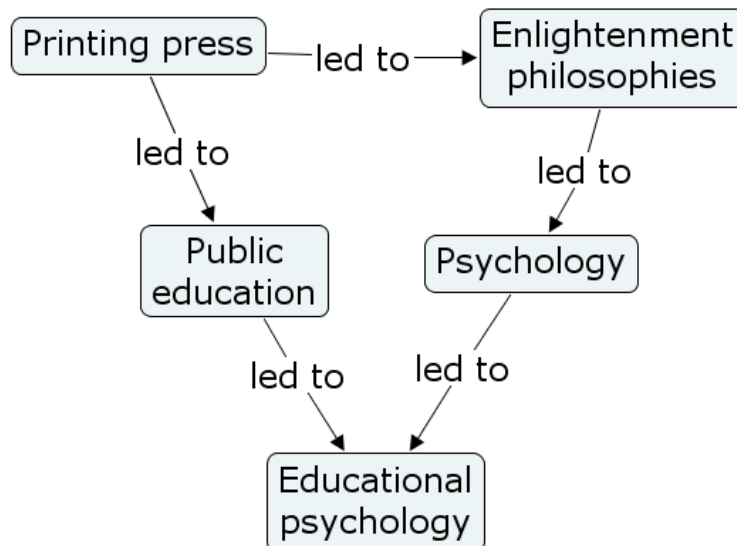
The main reasons for the difficulty are the inability of students to know the correct methods of learning, the inability to evenly distribute power and opportunities in mental work, which are the basis of mental stress. Mental stress in students is not an accidental psychological phenomenon, it is based on the weakness of the study of rational management of personal learning activities.

University students often try to manage this activity at random in the acquisition of educational materials. In this case, if certain materials are remembered with logical action, the rest are absolutely ignored. As a result, they listen to a part of the lecture, barely understand its essence, do not have time to summarize it.

The continuation of this situation during the academic year makes the examination sessions a difficult test for the student. Accordingly, one of the main tasks of the university is to teach students to work with the main sources of educational material, to organize his independent learning activities, to acquaint him with the methods of self-management.

Fig 2. Research Methods in Educational Psychology
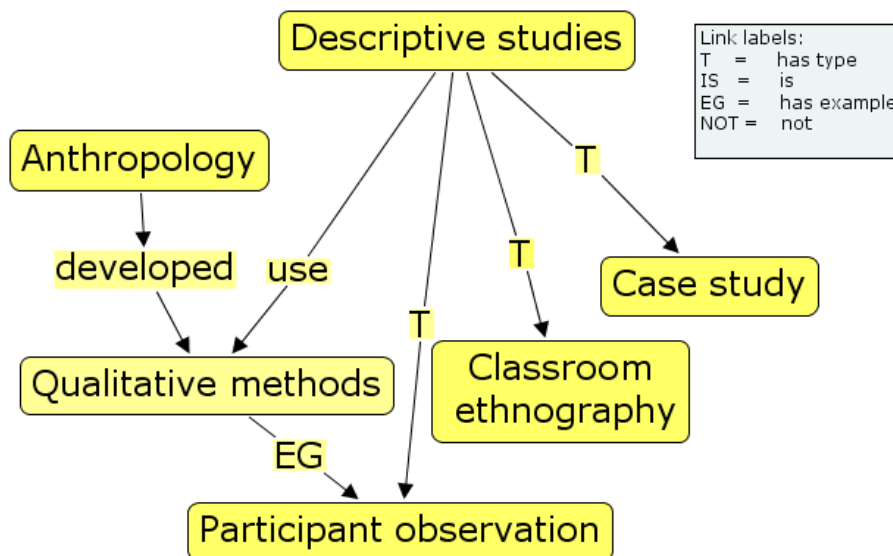
Students are considered to be solved in accordance with certain rules related to the components of educational activities:

1) How to read and teach correctly in the classroom?

2) How to use generalized methods of independent activity outside the classroom?

3) How to create optimal conditions for the mental activity of the student in the lecture?

4) Is it possible to determine and express the level of preparation for practical and seminar classes?

