PROFESSIONALLY SIGNIFICANT PERSONAL QUALITIES OF THE TEACHER

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Abstract. This article researchers of pedagogical activity suffer the simplified approach to the person, in them is appreciable, that surprising unwillingness to recognize complexity of human behavior and its motivation. Not probably really to understand methods of an overall performance of the teacher, not taking into consideration such factors, as motivational aspects of behavior of all participants of educational process, conditionality of behavior of teachers and pupils installations and values, promptings and requirements which are peculiar to them outside of an educational institution. Because of plurality of interpretation of the interaction occurring during training, this process cannot be considered as mechanical, the organizational by means of a set of unequivocal instructions. Defining the personal approach to pupils from the teacher, the most important are such qualities, as flexible interaction between the above-named parties, sensitive perception each other ability to concentrate on mutual problems.

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Developing this or that system of training, methodologists are not set by questions on what personal qualities the teacher should possess as much as possible effectively to realize it. In a technique it is privately accepted to start with any average type of teaching, but, as we know, such teachers do not exist. Each teacher is, first of all the person with the individual advantages. Character of relations trained and trainees is caused also by their personal qualities, sights and habits.

Many researchers of pedagogical activity suffer the simplified approach to the person, in them is appreciable, that surprising unwillingness to recognize complexity of human behavior and its motivation. Not probably really to understand methods of an overall performance of the teacher, not taking into consideration such factors, as motivational aspects of behavior of all participants of educational process, conditionality of behavior of teachers and pupils installations and values, promptings and requirements which are peculiar to them outside of an educational institution. Because of plurality of interpretation of the interaction occurring during training, this process cannot be considered as mechanical, the organizational by means of a set of unequivocal instructions (Angelovski, 1991).

More recently was considered, that ability of the teacher, to dialogue in educational process depends on its accessory to certain type of the person: to extrovert or introvert.

At K. Junk's beginning of the century has expressed opinion that the introvert is the person who is guided by subjective factors who is not capable to active dialogue.

On this basis the conclusion became: the teacher the extrovert has more chances to adjust dialogue by trainees. However it has appeared, both the extrovert, and the introvert if it the skilled teacher, equally with success adjust such dialogue. Distinction between them consists only in some emotional maintenance. From here follows, that the dialogue organizational at lessons is accessible to any teacher. It is valid, in practice we not unitary face that fact, that soft, sympathetic, full of understanding, the emotional teacher strict, its rectilinear colleague that is called with "character" reaches the same results, as well as (Petrovskiy, 1984).

The overall performance of the teacher is defined by its ability to create in an audience warm, benevolent atmosphere as which it is necessary to consider optimum during educational process. Moreover, the behavior of pupils, finally, is defined by behavior of the teacher for it represents itself as one of necessary conditions of realization of purposeful educational activity.

One of the major positions of the theory of the person consists that people behave according to the belief. From this it is possible to conclude, that the belief of the teacher in correctness of those or other methodical receptions is a determinative of efficiency of its activity.
Defining the personal approach to pupils from the teacher, the most important are such qualities, as flexible interaction between the above-named parties, sensitive perception each other, ability to concentrate on mutual problems.

Having shined qualities, the so-called "good" teacher, it would be desirable to concern those parties of the person of the teacher, features of dialogue which to it followed avoid in the work. The knowledge of these negative sides of teaching essentially will help most truly, especially to the instructor doing the first steps, to plan the work.

So, the negative moments of teaching:

– disapprovingly to react to careless pupils.
– to use any possibility, creating for them difficulties (relying that it does not allow to relax).
– intensively to stimulate pupils to study, causing at them feeling of fault for last misses.
– to build educational activity as to a basis of rigid competitive struggle.
– aspires to spread an authoritative method of teaching.
– to start with the probability of dishonest behavior of pupils at examinations.

Speaking about the person of the teacher, it is necessary to concern in several plums of a question on vocational training, competence of the teacher. Such integral quality of the teacher as professionalism renders the influence as a feedback and on personal display of the teacher in an audience and on style of its pedagogical work as a whole.

Continuing conversation on qualities of the teacher as the person would like, to address to the following factors, promoting formation of this or that style of teaching. First of all, rigidity – insufficient flexibility of behavior in quickly varying environment, hundred qualities in a combination to the tendency to dominate in sphere interpersonal the relation leads to development of authoritative style. Besides individual lines there are objective factors of its distribution (Lapina, 2003).

In this case interest at pupils does not act in a role of leading motive; authoritative receptions of training appear more effective. There is one more factor promoting development of authoritativeness, connected with presence at teachers of the specific individually-personal status which psychologists conditionally name infallibility. After all there is an opinion that acts, judgments of the teacher are out of criticism. It is considered, that, the teacher, should not commit an error and if it is self-assured, its confidence has an objective basis is ennobles it in own eyes, that at times promotes development in it of lines of authoritativeness.

Many teachers suffer from the emotional not prepare, vulnerability. It is frequent it simply it is not known, that all success in work depends on pedagogical virtuosity.

