

THE ROLE OF TEACHER-STUDENT RELATIONS IN THE FORMATION OF STUDENTS' COMPREHENSION

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ANNOTATION

The urgency of the problem of the formation of moral thinking is substantiated teachers. The possibilities of such sections of the academic discipline are revealed. "Psychology" as "General Psychology", "Developmental Psychology", "Educational psychology", "Social psychology" in the formation moral thinking of students - future teachers. The topic is given classes in which students master the concepts of concepts morality, constituting basic values, skills, own base moral thinking of the teacher. The efficiency of use is substantiated in psychology classes such methods of forming moral thinking future teachers, as "information - guidance to an idea", "information-justification", "information-reflection", work with a book, heuristic conversation, role play.

Keywords: teacher, future teacher, morality, thinking, moral thinking, value, academic discipline, psychology, formation, method.

INTRODUCTION

Among the requirements of society for teachers, a special place is occupied by the requirement "Be moral!" If the teacher himself does not have moral foundations, he is not a person moral, then the education of a moral student will be very difficult. By the very topical presenting the by a pedagogical university, the task of forming a student's moral thinking. The solution to this problem allows not only to prepare the future teacher for upbringing a moral, virtuous student, but also to shape moral foundations of the student's personality. Referring to the scientific literature on the problem professional pedagogical thinking, showed that among the works, dedicated as pedagogical thinking of the teacher as a whole (D.V. Vilkeev, S.I. Gilmanshina [3; 4], M.M. Kashapov, E.V. Shubin [6; 7; 8], A.A. Orlov [16; 17], E.K. Osipov [18] and others), and to its sides (methodical thinking - GI Sarantsev [19], TS Tabachenko [21] and others; productive thinking - M.N. Goldin [5] and others; critical thinking - A.L. Mirzagitova [13], OM Semenova et al. [20] and others; ethical thinking - A.V. Bezdukhov, I.A. Noskov [2]), moral, moral aspects of thinking the teacher is considered in the works of A.A. Orlova, A.V. Bezdukhova and I.A. Noskov.

In this article, we will focus on the capabilities of the training discipline "Psychology" in the formation of moral thinking of the student - future teacher. Note that each of the studied in the framework of this discipline sections have some potential in the formation moral thinking of future teachers. Section "General Psychology" introduces the student to the human world psyche, introduces the scientific understanding of this world. In the process of studying in this section, future teachers are introduced to the main categories psychology, mental processes, mental states, mental properties of the personality. Among the mental processes in

In the context of solving research problems, thinking is of particular importance. At a lecture on the topic "Psychology of Thinking", conducted in the form of a problem lecture, the teacher, giving a definition of the concept "Thinking", shows the difference between thinking from other mental processes. Students are told that thinking arises from practical activity from sensory knowledge and goes far beyond its limits. Further, the teacher introduces future teachers to various typologies of thinking.

At a seminar on this topic, students are asked question: "What typology of thinking should be attributed to the moral and ethical thinking?". By asking this question, the teacher pays attention to students on the difference between theoretical and practical thinking. This helps to students recommended book by S.V. Malanova "Psychological mechanisms of human thinking: thinking in science and educational activity" [12]. Experience shows that students find it difficult to answer the indicated above question. Through leading questions, the teacher leads students to thoughts that moral thinking is included in the typology of thinking on the way of cognition and generalization of objects and phenomena of the surrounding world when viewed as practical thinking.

At a seminar on the topic "Psychology of human motives" students are introduced to casual attribution, which is a motivated cognitive process aimed at making sense of the information received about human behavior, to find out the reasons for those or other of his actions, and most importantly - on the development of a person's ability to predict them; understand that casual attribution is related to regulation of human relationships and includes explanation, justification or condemnation of actions of people [15, p. 484].

During the conversation, students come to understand that if a person knows the reason for another person's act, then he not only can explain it, but also predict his other actions, which is very important in communication and the interaction of people in general and the teacher and student in particular.

