



DEVELOPMENT OF PROFESSIONAL AND PERSONAL QUALITIES OF THE TEACHER

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ANNOTATSIYA: Ushbu maqolada o'qituvchilarning kasbiy va shaxsiy sifatlarini rivojlantirish uchun olib boriladigan ishlar samaradorligi, bugungi kunda jamiyatimizda o'qituvchilarning kasb mahoratlarini oshirish chora tadbirlari haqida keltirib o'tilgan.

Kalit so'zlar: o'qituvchi, kasbiy mahorat, shaxsiy mahorat, pedagog, obyekt, subyekt.

АННОТАЦИЯ: В данной статье отмечена эффективность проводимой работы по развитию профессиональных и личностных качеств учителей, меры по повышению профессионального мастерства учителей в современном обществе.

Ключевые слова: педагог, профессиональное мастерство, личностное мастерство, педагог, объект, субъект.

ANNOTATION: In this article, the effectiveness of the work carried out to develop the professional and personal qualities of teachers, measures to improve the professional skills of teachers in our society today are mentioned.

Key words: teacher, professional skill, personal skill, pedagogue, object, subject.

Introduction

A teacher is a professional who is always in demand. This is a type of activity that is discussed and appreciated from all sides. In order to establish quality education in society, there has always been a strong demand for a capable educator. Therefore, the topic of the qualities of a modern teacher is always interesting. So what good teacher should be today? A real professional modern teacher is, first of all, a skillful teacher. He perfectly copes with the main task of his profession. It is a professional trained to teach others. A good teacher gives children excellent quality - the ability to know and develop the world. It teaches the perception, processing and independent application of information. This can only be achieved by a teacher with the following characteristics:

- loves children and is interested in them; knows the psychology of schoolchildren of different ages;
 - appreciates the uniqueness of the child's personality; is able to observe the behavior of children and draw conclusions;
 - can assess intellectual potential and build a child's individual development strategy;
 - easily communicates with children, achieves their love and respect; successfully leads the children's team;
 - knows his subject deeply; is ready for innovation and strives for development.
- it should be remembered that there are also moral nuances in the profession.

The rights of teachers give the opportunity to view some documents of students and their parents. This will allow the teacher to better organize work with educators. But the teacher is forbidden to disclose confidential information about children and their families.

the teacher performs many functions in the process of pedagogical activity. The success of these functions is determined by the personality of the teacher, his professional qualities. The peculiarity of pedagogical work

puts a number of requirements for itself, for its personality, which are called personal qualities of professional importance.

An attempt to develop a list of personal and professional qualities of a teacher has a long history. Russian teacher, writer, journalist and book publisher N.I. Novikov, the educator must meet the following requirements; have the ability to think correctly and Pure; be able to appeal to children; Be Kind; know Russian and foreign languages; pronounce well; good behavior and decent appearance.

K. D. Ushinsky noted that " in every teacher, especially the teachers assigned to lower schools and public schools, it is important not only to teach, but also to character, morality and faith ..."he strongly argued.

The most active teaching of the labor and personality of the teacher in the Soviet school was carried out in the 1920-1930s, when the foundation of the Soviet school was laid. The personality of the teacher is considered as a subject who actively forms the normative and subject equipment of his activities.

Interest in the development of these issues began in the 60s.V. it was revived thanks to the research of two Leningrad schools headed by. Kuzmina and A.I. Shcherbakov. Later V. A. Moscow School under the leadership. Slastenin.

The ideal model of the teacher, teacher, class leader, teacher, model that provides the main personal characteristics that must first be in the teacher, the standard; secondly, knowledge, abilities, skills on the performance of the teacher's functions are called a professiogram.

Based on this understanding of the meaning of the concept of " professiogram", we can talk about the professographic method of studying personality, in which the knowledge, skills and abilities of the teacher are compared with what it can be according to the ideal model. It is not difficult to imagine that this method allows you to design the personal and professional growth of the teacher.

At the same time, the professiogram of the teacher is a document that gives the teacher a complete qualification characteristic in terms of his knowledge, skills and abilities, his personality, abilities, psychophysiological capabilities and requirements for the level of training.