5) Is it possible to determine the level of preparation of the student for exams and tests? and so on.

The lectures currently used in higher education can be divided into five types: informative, directing, motivating, methodological, developmental and educational. The following should be taken into account when assessing the quality of reports:

The content of the report - the ideological and political direction, scientific, the connection of theory with practice, the scope of empirical materials, description. The presence of materials that lead to the student's thinking, problem statement, etc.

On the spiritual and human orientation of this work on the basis of national ideas, national ideology, President Shavkat Mirziyoyev in a conversation with the correspondent of newspaper in June 2020 on the topic "I believe in the strong will of our wise people." - to perfectly reveal their theoretical foundations, their new facets and turn them into active and enthusiastic participants in the construction of a new life, a society that meets the requirements of the times. " Proud of the growing activity of our youth during the years of independence, in the letters of the President to the participants of the founding congress of the youth social movemen).

It is especially noteworthy that our young generation considers it a sacred duty to see the great future of our country, to solve the great problems facing us, to protect our independence, to live in harmony with national and universal values. " In order to carry out the work, there must be changes in the content of education, its structure, further improvement of the educational process, student activities.

The structure of the content of education in each subject This is not a form of independent work, it is not a study of other literature. It is such a link in the curriculum that it can be filled in practical and creative activities.

It is also not possible to pass in the auditorium. This link is chosen by each science teacher to be performed in the practical creative objects of the subject. should be an incoming link. This link can be selected in different ways depending on the field of study and the purpose of teaching.

For example, in the first two years of university, the general practice should be creative, in the second stage the field should be more specialized, and in the third stage it should be more problematic. However, it is advisable that this link is not always replaced by abstract models, but rather has a more vital character. Such practical-productive links should be multiple in each subject curriculum, and their implementation should be considered a major achievement by students.

Nowadays, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process, one of the reasons for this is the fact that so far the traditional while science teaches students to acquire only ready-made knowledge, modern technology teaches them to search for their own knowledge, to study and analyze it independently, and even to draw their own conclusions.

In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual, as well as acts as a manager, a guide. The student becomes a key figure in the learning process.

Fig 3. Pedagogical approaches in education
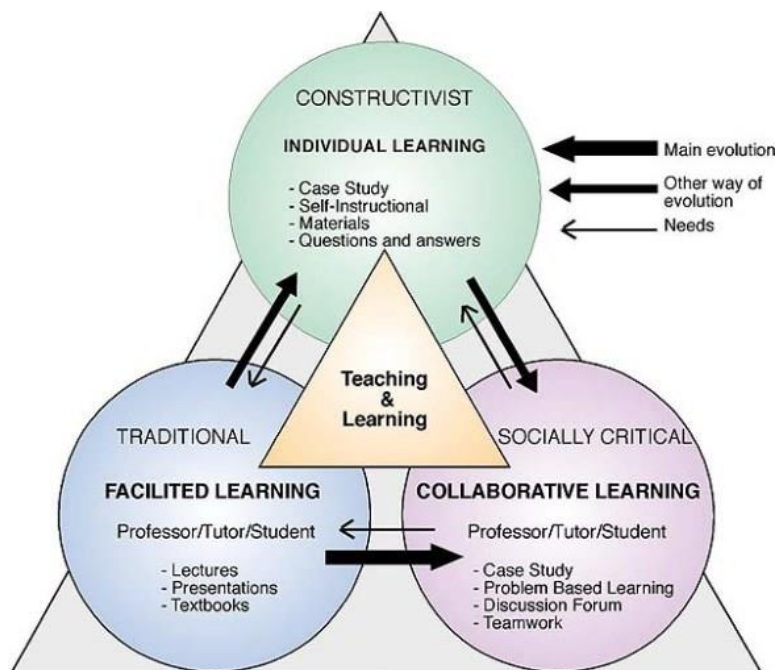
Many students focus on strategic, shallow learning, just learning the stuff necessary to get good grades on the tests. Critical, independent thinking and acting are often weak points. You risk getting people who without objections accept instructions, or what is written.

