

PSYCHOLOGICAL FEATURES OF THE FORMATION OF MODERN TEACHER-STUDENT RELATIONSHIPS IN FOREIGN EDUCATION

Ibodullayeva Iroda Nurula qizi

Teacher of the Nukus State Pedagogical Institute

Abstract:

This article studies the psychological characteristics of the formation of modern teacher-student relationships in foreign education. Based on the results of the research and analysis, proposals and recommendations for the development of psychological aspects of the formation of teacher-student relationships have been developed.

Today, in the interaction of a modern school teacher with his students, there is a need to clarify the essence of their methodological foundations and clarify the psychological aspects of the problem. Therefore, according to the data obtained from the results of analytical materials in this area, human interests dominate in a complex way at the heart of the interaction of teachers and students. In particular, it is reflected in the system of interpersonal relationships and the individual's activity, the embodiment of professional skills.

Keywords: Teacher image, pedagogical-psychological model, alternative options, constructive solution, communicative problems, hypothesis, phenomenological treatment, diagnostics of interpersonal relationships.

Introduction

The President of the Republic of Uzbekistan Shavkat Mirziyoyev, in his remarks on the field of school education, emphasized that “It is important to use advanced foreign experiences in education, and to rely on national traditions and values in upbringing.”

Creating a system of motives and incentives that encourage a modern teacher to work effectively is one of the political, economic, social and psychological tasks of every society based on humanity. Of course, to solve such problems, introducing fundamental changes in the organization and management of cooperation between people is one of the most important problems of pedagogical and psychological research. Therefore, before we shed light on the pedagogical and psychological aspects of the interaction between a modern teacher and students, it is necessary to pay special attention to some aspects related to its mechanisms and laws related to human psychology.

Usually, when studying the scientific research of foreign psychologists, most of them emphasize the high role of interpersonal relationships, which are the basis of teaching activities in the formation of a child.

The interaction between a modern teacher and a student is manifested in the nature of human and interpersonal relationships that develop in the process of pedagogical and psychological activity. In this regard, it is necessary to turn to the psychological foundations of how teachers and students perceive each other and how their interactions are formed. In recent years, the issue of the effectiveness of the psychological characteristics of the formation of modern teacher-student interactions has gained great importance in education. It is also worth noting that the



effectiveness of pedagogical and psychological communication is reflected in the form of independent education. The works of leading psychologists are devoted to it: Ya.L. Kolominsky, S.V. Kondrateva, A.A. Leontyev, N.V. Kuzmina, A.A. Rean, etc.

Especially in foreign literature, many leading psychologists have considered the issues of effective interaction. Also, as the representative of humanistic psychology, a leading expert scientist, Carl Rogers, noted, for effective communication, it is also very important for the teacher to know the child's need for a positive attitude towards others and a positive self-attitude. Therefore, the representative of individual psychology, Austrian psychiatrist and psychologist Alfred Adler, attached special importance to the interaction between the student and the teacher in the process of personality development. A. Adler noted that "a teacher is a person who understands the problems of these children.

So, in solving the issue of effective cooperation between the teacher and the student, both domestic and foreign literature gives priority to the idea of combining psychological and pedagogical knowledge and the laws of personality development.

ANALYSIS AND RESULTS:

In order to study the psychological characteristics of the relationship between a modern teacher and a student, the test students were asked what kind of person they imagine when they think of a modern teacher, what qualities are valuable for the student in a teacher, what is considered important for the student in the pedagogical-psychological model of the image of a modern teacher, what a skilled teacher should be like in the student's opinion, what percentage of modern teachers with the above qualities are in their school, what subject the test student is interested in, which teacher understands him best at his school, and the questions were given in the form of alternative options and open questions.

The effectiveness of any activity organized by a modern teacher is not only the effective use of educational, scientific and innovative technologies, but also the correct establishment of psychological contact with students. It is also determined by the ability to creatively organize a system of psychologically and pedagogically appropriate relationships and constructively resolve emerging contradictions and conflicts.

Therefore, the professional skills of a modern teacher are realized not at the intuitive level, but cognitively, based on the mechanisms of laws and regulations from a psychological and pedagogical point of view.

The study involved 243 teenage students, teachers and school administration. To solve the set tasks and test the hypothesis, the leading Russian specialist scientist E.I. Rogov used his methodology "The Teacher as an Object of Psychological Research".

The method of independent characteristics: free discussion of students about what qualities a teacher should have; what qualities their favorite teacher has; what the student experiences, worries, feels in communication with a teacher he likes/dislikes; How students should reflect the relationship between their attitude to the teacher and their attitude to the subject taught by this teacher in their educational activities.

