

THE TEACHER AS A SUBJECT OF TREATMENT

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ABSTRACT

The success of a teacher's interactions with children depends in many ways on his or her pedagogical ability and pedagogical etiquette.

In psychology, pedagogical skills are understood to mean certain psychological characteristics of a person. These qualities are a prerequisite for her to achieve high results in teaching and educating children as a teacher.

INTRODUCTION

It is well known that while some of the qualities and attributes that make up a person's abilities play a leading role, others play a supporting role. In pedagogical activity, the characteristics of the individual related to the exchange of ideas play a leading role. The first component is perceptual, that is, the perceptual features (the most important of which is an observation).

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Characteristics of the teacher's personality related to mutual exchange The second component is empathy, that is, the readiness to understand the mental state of students and to feel sorry for them. A necessary condition for this is love for children.

The third component is the highly developed need for social interaction as the third component of the teacher's personality is related to the exchange of ideas, which is manifested in the desire to impart knowledge to others, to interact with children, to form a children's community.

The fourth component - the ability to organize is also an integral part of the pedagogical ability. It is manifested in the involvement of all students in different types of activities, in the team becoming a tool of influence on each student, in providing an active situation for each student. It is a condition for the successful realization of the need for social interaction in the teacher, in which the existing pedagogical delicacy emerges.

We will now look at some of the auxiliary qualities and characteristics that go into the structure of pedagogical skills. These are, first of all, certain qualities of intelligence: quick-wittedness, critical eye, steadfastness, and several other qualities. The teacher's speech, the availability of public speaking skills, vocabulary, etc. also play an important role. Having some artistic character in nature (being able to use imagination, fantasy) also plays a role in achieving success in dealing with students.

Pedagogical skills are not only a condition for effective pedagogical activity but in many ways are the result of a teacher's successful work. In this regard, the teacher himself plays an important role in the formation and development of pedagogical skills for a specific purpose. Experience and special research show that this is true. For example, observation, which is the most important element of a person's perceptual characteristics, develops and improves both in the process of creating a pedagogical experience of the teacher, and as a result of his special efforts. The teacher can develop not only his socio-psychological observation, that is, the ability to notice different character traits and tendencies in students, but also to know the causes of their appearance, to evaluate them according to the situation of these causes, and so on.

One of the most important social behaviors of a teacher is kindness. Traditional kindness or non-interference in people is seen as a characteristic of the individual, which is completely legitimate. But such an approach is one-sided. It is not only kindness, non-interference in people, which is a characteristic of a person, but also a certain behavior of a person in this or that situation, that is, his social behavior.

Kindness, which is a characteristic of a person, can be described as the pursuit of stable, strongly developed relationships with others, an aspiration that is accompanied by rapid communication with people. Considering kindness and non-interference in people as personality traits is effective about the concepts of extravagance and introversion. Extroverted individuals are characterized by general activity, calmness, and propensity for influences. Introverts are given to the inner world, do not interfere with people, tend to self-control, reflection, inner anxiety. Of course, extreme introverts and extroverts are an emergency, and individuals are placed in the space between these two extreme points. Compassion is more typical of extrovert types, while non-interference with people is more of an introvert type.

These are some of the most important social guidelines in the field of student relations. Their presence in the teacher is the basis and condition of his observance of pedagogical control.

A generalized description of the path taken by a teacher who is the subject of influencing the behavior of students of different ages can be imagined as follows. In the lower grades, the teacher emerges as the organizer. According to V. Dal's dictionary, it means the founder, the founder (from the word organization - to set up, to define, to regulate, to compose, to form, to establish). The main content of the educator's influence on the lives of young students is determined by the need to organize it.

In young student groups, educators who can be demanding and cheerful educators, who can organize a life full of active creativity of children, and create an atmosphere of mutual kindness, care, and pleasure among them, gain great prestige. Children tend to accept such adults as their friends. Such an attitude is the best attitude, because it gives an adult a sense of excitement, makes it easier for him to solve many organizational tasks, helps him to solve educational tasks effectively with dignity.

In classes where teenagers study, the position of the teacher can be expressed by the world leader. V. Dal defines this word as, that is, the presenter, the coach, the leader, the initiator.

