

## PEDAGOGICAL AND PSYCHOLOGICAL PROBLEMS OF THE PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE TEACHER

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### SUMMARY

This article observes Psycho-pedagogical problems of professional and personal characteristics of the teaching learning activities.

**Key words:** *teaching-learning processes, teaching methods, images, problem, solution.*

As a type of educational activity, it is a two-way multifaceted process in which teachers and students participate. The professional and personal image of a teacher as a key participant in the educational process reflects the content of all his activities and is always in the center of public attention in accordance with the interests of society.

The same requirements are imposed on the personal image of a teacher for almost all respondents, who are manifested in love for their profession, knowledge of the subject, high professionalism, objectivity, organization, assertiveness and in the management of their activities. A “separate” image is formed only on the basis of the teacher's personal qualities.

While communication and communication prevail in the process of interaction between teachers and experts, more psychological aspects are important for students, that is, how they are treated, understood and perceived in relation to themselves. In turn, the personality of the teacher, reflected through the image, becomes more important for the students than for the teachers themselves.

The creation of a personal image of one of the two teachers is based on psychological motivation aimed at setting priorities in their own personality. This makes them a closed subject of interactive activity. Therefore, it is necessary to develop a social monitoring model aimed at changing the level of interaction between teachers and students.

It is no secret that in the modern educational environment, the process of teaching in higher education is becoming more and more complex. Now it is not enough for a teacher to demonstrate his professional competence in providing a huge knowledge base to students gathered in the classroom, knowing their specialty at an excellent level.

Modern active teachers should not only pass on their deep knowledge of their subject, but also have some knowledge about students, that is, about how they acquire this knowledge. In addition, teachers are forced to include in the content of the class a variety of teaching methods and forms of assessment that are unfamiliar to them, but very effective.

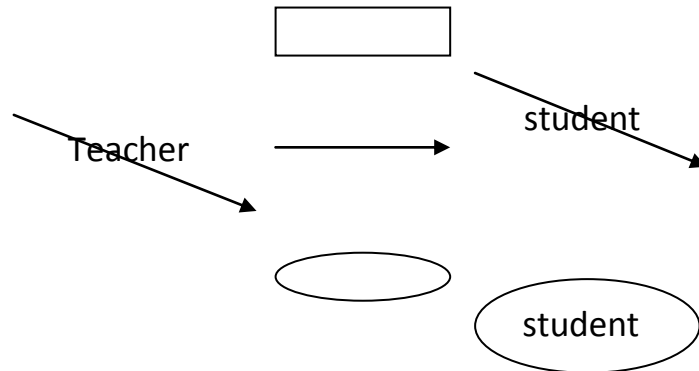
On the other hand, it is easier for students to understand, remember and quickly assimilate the studied material as a result of their active participation in the educational process.

Teaching methods are ways of interaction between a teacher and a student, aimed at developing and educating students through the formation of knowledge, skills and abilities in the educational process.

Pedagogical practice provides the teacher with a huge number of methods, as well as a number of teaching and upbringing methods. The teacher's creative approach is manifested in achieving the best results in achieving the set goal through the effective use of the same methods in the educational process.

From the first day of teaching to the present day, there are 3 main types of interaction between teacher and student (students).

**1. PASSIVE METHOD**



In this form of interaction between teacher and student, the teacher takes a central position, acting as the manager of the educational process, and the student as a passive listener.

As for the passive form of teaching, the interaction of the teacher with the students includes questionnaires, tests, independent working tests, and so on. done in style.

Teachers using modern pedagogical technologies find passive methods ineffective. In this method, information is provided from ready-made knowledge through a verbal statement based on inductive logic from the individual to the general, with mechanical memory, in the reproductive (unchanging memory) statement is taught using a template. As a result, this leads students to slowness and slurred speech.

But there are also positive aspects of passive methods.

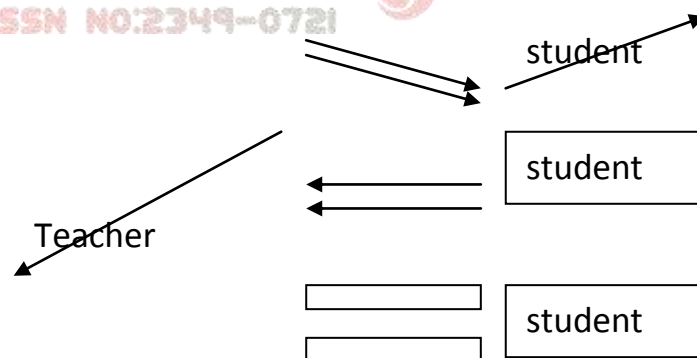
The main "tool" of the passive method is the ease of preparation for the lesson by the position of the teacher, as well as providing students with a large amount of educational material in one lesson in a short time.

Many teachers consider such features of the passive method to be effective and use them widely. Experienced teachers using this method ensure that students have a deep understanding of the subject through a clear goal.

A lecture is the main form of organizing a lesson by a passive method and is intended for those who have set themselves a goal in higher education, that is, to consciously master the subject.