In addition to those mentioned, important in the context of the formation of moral thinking of the future teacher (within the section "General Psychology") are topics such as "Human Consciousness", "Activity approach and general psychological theory of activity", "Personality relations", "The psychology of speech and communication", "The main features of human behavior." It should be noted that during the lecture on the topic "Activity approach and general psychological theory of activity" the teacher reveals the hierarchical level structure of objective activity of a person (A.N. Leont'ev), psychological characteristics of the teacher's activity (Yu.N. Kuljutkin) and, based on the idea of A.N. Leontyev that "outside relations, human activity does not exist at all" [11, p. 141-142], comments that a socio-practical perspective is important for pedagogy activities, which, as V.V. Kraevsky, taken into account psychology, but is not directly included in its subject [9, p. 100]. After introducing students to the problem of typology of activity the teacher comments that each type of activity records an adequate relationship to her. Then he invites students to answer the questions: "What kind of relationship does moral activity fix?", "What kind of thinking accompanies moral activity?"

The section "Developmental Psychology" is of interest in the context of solving the problem of the formation of students' moral thinking by the fact that allows them to familiarize themselves with the age characteristics of a person: preschool age, primary school age, adolescence, youth.

The inner moral world of the student who is the teacher perceives and interprets through the prism of moral concepts, has its own features at every age. In addition, the implementation in practical activities of skills that are the basis of the moral thinking of the teacher, requires the age of the students to be taken into account.

In the classroom within the framework of this section, first of all, the formation of the ability to carry out the transfer of theoretical knowledge into practice: knowledge about age characteristics obtained at lectures and seminars using methods such as "information - aiming at an idea ", " information-justification ", " information-thinking ", working with a text, used in seminars, when, for example, during a role play, students are asked to show how way, the same moral problem manifests itself in different ways in different age and, accordingly, can be solved in various ways. The main thing, what the focus is on is that the solution to moral problems student is one of the conditions for creating a space of relationships between teacher and students, the development of value orientations that form the content of the moral orientation of the teacher's activities.

Concepts of morality through the prism of which the teacher perceives moral problems arising in the educational process, ethical situations are naturally identical for all ages (see through good it is necessary for both the younger student and the senior student), however, the value of those or other concepts for a particular period of life is increasing. In connection with this at one of the seminars within this section (topic "Characteristics of communication of schoolchildren of different ages") students are given a list of moral concepts (understanding, goodness, duty, dignity, etc.) and it is proposed, relying on knowledge about the age characteristics of children, to show what concepts of morality allow the teacher to effectively solve problems, arising in the communication of children, for example, adolescence.

Important in the context of the formation of moral thinking in the future teachers within the section "Educational Psychology" are such topics, as "Psychology of a teacher's personality", "Problems of professional and psychological competence and professional and personal growth", "The teacher as a subject of pedagogical activity", "Styles of pedagogical activities ".

At a seminar lesson within the framework of the topic "Styles of pedagogical activities "students receive an assignment: on specific examples from literary texts to show how, within the framework of one or another the style of pedagogical activity is perceived by the teacher moral problems, the inner moral world of the student and through the prism of what concepts of morality this perception takes place. Examples provided by students became material for dialogue at the seminar. The students noticed that each teacher within one of the generally accepted styles of pedagogical activity (authoritarian, democratic, conniving) creates its own own style, and this style is created, including with the help of those phenomena of morality, which become the main thing for the teacher when the implementation of his activities. So, for example, for captain Fofanov (the hero of A.I. Kuprin's story "Juncker") such a phenomenon is the truth: he "He hates the slightest shade of lies and demands from the guilty cadet instant and accurate recognitio"[10, p. 121].

Within the framework of the above topic, students also get acquainted with the orientation of the individual - towards himself, towards communication and towards business. Students independently, in preparation for the seminar, it is proposed to identify the orientation of his

personality, based on the methodology of B. Bass "Definition orientation of personality "(orientation questionnaire) [1, p. 435-440].

So, the selection at the level of the educational discipline "Psychology" of such topics and such educational (scientific) material in the content of topics that contain knowledge about the concepts of morality that have the meaning of values, and also the implementation of the formation of skills that are the basis of moral thinking of the teacher, depending on the knowledge mastered by the student, makes successful process of forming students' moral thinking - future teachers.

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