

SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF THE TEACHER'S PEDAGOGICAL ACTIVITY

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Abstract: *the criteria and requirements for the teacher's personality and professional knowledge, the role of teacher-student cooperation in ensuring the effectiveness of education, in pedagogical activity, the personality.*

Key words: *pedagogy, psychology, motivation, method, pedagogical activity, education, goals and tasks.*

In the process of implementing the national personnel training program in our country, the teacher's responsibility to the society in providing education and training to the young generation is increasing. Among the additional, but relatively stable requirements for a teacher, one can include accessibility, artistry, cheerful behavior, good taste, and others. These features are not the most important, but they are a great help for the teacher's work. The primary and secondary pedagogical qualities determine the personality of the pedagogue. The most important of the requirements imposed by the society is the teacher's personality and qualities related to his profession. Pedagogical activity includes the educational and educational influence of the teacher on the student, which helps him to develop personally and intellectually. Pedagogical activity is described like other aspects of human activity. First of all, this is goal orientation, motivation, objectivity. N.W. According to Kuzmina, an important aspect of pedagogical activity is its productivity. 5 levels of pedagogical activity productivity are distinguished:

1. (minimal) reproductive: the pedagogue can convey what he knows to others;
2. (sub) adapted: the pedagogue can communicate his thoughts to the audience in his own way;
3. (secondary) local modeling: the teacher acquires the strategy of knowledge, skills and competencies of students in a certain department of science;
4. Systematic modeling of (higher) students' knowledge; the teacher knows the guidelines for the formation of science skills in students;
5. (highest) modeled systematic activity and student behavior: in this, the pedagogue acquires the guidelines for teaching his subject in such a way that, as a result, he serves the student's needs as a means of self-education, self-education, and self-development. does. When talking about pedagogical activity, the concept of high productivity represents the main place.

Pedagogical activity, like other types of activity, represents the psychological content that reflects its motivation, purpose, subject, means, methods, product and result. It is the subject of pedagogical activity and is the source of educational activities aimed at inculcating social culture, which is the condition and basis of personal development. Scientific (theoretical and empirical) knowledge can be seen as a means of pedagogical activity.

Technical, computer, graphic tools can be included in auxiliary tools. Delivery of social and cultural competence in the activity of a teacher consists of explanation, demonstration (illustration), working with students on textbook exercises, direct practice of the student (laboratory, practical) and training. The product of pedagogical activity is the formation of the student's axiological, emotional, meaningful, objective, individual skills that reflect evaluation criteria. Based on the main goal, the result of pedagogical activity is the personal and intellectual development of students, their formation as a subject of educational activity and as a person. One of the important components of pedagogical activity is motivation. In pedagogical activity, as well as in educational activity, the motivational field is shown separately. These are external and internal motives. An example is the desire to achieve something as an external motive, and paying attention to the process and result of one's activity as an internal motive.

Pedagogical activity consists of the summation of various behaviors in a pedagogical situation: perceptive, mnemonic, communicative, searching, controlling, evaluating, etc. The combination of these various activities determines a number of psychological and pedagogical functions. P.F. Kapterev shows the objective and subjective characteristics of a teacher. In general, it is reflected as follows: It is rare to put the emotional level of interaction between a teacher and a student as a research subject within the framework of interaction, especially in the direction of educational activities. Among the works related to this problem can be included the researches of G.S. Abramova, A.A. Beknazarov, R. Burns, I.B. Shuvanov and others. Scientific research on the Uzbek teacher related to this problem is extremely lacking. In this field, it is permissible to list the works of A.A. Beknazarov, F.S. Ismagilova, E.G. Goziyev and others as examples. In his research, L.Ya. Kolominsky noted that the attitude of the teacher to the students undoubtedly plays a decisive role in the success of the teacher's work. In his opinion, this is an important aspect of pedagogical skill, and the interaction between the teacher and the students largely depends on this process. Therefore, it is possible to study the interaction from the point of view of the teacher's activity and influence in the team. Based on the above considerations, it can be noted that the emotional-valuable approach of the pedagogue towards the children is determined by the motivational aspects of his attitude, as well as the operational aspect that affects his behavior in the process of his attitude towards the students. In a number of studies, the state of evaluation of various aspects of pedagogical behavior of teachers and students has been studied. The demands and expectations of teenagers in relation to the teacher were researched by foreign psychologists, and according to A. Djersild's research, children prefer teachers with the following characteristics:

1. Kind, cheerful, responsible, stable human quality;
2. Truthful, exaggerating, honest, respectful of others, organizational quality;
3. Thinks about the interests of others, is philanthropic, gives students the right to freedom in class work, is curious, enthusiastic and hardworking;
4. A teacher with a pleasant voice and a generally cute appearance.

According to the results of the research, it was seen that the teacher gave his place as a friend to the students' peers and their parents. Research conducted by many psychologists,

including Uzbek psychologists, provides an opportunity to determine the most necessary qualities for modern teachers. Here you can see the professionogram created according to the teaching profession. In order to know what requirements are set for a future teacher by one or another subject and to organize the educational process in this way, it is necessary to develop a teacher's professional program for a specific specialty in pedagogical higher educational institutions. Thus, the main structure of the presented model is as follows: public and professional orientation of the person, pedagogical skills and abilities, psychological characteristics of the character, cognitive activity, general development of the teacher at the level of the work of preparing children for the profession. The professionogram helps young people to correctly and consciously choose their future teaching profession. It is necessary to show that the effectiveness of education and its success depends on what knowledge and skills, especially the abilities and personal qualities of a person, when organizing professional training.

In conclusion, it should be noted that the teacher should first of all not forget to increase the activity of students during the educational process, teach them to solve the problems independently, and help the student to show his identity based on his initiative and creativity. For this, the teacher must have full personal and professional qualities and qualities, such teachers communicate more friendly with students, exchange ideas, analyze the problem of the topic and come to a decision. Here, the teacher focuses all his attention on instilling the essence of the subject into the students, paying special attention to the students' experiences and learning opportunities. Knowledge, creativity, independence, and a deep sense of responsibility for pedagogical activity, characteristic of a teacher, are the most important factors for ensuring the effectiveness of the educational process. The formation of students' occupation is related to the formation of a sense of obligation and responsibility in them. If such qualities and experiences are fully formed in them, nothing can be an obstacle to the acquisition of knowledge or professional development.

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