"Teacher - Student" questionnaire: the questionnaire contains 24 questions that reveal the attitude of students to the teacher in three parameters (8 questions each) - gnostic, emotional and behavioral. The gnostic component reveals the level of the teacher's qualification as a specialist



from the student's point of view, the emotional component determines the level of sympathy of the student towards the teacher, and the behavioral component shows how the real interaction between the teacher and the student is formed.

Simultaneously with conducting a questionnaire among students, it is also necessary to determine the opinions of colleagues of teachers. In this situation, the use of a questionnaire similar to the one filled out by students in order to be able to compare the results of the information obtained increases the objectivity and validity of the research results.

It was also useful to know the opinion of the school administration (principal, leading teachers) about the teachers, and the questionnaire "Assessment of the professional orientation of the teacher" was used.

School psychologists often face the problem of assessing the level of involvement of a teacher in the profession and identifying the mechanisms of influence of professional activity on the personality. However, the presence of a large number of criteria and bases often complicates these studies in determining the classification of teachers. At the same time, some teachers achieve success by finding completely different areas of activity for themselves: one as a friend and adviser to young people, the other by helping to develop independent and bold thinking in excellent students, and some by eliminating the causes of shortcomings in weak students.

It cannot be said that one of these types of methods is better than the other: since it is advisable to use all of them.

Therefore, the questionnaire is based on the idea of assessing and comparing teachers with different characteristics according to the following types of professional orientations, namely; motivation for approval, intelligence, attention to the subject, organization and courtesy.

The "Pedagogical Communication Styles" test allows you to determine the style of communication between a teacher and a student from the point of view of the relationship between democratic and formal-organizational factors. Therefore, diagnostics of pedagogical communication styles allows you to determine the personal individual psychological characteristics of the teacher, their competence and the level of participation, as well as interpersonal relationships in the classroom, both in the student's person and in the classroom.

The "Conflict Level Assessment" test: a test designed to assess the level of conflict is used to identify the causes of conflict situations that arise in the process of communication between a teacher and a student.

It should be noted that methods aimed at studying the interaction in the "teacher-student" problem system have the right to exist only if each identified parameter is not elevated to an absolute level and does not contradict others, but is included in a holistic system. Therefore, the existing mechanisms of the "teacher-student" problem system ensure its inextricable connection with the specific pedagogical activity of the teacher.

Having examined the attitude of students to science using the method of independent characteristics, we have achieved the following generalized results:

- 1) Regarding the depth of knowledge in the subject being taught, the attitude of the teacher to science, in the opinion of the students, the teacher should not rely only on the teaching material, the appropriateness of using additional literature when explaining new material, the teacher should be able to answer the student's questions, and most importantly, the teacher should love and know his subject:



"The teacher should take his subject seriously";

"If this teacher explains the topic well in class, I will not be afraid to go to him later";

"It is enough for a teacher to be able to teach their subject well, explain it again, or provide some kind of help to the student."

2) From an emotional point of view, the following line of communication is clearly indicated: students love and understand teachers who find an individual approach to each student. The main characteristics of a good teacher are: kindness, patience, understanding, a calm voice, a modest appearance:

"The teacher must be strict and at the same time kind and understanding";

"The teacher must be punctual, kind and caring. The teacher must not have such vices as arrogance, vindictiveness and must treat the student with culture";

"First of all, the teacher must be an example for the student."

3) The objective relationship between the teacher and the student is formed as follows: some students note a direct connection between the attitude towards the teacher and the attitude of the teacher to the subject taught:

"If I like the teacher, I can calmly answer the question and express my opinion";

"For me, the attitude towards the subject directly depends on the attitude towards the teacher. If you like the teacher, then ... you want to know more and thereby please the teacher. Also, if you do not like the teacher, in most cases you do your homework and study the assigned topics only to get rid of the teacher.

There are characteristics of a different nature:

"If I do not like the teacher, this does not mean that I should not like his subject (or vice versa)";

"I think that if I am interested in a subject, I use additional materials to learn more, and the reason for this is the instructions that the teacher gave me, because somehow he did it so that I could go to this lesson with pleasure, I look forward to it."

The survey results show that even if we take into account the existing differences in the opinions of students, we can conclude that there is some alienation between teachers and students.

The results of the survey received from the school administration were influenced by the secrecy of some features of the teacher's work and the limited opportunities to observe them in the educational process. As a result of a certain number of open lessons, in which the school administration was obliged to participate during the year, the teachers' excellent knowledge of their subject came to the fore, and the real relationship between the teacher and the student came to the fore. Determining the level of empathy between a student and a school administration teacher is considered the most difficult process.

Students ranked teachers' knowledge of the subject matter first, followed by empathy for teachers, and lastly, actual teacher-student interactions.