The need to create a professionogram for a modern teacher is determined for a number of reasons:

Importance of social order for school, teaching profession;

Growing demands of society on the personality of a teacher;

Changes in the criteria of its professional competence in connection with social and scientific and technical changes;

The need to improve the quality of professional and pedagogical training.

This idea of the professiogram was developed over the past decades.

Professional and personal qualities of a teacher

What features, qualities should a teacher have? In general, they can be represented as the following diagram.

Features of the teacher

Special personal

Objective (scientific subjective (personal (moral-volitional))

teacher training, qualities)

Form: 1. Professional and personal qualities of a teacher

The problem of subjective characteristics of the teacher scientists N.V.Kuzmina, A.K.Markova, S.V.Kondratyeva, L.M.Mitina and others became the subject of theoretical and experimental research.

The following features of teacher subjectivity are distinguished: psycho-physiological characteristics (inclinations) of the subject, the necessary conditions for their implementation are the professional role (type of temperament, emotional excitability, type of perception, flexibility of thinking, etc.).

The most important characteristics of the higher type are nervous activity (VND), which can be considered as the psychophysical basis of the individual qualities necessary for the teacher to carry out his work. It is known that GNI is based on two main nervous processes: excitability and inhibition. They are characterized by strength, mobility and balance, various combinations of which determine the individual psychological characteristics of a person - his type of temperament, the specifics of perception and thinking, attention, ability to work, endurance, psychological stability, etc. The pedagogical activity and individual psychological qualities of the teacher should be in a certain correspondence. Such correspondence does not always arise by itself (although there are happy coincidences, they speak of a natural training, a born

teacher). This must be achieved. The following individual psychological characteristics and qualities are preferred for the teaching profession:

1) Advanced Leadership, performance, endurance, perseverance, activity, purposefulness, perseverance, endurance, self-confidence, etc. k.a. a powerful type of GNI that determines the combination of temperament qualities developed on the basis of lar.

2) formation of voluntary attention, a high level of mental activity, memory.

3) emotional balance (ability to control oneself even in emotional situations).

4) social sensitivity, reflectivity (the ability of a person to self-report, the ability to consider their own mental states; the ability to see oneself from the outside, sometimes through the eyes of others).

2. Pedagogical abilities-individual psychological characteristics of a person, as a result of which any activity is successfully carried out, with low labor costs, great results are achieved.\

In the psychological and pedagogical literature, various groups of abilities are distinguished. Thus, F.M. Gonobolin refers to the important individual characteristics of the teacher as "the ability to understand children, to see the good and the bad in them, to feel how they are perceived." educational material, objectively assess their knowledge and abilities, work creatively, successfully convey knowledge to students, master the language, skillfully combine schoolchildren into a children's team, show pedagogical tactics, infect children with their passion, hard work, control themselves well, control their feelings and behavior "

The teacher's six leading abilities for pedagogical activity I.A. Zyazyun, M.S. Burgin et al include:

Communication-benevolence to people, benevolence, public;

Sensory abilities-professional alertness, empathy, pedagogical intuition;

Dynamism of personality-the ability to exert volitional influence and logical trust;

Emotional stability-ability to control oneself;

Optimistic prediction;

Creativity is creative ability.

As can be seen from the list of pedagogical abilities above, they contain many personal qualities and are manifested through certain actions and skills. In addition, there are skills that are included in the composition of several abilities.

3.The orientation of the individual, it is organized by the value orientations of the person. In our case, we will talk about the professional and pedagogical orientation of the teacher. The professional-pedagogical orientation of the teacher's personality (PPT) is a stable, dominant (dominant) system of needs, motives (interests, beliefs, inclinations, etc.) that determine the teacher's behavior, attitude to his profession and work.

