

Psychological Factors for Forming Strong Knowledge of Teachers and Audience in Forming the Quality of Education and its Profession

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ABSTRACT

This article contains the tasks set by the President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his speech at the solemn event dedicated to Teacher's Day on September 30, 2020, interactive teaching methods, as well as the widespread use of innovation, higher education in developed countries and advanced knowledge in our country based on the experience of the country's institutions, pedagogical and psychological scientific proposals and practical recommendations for the implementation of scientific research results in improving the effectiveness of education.

KEYWORDS: learning process, activity, teacher, listener, psychological characteristics, ability, memory, tension, associative, differential, motivation, will.

The subjects that implement modern educational processes, increasing its compliance with world standards, are individuals whose activities are in an individual and group environment, a system of relationships, attitudes, subjective attitudes towards their work, job satisfaction, as well as ideas and feelings about the effectiveness of activities. Undoubtedly, all these factors, in turn, are socio-psychological. Especially in the context of the introduction of new standards in the educational process of modern Uzbekistan, the independence of educational institutions and the improvement of the psychology of mastering one's specialty, the increase in their forms - all this changes the social status of a person as an object and subject of a new approach to education. In particular, the study of the socio-psychological impact of people on each other, which is one of the factors that ensure the effectiveness of labor, raises the problem of teaching both teachers and students effective and efficient teaching methods based on the psychological characteristics of the individual. students.

The fate and development of the country have always been closely connected with thinkers, philosophers and their activities. Therefore, in many of his speeches and lectures, President Sh.M. Mirziyoyev pays special attention to the activities of teachers:

“Today, every teacher and educator, university teacher should be able to apply the latest positive achievements in education and science, have deep knowledge and outlook, in a word, the most advanced representatives of modernity and society.”

At the same time, in different strata of society, teachers have certain responsibilities that require the knowledge and psychological literacy of the teacher. Because it can sort by intellectual abilities and abilities of responsible teachers, use the most effective means of motivation in the educational process, apply effective methods of psychological influence. In addition, the socio-psychological knowledge of the teacher is reflected in the effective organization of classes, the formation of study groups, attention to the number and quality of

students, a broad outlook of the audience, and literacy in matters of professional maturity. All these aspects are among the criteria for the psychological maturity of teachers and students. Teachers are both a reformer and an executor of these attempts, since in the period of high achievements in modern education, the widespread introduction of new pedagogical technologies into the education system, all attempts were made for teachers. Therefore, where there are experienced and qualified teachers, the laws of psychology apply. Since the issues of liberalization of the educational process and the introduction of a new approach also go only with the factor of teachers, it means that psychological knowledge and experience are indispensable in solving some problems and shortcomings in the educational process.

One of the fundamental aspects of the development of new Uzbekistan is the formation of a new thinking among young people in the field of education, which involves the psychological preparation of the younger generation to consolidate new forms of pedagogical independence.

The teacher is also central to the effective conduct of personal learning processes. Therefore, the teacher is required to have a number of personal-psychological cognitive qualities.

Such a set of qualities can include the following characteristics.

Firstly, the teacher must be able to personally feel the psychological states that arise in the student and their impact on each student. In this case, it is advisable for the teacher to have this intuition by nature, i.e., only a teacher who differs from others in intelligence and quick wits can be a good manager.

Secondly, the teacher must be able to find a way to the heart in a timely manner, taking into account the psychological characteristics of the audience, be able to distribute tasks to the audience, take into account their capabilities and responsibilities, and control the pace of implementation.

Thirdly, to be able to take risks, that is, to be able to find the necessary opportunities even in a situation of hesitation and anxiety, not to be afraid, to show determination. For example, world experience shows that one of the characteristics of Japanese management in any field is that they try it regardless of the outcome of the decisions made. If in this process the result is unsatisfactory, then the result is considered as an "indicator". There seems to be a lot of courage to take risks at this point.

Fourthly, authority, that is, the ability to have a reputation, should be recognized for its attitude to the learning process, responsibility, willpower, and a high level of preparation for the type of training. After all, an authoritative teacher does not intentionally oppress and does not influence others, but also influences the listener with his own words, actions, and attitudes.

Psychological and pedagogical improvement of technologies of pedagogical education:

- the transition from memorizing the text to the function of memorization, i.e. the transition to the process of mental development, which allows using what has been memorized in memory;
- the transition from the associative-statistical model of cognition to the dynamic structural systems of mental movement;
- transition to differentiated and individualized training programs focused on the listener;

- from the external motivation of the listener through the formation of the internal spiritual will.

According to the duration of the manifestation and formation of emotional stress, three levels can be distinguished. The psychological manifestations of stress include:

Feeling of weakness. Even during pedagogical activity, a person feels that his ability to work is declining. He feels that his self-doubt does not give him the strength to continue to work as it should.

Disturbance in the sensory field is transmitted in the form of a decrease in sensitivity. This happens in parsers where activity is used at a high level. If a person constantly reads, the lines of writing in his eyes will become wavy.

Memory and thinking disorders also occur in work-related areas. Thought processes are mainly disturbed during fatigue from mental work, but a person does not complain about a decrease in mental orientation and imagination during physical work.

Decision-making in tension, self-control and self-control, vitality decrease, volitional processes are violated.

Activity decreases, sleep acts as a protective brake. The given signs of tension, apparently, depend on its strength.

From the above it can be concluded. These factors contribute to the effective participation of not only the teacher, but also the student as a person in the learning process. Therefore, it is necessary for everyone to cultivate these qualities in themselves. We must always remember that the social, economic, educational material base and the solution of all problems in the conditions of freedom of education, the realization of the desired result, teaching and learning are connected with the thinking and consciousness of a person, and we need to preserve the psychological literacy of teachers and students.

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