

# Pedagogical Psychological Characteristics of Self-Development of Teachers of the Future Beginner Class

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## Abstract

*this article reveals the personal qualities of primary school teachers that are especially professionally relevant for the pedagogical activity of self-development. researched and effective recommendations are presented*

**Key words:** *personality, school, differential level, pedagogical activity, linguistic character, emotional closeness, scientific thinking, intellectual development and intellectual success.*

Activity - upbringing and training-is absorbed by communication in a broad sense. Thus pedagogical activity is the behavior of the teacher himself, in the process of which his relations with students are manifested, transformed and developed. Therefore, in addition to the activity-related nature of pedagogical professionalism, a personal aspect is of particular importance in the disclosure of its content, since the personality of the teacher is complex, rich, he determines his pedagogical activity, and therefore it cannot be underestimated the productivity of the next.

In addition, it is important to develop a personal worldview of pedagogical professionalism, especially the self-esteem and creative self-awareness of a promising teacher, the individual uniqueness of pedagogical work. This is a potential condition for the teacher's willingness to enrich existing professional experience with new approaches, meanings, content and technologies. The main

component of pedagogical professionalism – the professionalism of the personality of the teacher – was carried out on the basis of a number of opinions about the personality of the teacher from the point of view of the developmental parameters considered in psychological and pedagogical science. The idea that defines the role of primary school teachers in pedagogical work is not new.

It has historically matured and is considered in the works of many thinkers and pedagogical figures of the past, mainly revealing the requirements for the personal characteristics and qualities of the teacher, which correspond to the standards of the teaching profession and ensure success and efficiency in teaching. Teaching, structuring, classifying and hierarchizing them as an independent research problem P.F. Koptereva, M.D. In the writings of Levitova, under the direct influence of the ideas of didactics and pedagogy, begins in the first professional models of pedagogical work. On the basis of humanistic paradigms updated after a certain period of stagnation, the personal problem of the elementary school teacher is studied. This direction is F.N. Gonobolin, I.A. Zyazuna, N.B. Kuzmina, V.O. Slastenin, A.I. Sherbakova, later A.K. Markawa, L.M. Mitina, S.V. Kondratyev, V.A. Featured in the works of Semishenko et al. In general, in modern scientific works, the personality of a primary school teacher is considered as the central decisive factor in pedagogical work.

However, under the influence of active development of internal and foreign personality theories, practical application of methodology and personality-oriented pedagogy, the system of views on the problem of the teacher's personality develops significantly, from its significance as a personalized basis of pedagogical activity to the determination of originality, originality. The professional and universal characteristics of the development of the personality of the teacher-educator serve as the basis for determining the essence of the professional skill of the teacher's personality. They propose a complex holistic system that takes into account in terms of the following basic approaches and levels of event analysis: normative – role personality is differentiated. (differential-typological and differential level Division, subjective). We also consider it necessary to take into account the existing trends in the study of personality through individual integrative phenomena reflected in a number of terms and concepts. Although their exact and logical harmonious classification has not yet been proposed, but all these phenomena are closely related to each other, being the results of its conditions and formation.

Given the social conditions based on the functional role methodology, the professionalism subsystem of the personality of primary school teachers in a broad sense includes regulatory requirements regarding the peculiarities and peculiarities of the topic of pedagogical work. Compliance (inconsistency) with the existing requirements of this person, his professional and personal qualities is deduced in the performance of the social professional role of the teacher – teacher. A.V. Petrovsky's personality, like any person, is the social quality of the individual, which manifests itself through the peculiarities and peculiarities that form the basis of the universal development of mankind. I.D. According to Lushnikov, the personality of the teacher is the professional quality of the individual, and professional skills are personality-specific traits, which are manifested through professionally significant traits. N.V. Kuzmina, B.Yu. Krichevsky, B. Tonkong, W.M. The most successful development of psychological and pedagogical skills of Rozumovich is carried out by the correspondence of motives to external stimuli. These include democratic management of the community and the creation of a creative microclimate. The use of advanced technologies and the achievement of professor teachers members, the recognition of teachers and teachers with awards for awards and achievements, the bonus for participation in work in creative groups, the preparation and

conduct of methodological events, good performances of students at Science Olympiads, participation in relationships and hokoza. A number of conditions are necessary to ensure that these benefits are perfectly divided and that each teacher has the opportunity to work creatively with maximum benefits and benefits:

- a) teachers working in different schools should have approximately the same material and technical support, comfortable social and living conditions, the same opportunities to spend their free time’;
- b) career development prospects must also depend on personal professional potential.

It turns out that teachers who are well prepared for Science face difficulties in the communicative sphere of pedagogical activity. It follows from this that teachers lack psychological support and support in the first place in this area of professional activity.