N.V.as for the pedagogical activity of. Kuzmina (professor, Doctor of Psychological Sciences) contains the following components in the professional pedagogical direction of the teaching person:

1. Interest and love in children, interest in the profession, creativity associated with the upbringing of human qualities in them;

2. To be aware of the difficulties and problems in teaching;

3. The need for teaching activities;

4. Awareness of their capabilities and abilities in accordance with the requirements of the chosen profession;

5. The need for constant self-improvement and the desire to master the basics of pedagogical skill already at the University.

N.V. Kuzmina also identified three types that are focused on the personality of the teacher:

Truly pedagogical (it consists in the stable motivation of the formation of the student's personality through the subject being taught, relying on the formation of the student's initial need for knowledge, and his teacher is a teacher. yourself without school, without the life and activities of your students);

Formally pedagogical (the motivation of pedagogical activity tends to the passion for teaching a particular topic, but to some extent the teacher achieves the effectiveness of his pedagogical activity, since he conquers students with his personal passion for the process of learning and teaching, his creative attitude to his work);

False pedagogical (the main motive of the pedagogical activity of the teacher is self - expression, career growth. A number of developed pedagogical abilities and personal personal qualities, such as intelligence,

will, etc. due to the presence of s, such a teacher can successfully work during certain periods. However, violation of its motives leads to a low result in professional activity, as a rule, in pedagogical activity)

The professionally significant qualities of the teacher's personality are the characteristics of the mental, emotional - volitional and moral aspects of the individual, which affect the effectiveness (success) of the teacher's professional and pedagogical activity and determine his individual style.

There are different classifications of the personal characteristics of the teacher, for example, V.P. a variant of the classification of professionally significant personal qualities (PZLK) developed by. Simonov. This classification includes the specific optimal characteristics of the qualities of the teacher's personality:

1. Psychological characteristics of an individual as a person: a strong, balanced type nervous system; predisposition to leadership; self-confidence; politeness and responsiveness; hyperthymic (activity, mobility).

2. The teacher is in the structure of interpersonal relationships: the predominance of the style of democratic communication with students and colleagues; small conflicts only on principled issues; adequate, normal self-esteem; the desire to cooperate with students and colleagues; the level of isolation in the collective is zero.

3. Personal personal characteristics of the teacher:

a) free provision of extensive information and material;

b) the ability of students to take into account individual psychophysical capabilities;

d) elegant appearance, expressive facial expressions, general artistry;

e) to focus on students (to address them by name, to know not only personal characteristics, but also the life circumstances of students, to strive to help in affairs and advice);

f) quick reaction to the situation, resourcefulness;

g) the ability to accurately formulate specific goals;

h) the ability to organize all students in general and each separately;

i) the availability of evaluations that are assessed along with student feedback and grade setting, systematically monitoring student development.

As you can see, this option of persons of professional importance reflects the most important professional aspects of the modern teacher model.

Citizenship (Social Responsibility; an individual's willingness to make active, enthusiastic contributions to solving social problems);

Love for children (humanity, benevolence, Sensitivity, Sensitivity, attentiveness, sincerity, politeness, etc.;

Optimism (belief in the student's positive development strength and opportunities);

Justice (honesty, conscientiousness, ability to behave impartially);

Solidarity (pedagogical tact, public);

Altruism-self-sacrifice (careless for the well-being of others);

Strong-willed qualities (purposefulness - "goal reflex", I.P. In Pavlov's words; endurance, self-control, restraint, perseverance, strength, perseverance, patience, courage);

The group of communication skills includes sensory skills, which are abilities that manifest themselves at the initial stage of communication, the ability to understand other people (students, teachers, parents), as well as pedagogical (verbal) communication skills and skills of pedagogical techniques (the ability to choose the right style). and tone, control attention, feel speed, develop a culture of speech, control your body, regulate your mental state, etc.).

On the basis of the combination of the personal qualities of the teacher and professional competence, pedagogical skill is born - the highest level of professionalism. In the pedagogical Encyclopedia, the concept of " pedagogical skill " is interpreted as a highly and constantly improving art of teaching and upbringing.

Being a master of pedagogical work means a deep understanding of the laws of education and upbringing, their skillful application in practice and achieving tangible results in the development of the personality of an educated person.

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