The main content of educators' exposure to adolescents is determined by the need to guide their activities, which involves a greater share of self-organization, which determines the content of the teacher's requirements for students as leaders in the educational process. For adolescents to consciously and diligently fulfill pedagogical requirements, the teacher and the student must behave in the same way about the subject of demand, it must be interesting or practical in terms of cognition, or to alleviate emotions, etc., in other words, otherwise, the demand will be ineffective.

In the case of older adolescents, the teacher is in the position of sponsor or educator, the words V. Dal is defined in the dictionary as "sponsor, caring, active".

Dealing with students requires the educator's ability to communicate with their students. To do this, he must know how to speak. It is necessary to constantly learn to speak and communicate. At this point, two questions arise: "What to learn?" and "how to learn?"

With the pedagogical team, groups of children should be able to talk to individual students. He must be able to speak effectively, use methods such as conversation, lecture, storytelling, and establish cooperation with students in the whole educational process to conduct the lesson effectively. Being able to talk to students (in any form) means knowing certain rules and mastering certain ways of enforcing those rules. Let's look at them.

Interaction with the student body is often in the form of conversations, lectures, information, and so on. so what is needed for this treatment to be effective?

First of all, we will talk about how to start a conversation, how to immediately draw the children's attention to the words of the Teacher, to interest them. There are several ways to do this. It is possible to start the speech by asking questions, in which the meaning of the future conversation will be concentrated. It is also possible to try to draw attention to the topic, in

which case the sentence can begin with the disclosure of a free, interesting fact, and then its explanation and analysis constitute the content of the treatment. Citing a relevant article or citation can also be successful. In addition, it is possible to immediately tell the children that the future conversation is with their interests (based on the age, characteristics of the team).

The children's attention was drawn to the conversation, and now, let's say, the task is to explain its topic in a much shorter but clear enough way. How can this be done? For example, there may be such an option to structure a conversation. Initially, the main idea that the educator wants to convey to the minds and emotions of the students is briefly stated. It is then disclosed, for which a system of facts, examples, and illustrations is explained. In this case, the use of free comparisons, unexpected analogies will be very useful. It is then possible to conclude, i.e. to repeat the main idea of the conversation in other words.

This kind of description of the purpose of communication demonstrates its dialectical unity in the context of the relative independence of two main types of student behavior: interpersonal and interpersonal communication.

Inter-role (practical) interaction is carried out in the process of various types of organizational activities. Depending on the purpose of the activity, the nature of the relationship between the participants, there is a partnership or friendship between them. Friendly treatment implies mutual support, goodwill, and interest of not only the participants themselves but also their employees in achieving the goals of the activity.

Interpersonal (free) communication is carried out in addition to organizational activities. Dating, acquaintanceship, friendship can be distinguished depending on the emotional connection of the interlocutors.

The content aspect of student behavior is determined by the overall diversity of their activities. Students of all ages have a unique emotional and spiritual idea of behavior. The difference in the basic idea of behavior is manifested in the fact that it includes the leading social relations as the main relations, which determine the characteristics of the formation and development of the student's personality at each age stage.

In general, the content of student behavior includes the material sphere of life, the real layer of life, ideological and moral problems, and the emotional and moral sphere. Depending on the age, the exact content of each layer and their ratio varies. The main idea of behavior at each age stage reflects the main content of student behavior, determines the predominance of one or another aspect of the content of behavior, and forms a plan that is internally subjectively important for students without limiting its diversity.

It is worthwhile to consider the levels of behavior about the main idea and content of the behavior, which reflect the depth of the objective content of the students' behavior. Four levels of communication can be distinguished: factual, informational, debatable, and transparent.

The actual level of communication is the conversion of speech to support the conversation, as a result of which it is possible to communicate with the interlocutor. It plays an important role in supporting the individual (student) to feel comfortable in relationships with others.

The level of information of communication is the constant exchange of information between students, which has a very diverse nature, which occurs in both interpersonal and interpersonal communication. At the same time, a wide range of information is involved in the scope of children's intellectual interests, which children receive in the educational process, from teachers and various other sources.

The level of controversy arises from the fact that students enter into several associations at the same time and are unique individuals, not only carriers of personal information and personal interpreters of this or that fact but also interpreters of norms and values. As a result, different perspectives on student interaction come to an end. In this conflict, the possibility of

commenting on one or another fact, event, etc. is determined. Debate level plays a big role in the behavior of students in the process of different types of activities. Because achieving an activity goal usually requires agreeing on the personal strengths of the partners, which usually happens during the discussion process.

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