Looking at Empirical Analysis, It is complex in content and pedagogical activity according to the dynamics of the process requires the teacher to have a deep understanding of it for the purpose of improvement. Accordingly, the formation and development of the features of pedagogical thinking with professional significance is an urgent issue in the system of training and professional development of pedagogical personnel.

A modern teacher can work effectively in his fundamental sense, when he takes into account the two progressive directions of pedagogic psychology in his philosophy: applied in professional reasoning and communication (M.M.Bakhtin, A.A. Bodalov, B.F. Lomov, V.N. Myasyshev, V.D. Sadrikov, A.V. Brushlinsky, A.A.Rean, I.S. Yakimanskaya and b.) educational and educational innovation technologies (V.V.Rubsov, A.M.Matyushkin, L.M. Friedman, A.A. Verbitsky, L.V Putlyayeva, L.M. Mitina and b.) and Personality Development Strategies. Yu.N.Kulyutkin and G.S.It is difficult to assess sukhobskaya's contribution to the solution of various problems related to the research and formation of pedagogical reasoning. They defined teacher thinking as the “ability” to use pedagogical ideas in concrete cases of activity as the ability to “see” its general pedagogical meaning in a concrete phenomenon. In their opinion, reflection is necessary at all stages of the teacher's activity: in the realization of goals, in the analysis of the problem situation, in the solution of the issue. The value of their contribution in solving the problem under study consists in introducing into circulation the following important concepts to determine the fundamental meaning of psychological and pedagogical thinking: the hierarchy and branching of the hierarchical deliberative process in solving the problem. In this, new approaches to the taxonomy of pedagogical goals and issues are identified by them.

On the basis of such a universally recognized approach, pedagogical thinking can be explained to the subject as a manifestation of professional thinking in the organization of his pedagogical actions according to his understanding of the fundamental meaning of the pedagogical situation and the directed rotation of his goal. But in the understanding of the essence of pedagogical thinking, there are other views yes. For example, V.E.Tamarin and D.S.Yakovliv edits pedagogical thinking as a separate part of the mind with the direction of spiciani, which in its general form is adequate to the essence of educational activities. In this case, the general view of pedagogical professional thinking is equated only with the fact that it works only in one area.

D.V.According to Vilkeev pedagogical reflection, thinking pedagogical-there is a kind of mental activity of scientists and teachers, in the process of which, as social functions, the reflection of the phenomena of education and upbringing and creative changes in the psyche is carried out; as well as

the subjective construction of pedagogy process in accordance with the social goals of upbringing and education;

Thus, it is very important for primary school teachers to delve into the psychology of their preschooler.

The effectiveness of the development of the child's creative abilities depends on to what extent the teacher takes into account his psychophysiological age abilities when creating his lesson "appearance".

Given these social and linguistic characteristics of children, the teacher should know that children of this age are very vulnerable, so they need encouragement, encouragement for them to get out of a difficult situation, but hard, causing their motivation to learn to disappear, can cause real harm.

Six-year-olds have a well-developed competitive spirit, and therefore the desire to win and be the first can outweigh everything. Given these children's cognitive characteristics, the teacher especially: it is necessary to provide them with pleasure from the work done (both from the educational process and from attention to cleanliness and nutrition, since the child wants to enjoy, while the teacher and his parents, with diligence and great patience, will have to turn the pleasure that the child receives into an "educational pleasure").

The teacher should remember that at this age, children have a very high productivity, but the quality of work is low (it is necessary to pay attention to the quality of the work performed, as a result, pride in their work increases), as well as support the desire to create - it is important to make, draw, sing, dance, color, compose, knit (it is important that children feel supported and receive a decent assessment of adults, it means that there are no right or wrong methods for creating, they understand it), which will help them to establish themselves as authors in the future, develop their skills.

The teacher should take advantage of the children's passion for play (for six-year-olds, the game remains the leading activity), read poems, find riddles, because it brings them pleasure, and, moreover, is taught (learning through play is more effective than using books). Current first graders-children and teachers aged 6 and 7-often do not notice differences in their psyche, do not consider this as a principled phenomenon, which in turn leads to a violation of the mental health of children.

In place of the conclusion, it is important to recognize that a six-year-old first grader remains a preschool teacher in terms of the level of development, and for him his role as a student still remains an unknown area of activity. The conclusion is that O.As Ya Savchenko noted, " studying in elementary school depends a lot on the most important periods in the life of the bossy child: how he lives it, how he associates his aspirations for self-realization with the school and how he accepts the demands of the school...". All this determines the prospect of the child's life, school success and future life. At the same time, the intellectual, willful qualities of the child, the development of character traits, also determine his role in society. The effect of the primary school teacher is difficult to reevaluate the life of the student in such cases. Realizing the role and importance of oneself in the fate of a child creates a special direction (incentive) to learn more about it.

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