A. C. Makarenko considered, that in modern pedagogical high schools it is necessary on new to bring up the future teachers, that they knew how to stand, how to sit, how to operate the voice.

The basic components of pedagogical skill game, game not as entertainment, and the scenic game demanding from the teacher mastering by a theatrical art is. It is necessary to note difference of game of the actor from participation so we will tell, in game of the teacher. It’s mission - always to be oneself, reasonably using receptions of artistic skill during a lesson.

Artistic, teaching emotionality, its staging is necessary to the teacher for the big efficiency to teaching a material. After all, frequently, the same teacher conducts lessons simultaneously in several parallel audiences where the subject material constantly repeats.

So occurs from year to year. Happens, that these years develop in decades. Then there is the most undesirable, and frequently and inevitable in work of the teacher. The material represented by it, loses novelty. It any more is not for the instructor something unusual, rather interesting. Here is how time here also comes to it to the aid actor's skill. However and in this case existent some kind of danger: the side between natural behavior of the teacher at a lesson and virtuosity, it applied should remain imperceptible.

It is very a pity that in pedagogical high schools is not present special employment on theatrical skill on which to the future teacher appropriate manners would take root: ability to keep, voice training, style of dialogue. Without this artistry, at times, the young teacher feels extremely not protected, uncertainly.

A. S. Makarenko dreamt: I am convinced that in the future in pedagogical high schools it will be obligatory to be taught both voice training and possession of the body, and without such work I will not imagine function of the tutor.

It would be desirable to believe, that, perhaps, elements of actor's skill in activity of the teacher will be included in new programs of pedagogical institutes. However it is necessary to notice, that it is far not the
individual requirement to training of the present professionals of pedagogical skill. At all last place is taken away external appeal of the teacher, its ability to keep in a society. Several years ago there was an opinion that the teacher should look modestly and not strikingly, hence, its clothes not should cause stir brightness, extravagance, such position was an obvious error. For the teacher appeal to modern directions in a fashion in a combination to pleasant appearance, good manners are important. After all it urged to bring up pupils not only to certain methodical receptions, but also own example, the behavior, style in clothes, imparting children aesthetic feelings, developing at them sensation of style, taste, along with accuracy, individuality of perception of an external world, bringing up and developing in them the world of the fine. Eccentricity of behavior of the teacher, refinement, own style are attractive factors for pupils.

The teacher of such plan is capable to induce the pupils to subject studying, to its further perfection. However, if the teacher cannot create mood, vivacity atmosphere at such teacher children will miss simply at a lesson and to remain indifferent to any pedagogical subtleties of the teacher, to extravagant methods, receptions.

Creation of a situation of success one more factor which is very important for the teacher. It should be shown during the moments of indecision of pupils, confusions, fluctuations, confusion or pauses at answers to a question. Such qualities as sense of humor, the control over own behavior, a voice; gestures should become faithful allies of the teacher of a foreign language.

It is obvious, that interest of the teacher, positive spirits serve in dialogue to increase of efficiency of a lesson and, on the contrary, unwillingness to conduct a lesson, an oppressed kind of the teacher will cause in pupils only recession of interest by a subject. Speaking about personal qualities of the teacher, such quality, as love to an audience, feeling of attachment to them will be the most important, perhaps. This quality should be the defining factor in interpersonal orientation of the student and the teacher (Podlasiy, 2005).

It is not necessary to forget and about optimism, after all for the teacher it some kind of "civic stand" (Lvova, 1992). Pessimism, as well as a panic is quickly transferred to pupils. It is necessary to remember it always.

The teacher, the present expert, first of all will install in the student confidence as a result of its work, for such teacher the following detail is characteristic: internal, the psychological aspect has put more important the external. In the beginning he tries to understand the point of view of other person, and then operates on the basis of the received knowledge. People and their reactions are for it more significant, than things and formal situations, he trusts people and considers them capable to solve own vital problems, waits from them for friendliness display, instead of animosities. The person always represents for it the person possessing advantages.

Psychologists consider optimism as such feature which can be formed and supported in it (Lvova, 1992). In practical work of the teacher speech represents the main tutorial and education since it promotes communicative a lesson, stimulates pupils, is means of formation of the active person and causes positive changes in motivation of studying of a subject.

The training and educational importance of speech of the teacher comes to light in emotional influence on pupils. Supervision over pupils have shown, that emotionally rich, live speech is understood and acquired by children much better, but also causes desire to imitate, follow it.

Expressiveness of speech opens and specifies, creates images and brightly illustrates the semantic party of the statement, such speech is necessary for developing regularly. Sincere enthusiasm for a subject, interest training process, and also honesty the statement will give certain force, beauty of speech of the teacher.

N. B. Bitt notices that the speech emotionality is a necessary link of vocational training of the teacher, takes the important place in system to pedagogie, in particular, speech influence, is a necessary component of pedagogical skill.

In summary it is necessary to notice, that, the teacher should be guided well in various branches of the science, which basis it teaches, the nobility of its possibility for the decision of social and economic, industrial and cultural problems. But it is not enough of it – it should be constantly in a course of new researches, opening and hypotheses to see near and far prospects to teaching sciences.

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