This should be taken on a daily basis, even in some cases through the class schedule in the classroom at certain hours. even the activity of each science teacher is determined by the same number of hours in the experience of some advanced universities, and it is said that zachet time requires.

Practical product assignments can be individual or group. The acquisition of each subject is not a study, but the acquisition ends with a final systematization report. At the same time, the student learns to fully understand the subject and to master it consciously. They can be used when needed.

This will put an end to the chase of overtime in higher education, especially in universities. Because the workload is, in fact, the performance of the professor-teacher, the knowledge, consciousness, level, foresight and skills of the student, the future specialist. Yes, this process involves real education.

Because in the joints of practical-productive tasks, along with the implementation of scientific-practical, economic, ecological-spiritual-human qualities, the true spiritual-productive symbolic essence of man is realized.

Conclusion

In order to avoid mistakes and violations of the laws of logical thinking in the definition of teacher etiquette, it is necessary to define teacher etiquette as a type, appearance (direction) of professional ethics, and in this definition. It is necessary to indicate the important, basic features that characterize the etiquette of the anteater.

Important, basic features of teacher etiquette include: compliance with the laws, principles, concepts, criteria, requirements of universal and national ethics; In accordance with the peculiarities of the pedagogical process and pedagogical activity, their clarification, clarification, the laws and functions of universal and national morality, the teacher's interaction with students, colleagues, parents, school leaders, as well as educational in the effectiveness of pedagogical work.

Thus, the teacher's ethics is reflected in the teacher's interaction with students, their colleagues, parents, school leaders, clarifying the laws, tasks, principles, concepts, requirements, criteria of human and national morality in the educational process. is a professional ethical trait.

The subject of teacher ethics (pedagogical ethics) is one of the directions of professional ethics, which studies how the laws of universal and national morality are reflected in the educational process.

The purpose of teacher etiquette is to equip future teachers with knowledge of professional ethics, to acquire pedagogical skills, moral skills and abilities, to help increase the prestige of the teacher in practice.

The main tasks of the subject of teacher ethics are:

➢ to impart knowledge, skills and abilities to future teachers on universal and national ethics, professional ethics, teacher ethics;

➢ to manage, direct, regulate and control the interaction between the teacher and students, colleagues, parents, school leaders in the educational process;

➢ interaction between the participants of the pedagogical process, the establishment of ethical norms, the need to adhere to them in the minds of future teachers;

➢ to teach students and future teachers ways of moral education;

➢ raising the spiritual and moral level of future teachers, pedagogical ethical culture.

In determining the content, forms, characteristics of teacher etiquette is based on scientific teachings on theories of ethics and the laws of ethics. Ethical requirements, norms, which are applied by the members of the society, aimed at and serving social development, are also characteristic of the teacher's etiquette. The content, form and methods of teacher etiquette are organized on the basis of centuries-old experience of our people in the field of historical traditions, customs, science, culture, spirituality, with a view to the future of our state. Like all social phenomena, the process of formation of teacher ethics is based on certain objective laws.

The general laws of teacher ethics include:

➢ the nature of the teacher's etiquette at each stage of social development is determined by the production needs that exist in that society and is expressed in government documents as a social order;

➢ unity of purpose, content and methods of teacher etiquette;

➢ unity of popular enlightenment, moral education and teacher's etiquette in the whole pedagogical process;

Private (specific) laws of teacher etiquette:

➢ love for the teaching profession and children;

➢ the teacher has a deep knowledge of the subject he teaches, the theory and methods of teaching it, pedagogy, psychology and ideology, a high spiritual culture;

➢ moral purity of the teacher;

➢ high level of understanding of the duty to society, pedagogical responsibility, moral conviction;

➢ Confidence in the rightness and strength of the work he does, that each of his students will grow up to be a good person, useful to society;

➢ adherence to the rules of pedagogical tact, etiquette;

➢ the teacher's desire to do good, politeness and unity of practical work, word and deed;

➢ to be impartial, objective, demanding, fair to all students;

➢ harmony of pedagogical creativity with moral character of pedagogical activity.

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