

FACTORS OF INFLUENCE OF TEACHER'S POSITION ON STUDENT'S PERSONALITY DEVELOPMENT

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Abstract: The current stage of development of Russian society focuses the educational process on creating conditions for the development of creative, leadership potential, humane attitude towards others, the team, and micro-society in the student. Due to the fact that students cannot develop autonomously, without the participation of the teacher, the latter is a key figure in the process of training and education of students. In this regard, the teacher needs to realize the importance and necessity of his creative position in the development of the student's personality and build his activities based on the primary goal. For the successful development of students, the teacher needs to analyze his professional methods, techniques and methods of pedagogical interaction with students. Therefore, the question of the influence of the teacher's position on the development of the student's personality is especially relevant in modern pedagogy.

Key words: training, development, professional methods, participation, education.

Introduction: The essence of the teacher's position. As noted in the previous paragraph, the process of development of the student's personality is influenced by the relationship with the teacher. In this case, the position taken by the teacher is important. The position of a teacher is a system of those intellectual, volitional and emotional-evaluative attitudes towards the world, pedagogical activity in particular, which are the source of his activity. It is determined, on the one hand, by the requirements, expectations and opportunities that society presents and provides to him. On the other hand, there are internal, personal sources of activity - the desires, experiences, motives and goals of the teacher, his value orientations, worldview, ideals. The teacher's position reveals his personality, the nature of his social orientation, and the type of civic behavior and activity. The authority of a teacher consists of two components: the authority of the role and the authority of the individual. At the moment, it is the personality of the teacher that has a powerful educational (pedagogical) impact on students. In this regard, the important personal qualities of a teacher are:

- Ability to understand relationships between people;
- Humanity, kindness, sincerity and responsiveness;
- A sense of the new and the ability to develop innovative thinking among students;

- The ability to empathize, to mentally put oneself in the place of another person;

This list of desirable properties and qualities constitutes a psychological portrait of an ideal teacher.

The social position of a teacher grows out of the system of views, beliefs and value orientations that were formed in secondary school. One of the leading, core formations of a teacher's personality, determining its integrity and readiness for activity, is professional value orientation. It can be characterized as a selective attitude of a teacher to the teaching profession, to the personality of the student, to himself, formed on the basis of a wide range of spiritual relationships of the individual, in all types of activities that are professionally significant for him. We know that education is always built on the basis of personal interaction. That is why a teacher, clearly aware of what he is doing, cannot always give a detailed answer as to why he acts this way and not otherwise, often contrary to common sense and logic. The choice of a professional position for a teacher is influenced by many factors. However, the decisive ones among them are his professional attitudes, individual typological personality traits, temperament and character. Successful pedagogical communication and interaction between a teacher and students requires him to have certain psychological qualities and abilities.

- The ability to control oneself, one's mental state, facial expressions, voice; be able to manage mood;

- Good verbal abilities: culture and development of speech, rich vocabulary;

- Interest in students and working with them, sociability;

- Use of various means of influence (persuasion, suggestion).

It is generally accepted in scientific sources that teaching talent is the highest degree of a person's abilities, providing the opportunity for the most successful, creative performance of teaching activities. As you can see, the key word here is ability. Let us also establish that the concept of "pedagogical qualification" means an individual's preparedness for teaching activity, i.e. the presence of special knowledge, skills and abilities necessary to carry out this activity. The key word here is "preparedness." Comparing these concepts, we come to the conclusion that a person's ability as an individual feature, which is a condition for successful performance of teaching work, cannot be reduced to the notorious ZUN, that is, talent cannot be taught.

It is obvious that an excellent teacher can be one whose pedagogical talent is complemented by special pedagogical education and will be developed in practical teaching activities. One who relies only on his teaching talent or only on the pedagogical education he has received may not become a real teacher. The choice of role positions of a teacher directly depends on his professional qualities. The final

result of his joint activities with students depends on the choice of positions occupied by the teacher in the educational process.

The pedagogical position is a product of pedagogical thinking, a consequence of awareness of the nature of the educational process and at the same time an indicator of the level of professional readiness to work with children. This is the position that the teacher previously occupies in relation to students in interaction with them and which determines all subsequent professional behavior of the teacher. The position that the teacher takes will dictate his reaction to the circumstances that develop in his interaction with children. If he goes to children in order to “restrain” them, “defeat”, “pacify” them, then an insignificant mistake of the child causes his negative behavior: shouting, maxims, harsh assessment, infringement of his interests. If a teacher is part of a group to “work”, “explore the world”, “communicate”, “achieve a common goal”, then minor misdeeds of students are corrected gently and imperceptibly, without stopping the general movement towards a common goal. The difference in professional positions is obvious and, as a rule, is recorded quite easily by observing the work of the teacher, from actions to his facial expressions, plasticity, and intonation. With all the richness of the palette of individual manifestations, the position is clearly and distinctly indicated. From the point of view of analysis, a person builds communication by choosing one of three internal positions: parental (instructs, cares for, controls); children's room (expects care, help, does not take responsibility); adult (offers sharing responsibility, demonstrates a desire for dialogue on equal terms). Influencing students and interacting with them, he is constantly in contact with the inner, spiritual world of the child. It must be remembered that this moment of contact is very responsible and requires from the teacher, in addition to deep professional knowledge and skills, a demonstration of high general culture, morality, and tact.