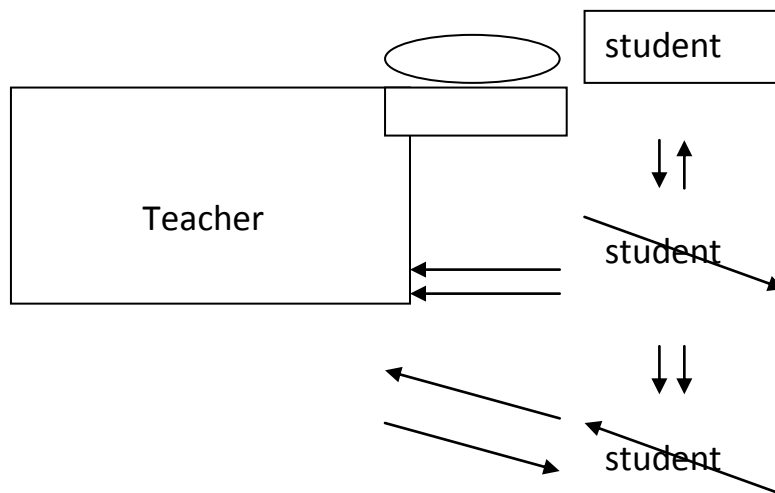
**2. ACTIVE METHOD**

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This is a form of interaction between teacher and student, in which they are in active interaction during a certain purposeful process, that is, learning. The personality of the student, in turn, manifests itself not as a passive listener, but as an equal participant in the educational process.

### 3. INTERACTIVE METHOD



Interactive ("Inter" - interaction, "act" - activity) is a form of student interaction not only with the teacher, but also with other students.

In this process, the teacher is the organizer of independent active learning activities of students, their competent mentors and assistants, not only providing students with control over their knowledge, skills and abilities, but also determining the degree of assimilation of teaching materials. ... As a result of this impact, active teaching methods are widely and effectively used when applying the acquired knowledge in practice, focused on the development of problem situations, active acquisition of knowledge, creative research, problem solving and problem solving.

The idea of enhancing education was posed by thinkers and scientists as a problem throughout the development of pedagogy and its formation as a science. It is noteworthy that the Avesto, Rigveda and Upanishads, which are priceless masterpieces of the peoples of the East, are based on the teacher-student relationship that promotes ideas that contribute to the independent creative activity of students. Various doctrines and scientific works aimed at organizing an education system based on Islamic culture in recent years, including Ahlaki Mukhsini by Hussein Voiz Kashifi, Akhlaki Jalali by Jalaliddin Davoni, Manticut Tair by Fariddidun, Gulistan Saadi and "Golestan" Saadi. , "Masnaviyu-ma'naviy" by Jalaliddin Rumi, "Mahbub-ul-kulub" by Alisher Navoi also show that the issues of enhancing the educational process are recognized as a separate problem.

In the teachings of the thinkers of the ancient world, there are two different approaches to the relationship and interaction between teacher and student, while supporters of the first line view the student as an object of pedagogical influence and support only teacher activism. Representatives of the second direction, at the same time, considered the student as an equal participant in the educational process and focused on his activities. Also in the following periods J. A. Comenius, J. J. Russo, I. G. Pestalozzi, G. Hegel, F. Frebel, A. Disterweg, D. Dewey, K. D. Ushinsky in their works focused on purposeful education ... They noted that the effective management of the process is directly related to the conscious and creative activity of the student.

While Seneca believed that education should form a largely independent personality, René Descartes (1596-1650) advised that students should quickly develop the skills of independent observation. J.J. Rousseau

(1712-1778) argues that children have special features of thinking, feelings, feelings and vision, and that it would be absurd to replace these features with ours, if the teacher's head controls the student's hands, then this head becomes useless for him. owner. The task of education is not to impart knowledge to students, but to teach them how to acquire this knowledge when needed.

Dj. Dewey (1859–1952) developed a pedagogical concept aimed at developing the necessary knowledge, skills and competencies in students by encouraging their independent activity.

Thus, active and interactive methods aimed at acquiring basic knowledge help develop the students' thinking and create opportunities for independent observation skills, which, in turn, should be considered when planning the use of these methods. Therefore, it is impossible to conduct the entire educational process with active methods. In addition to them, the use of traditional techniques, such as ordinary speech, explanation, storytelling, is also effective.

Today, in our universities, a situation has developed when our professors pay special attention to the presentation of educational material in accordance with the principles of naturalness, intelligibility, systematicity, consistency, the principle of the supremacy of universal values in the educational process and spiritual moral disregard for taking into account psychophysiological characteristics.

Our research has shown that the teacher-speaker factor is the most important factor in assessing the quality of education in higher education.

From the student's point of view, a modern university teacher: "pleasant to talk to", "knows how to clearly and clearly explain the material", "knows how to interact with the audience", "is interesting and sincere as a person," "attractive. "Expressive pronunciation and literate speech."

Such a person is considered "able to overcome tension in the classroom", "smart", "impartial in assessment", "benevolent to student performance", "competent in the subject" and "possessing a sense of humor." These characteristics stem from the point of view of the overall satisfaction of the university teaching staff.

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