To compare the data from the conducted studies, peer teachers filled out a questionnaire similar to the one filled out by students. However, we must not forget that in this situation, each respondent (test subject) participating in the study evaluates his colleague, evaluating himself, so there is a possibility of making mistakes here, which are called "generosity" errors.

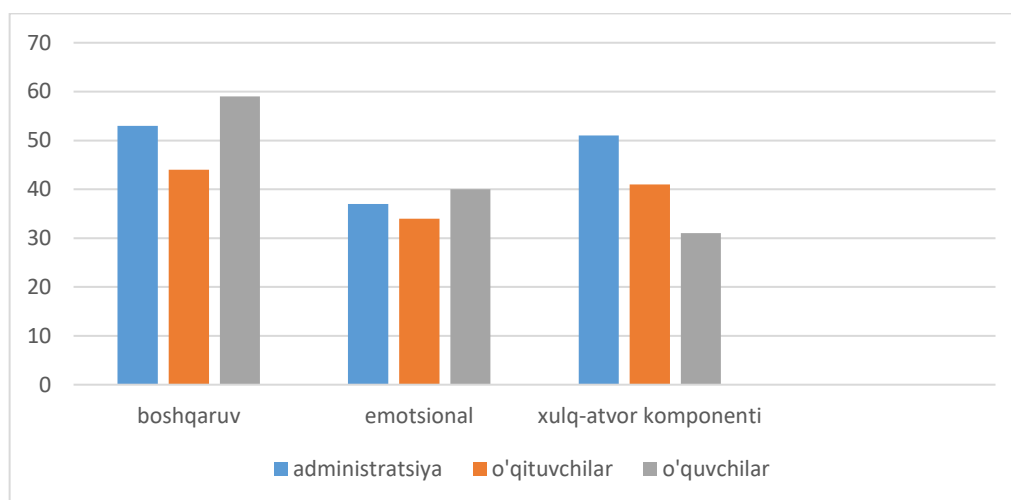
In addition, the "general" assessment is greatly influenced by the hidden nature of some features of the teacher's activity and the limited ability to observe them in the educational process.

Teachers' opinions about each other were distributed as follows: in the first place was the



competence of teachers as specialists in the subject taught, in the second place was the real relationship between the teacher and the student, and in the last place was the level of sympathy of students towards teachers.

To draw a final conclusion on the "Teacher - Student" questionnaire, it is necessary to present the results in the form of a picture, combining the data obtained for three components and groups participating in the survey: school administration, teachers, students (see Figure 1).



Graphical comparison of results between groups: "administration", "teachers", "students", emotional, behavioral components in Gnostic

Thus, in different groups, the gnostic component was of the highest importance: according to the school administration, the teaching staff and students, all teachers are presented as experts in their subjects; in the drawing, the level of sympathy of the student for the teacher is less important for teachers than for students; in the drawing, the real interaction between teachers and students is less important for students than for teachers. Thus, it was substantiated that work with the teaching staff should be structured taking into account changes in the behavioral component from the point of view of students and changes in the emotional component from the point of view of teachers.

CONCLUSIONS AND SUGGESTIONS:

Based on the results of research by foreign scientists, we can note that it is advisable to study the psychological characteristics of modern teacher-student relations from the point of view of our mentality.

Theoretical and empirical study and analysis of important problems related to the psychological characteristics of the interaction between teachers and students in a modern school, issues of interpersonal relationships in it, as well as the pedagogical and psychological characteristics of teacher-student cooperation in the educational process and important factors influencing cooperation led us to draw the following conclusions.

1. In foreign psychology, research on the problems of the psychological characteristics of teacher-student relations has been conducted mainly in three areas: cooperation in socio-psychological teams, cooperation in production, and cooperation in the educational process.
2. In Russian psychology, the need to form the activity of the psychological characteristics of



teacher-student interaction, the laws of development, and the characteristics of the problem of the psychological characteristics of teacher-student cooperation in the educational process have not been widely studied, but its forms, stages, methods, interaction characteristics inherent in cooperative activity, the positions and tasks of the subjects of the psychological environment in the team have been thoroughly studied.

3. In today's modern world, it is necessary to adhere to the culture of communication, adhering to the etiquette of etiquette inherent in our national mentality in cooperative activity in teacher-student relations and interpersonal relationships. At the same time, some problems encountered in education still remain relevant. Therefore, we will try to answer the above-mentioned questions through our scientific research on the topic of the psychological characteristics of the interaction of a modern school teacher with his students. We hope to conduct a research analysis, focusing on the personality, worldview, interpersonal relationships, communication culture, and communication attitudes towards their students in the context of modern trends.

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