A teacher nowhere and never meets a child as an “object” (if he is really a teacher and not a worker with “human material”): in a personal position he always meets another person, and in a professional position he always meets with the conditions of his development. When implementing interaction functions, the teacher’s task is not to suppress activity, but to provide internal motivation so that the student wants to speak, read, write and obtain new information. “Whatever the role and position of the teacher, he is always under the strongest control, under which no other person in the world is,” said M.I. Kalinin. “Dozens of children’s eyes look at him, and there is nothing more attentive, more vigilant, more receptive to the various nuances of a person’s mental life; no one can catch all the subtleties like a child’s eye.” If the teacher does not have sufficiently developed certain pedagogical skills and personal qualities, then certain gaps in the work are observed. Thus, teacher N. does not have sufficient self-criticism. The teacher does not experience obvious difficulties in communicating with children, but there are difficulties in maintaining the

contingent, difficulties arise in the construction and organization of the educational process (there is no clarity in the organization of classes). On the other hand, this experienced teacher strives for better performance, sometimes stops seeing the child in the child, interferes in the student's practical activities, and suggests answers to assignments. Students of such a creative association do not trust themselves, are afraid of making mistakes, do not prefer free activity, but try to please the teacher and guess his wishes. Thus, the professional position of a teacher is one of the most important factors in the development of a child's personality. A teacher is a person who has not only mastered the theory of pedagogy, he is also a practitioner who must be able to cognize and feel the spiritual world of a child, understand the "personal" in each child [10, 24-25]. A child's communication with teachers is an independent, quite significant factor influencing the development of his personality, and can help strengthen the student's "I" if this contributes to his self-affirmation in the eyes of his peers. This happens if the teacher shows respect for the child's feelings and thoughts and does not allow situations of insult or ridicule. Otherwise, communication may force him to compensate for the feeling of humiliation through aggressive actions towards peers. It is known that communication with elders is the only possible way for a small child to comprehend and "appropriate" the knowledge acquired by other people. It is to this social inheritance that human evolution, changes in the general structure and the emergence of new forms and types of behavior, and the formation of new structures for reflecting reality are due. This is the specificity of a person's mental functions, the specificity of his development. Moreover, the assimilation of social experience is closely related to the child's personal experience and his own activity. It should be noted that in this case, communication plays a decisive role not only in enriching the content of a child's consciousness, but also determines the structure of consciousness and determines the mediation of the structures of specific human mental processes. As the child's mental life is enriched, the meaning of communication becomes more complex and deeper, expanding in connections with the world and in the emergence of new abilities. The main and most striking positive impact of communication is its ability to accelerate the development of children. The influence of communication on various aspects of the development of a child's psyche has been widely studied. It is known that the process of intensive communication with adults allows children to overcome unfavorable situations of personal formation: a state of conflict among peers and unfamiliar adults, expressed in timidity, embarrassment, and anxiety; insufficiency in the development of active and passive speech. The influence of communication was also observed in various areas of children's mental development: the formation of curiosity, the development of emotionality, a friendly attitude towards peers, sociability, speech development, in the field of personal development and the formation of self-awareness, the effectiveness of the learning process. Another factor in the influence of the teacher's position on the development

of the student's personality is the latter's involvement in activities that improve the child's environment. If the child is not involved in such activities, then there will be no development in the positive sense of the word. Recognition of the activity of the individual as the leading factor in its development raises the question of purposeful activity, self-development of the individual, i.e. continuous work on oneself, on one's own spiritual growth. The personality must move from an object of development to the status of a subject. When solving a particular pedagogical problem, the teacher encourages students to perform certain activities or prevents undesirable actions. In order for students to begin to show their own activity, this influence must be realized by them and turn into an internal stimulant, a motive for activity. At a certain stage of development of the individual, his intellectual abilities and social self-awareness, a person begins to understand not only the goals external to him, but also the goals of his own development. He begins to treat himself as a subject of development. With the emergence of this new, very unique factor in the development of personality, a person himself becomes an educator, that is, a teacher in the full sense of the word.

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