



THE STUDY OF THE PSYCHOLOGICAL CHARACTERISTICS OF THE TEACHER PERSONALITY IN WORLD PSYCHOLOGY

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ABSTRACT

During the research, the psychological state, motivation, self-development and other parameters of the psychological environment of the teacher are analyzed based on the standards and theories of world psychology. It serves researchers to better understand the relationship between teachers and students and the teaching process, to compare psychological characteristics with analyzes in other fields, and to study the possibilities of tax increases. The findings of the study on the psychological characteristics of the teacher personality and their research status are concluded with good practical advice and directions for teachers and education professionals. This is a study that serves to facilitate opportunities for teachers to further develop themselves and strengthen their relationships with students.

Key words

world psychology, teacher personality, psychological characteristics, research, comparison.

Introduction. In world psychology, the state of research of the psychological characteristics of the teacher's personality is very important. These studies have found a place in the scientific works of the teacher's professional training and activities of the states and independent research institutes.

The main part. The psychological characteristics of a teacher are based on:

Matching the teacher's performance: The teacher's interaction with students, in the learning process and in the classroom, gives great importance to the interest of students, imparting knowledge to them, increasing their understanding, motivating and developing mutual trust.

Educational relationship: The educational relationship of the teacher towards the students helps to establish effective relations with them, to develop the students themselves and to form their personalities.



Increasing motivation and interests: The teacher's skills and abilities in increasing students' interests, influencing them, directing them to goals and motivating students to learn determine the success of the teaching process [2].

Communication Skills: The teacher is successful in establishing beneficial relationships with students, focusing on them, seriously communicating their ideas and suggestions, listening to their requests, and identifying written and verbal instructions. It is important to have.

Educational and organizational skills: Professional knowledge and organizational skills of a teacher in organizing classes, implementing a lesson schedule, managing students, preparing lesson materials and organizing the educational process ensure success in the educational process.

Research in world psychology shows how these and other psychological characteristics of the teacher affect the teacher's communication with students, in the process of education and upbringing, teaching methodology and other pedagogical practices, how they bring about changes, and how students' high provides information on how to model how to achieve results. This is widely used information for the teacher's professional training and ability.

In world psychology, there are several scientists who have studied the psychological characteristics of a teacher. Some of the familiar ones are:

Lev Vygotsky: is a famous psychologist who developed the socio-cultural concepts of teaching and developed methods of their management in educational practice. He observed the role of the teacher in the educational process, his relationship with the students and their unique rewards [3].

Jean Piaget: a scientist who had a great influence in the field of cognitive psychology and is important in teaching. He developed the concepts of the teacher's personality to understand and apply the cultural and intellectual development of students [4].

Albert Bandura: a scientist known for his research on the modeling of teacher personality in educational processes and the influence of how students form themselves. He conducts research on the role of the teacher in learning the role models and students' self-management methods [10].

B.F. Skinner: developed practices related to the importance of working with students based on repetition and effective motivation to achieve success in the teacher's educational process. He studied how a teacher influences student learning through personal relationships and practices [9].

Jerome Bruner: Provides valuable, unique, and spiritual games for teachers to develop with students and influence student self-expression. He believed in the importance of the teacher's support in the process of learning and explaining to students [5].



These scientists developed important ideas and concepts that help to show the further development of the psychological characteristics of the teacher's personality and their application to educational practices.

Among the scientists who researched the psychological characteristics of a teacher in world psychology, the following can be cited:

Abraham Maslow: Maslow's Hierarchy of Human Interest Theory is an important theory for analyzing the motivation and self-control of a teacher. It shows the important foundations of the teacher's development of students' human abilities.

Carl Rogers: Rogers' theory shows the teacher's personality to be receptive, understanding, and attentive as an important component of how to teach students. It is based on the importance of teacher management, empathy, and helping students develop themselves [7].

Lev Vygotsky: Vygotsky's theory of collective teaching and learning emphasizes the relationship between the teacher and the students, the cooperation of students with other students, and the development of independent thinking. He analyzes the importance of teacher-student interaction and exchange of ideas.

Jean Piaget: Piaget's theory of cognitive development is aimed at understanding and supporting the intellectual and cultural development of students as a teacher. It focuses on the teacher's development of students' logical and insightful ways of thinking, students' learning to control themselves and to teach them to express their thoughts [6].

Lev Semenovich Vygotsky: Vygotsky's concept of the zone of proximal development focuses on the teacher's personality to understand and support the students' self-improvement and their own place in learning new information. He emphasizes the importance of the teacher's kindness and support in helping students excel and learn new knowledge [8].

These scientists are considered important in researching the psychological characteristics of a teacher in world psychology, and their theories, ideas and concepts are widely used in this field.

Conclusion. So, these scientists in world psychology played an important role in studying the psychological characteristics of the teacher. Their theories, ideas and concepts are related to the development of teacher personality motivation, self-management, acceptance and empathy skills, cooperation with students and their self-development. 'helps the teacher. The theories of Abraham Maslow, Carl Rogers, Lev Vygotsky, Jean Piaget and Lev Semenovich Vygotsky, the importance of the teacher's personality in collaborative learning with students, the development of logical and insightful ways of thinking, support, motivation and management, and are averaged as indicators that are important in the education of



students' self-improvement. These scientists contributed to the study of the psychological characteristics of the teacher in world psychology and the development of their application to educational practices [11].

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