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Research Article

THE INFLUENCE OF A TEACHER ON THE DEVELOPMENT OF A CHILD'S PERSONALITY

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Oqbo'taev Jamshid Yo'ldoshevich

Teacher of the Department of "Pedagogy and Psychology" of the Uzbekistan State University of World Languages, Uzbekistan

ABSTRACT

The specifics of interaction between a teacher and children are traditional for educational psychology. This problem was highlighted in the second half of the 20th century by a number of psychologists: N.F. Gonobolina, N.V. Kuzmina, V.G. Maralov et al. When analyzing the situation of interaction between a teacher and students, domestic psychologists and teachers noted as the most important factor in this interaction the fact that the teacher is not only a source of useful information for the student, but also an example, a model that, to one degree or another, determines development the personality of each student, i.e. We are talking about the influence that the teacher's personality has on the student.

KEYWORDS

Understanding, teacher, communication, child.

INTRODUCTION

At the present stage, resolving the issue of effective interaction between teachers and students is of particular importance in connection with the restructuring of the educational process in school on a psychological basis.

The relevance of the problem has several aspects:

- pedagogical aspect - revealing the pedagogical foundations and conditions for professional growth of a teacher in the process of interaction with students; research on ways to practically

promote the development of effective teacher-class interaction; development of methodological recommendations to solve this problem;

- psychological aspect - development of the teacher and student's need for improvement and personal growth; creating conditions for maximum realization of both parties in interaction; ensuring psychological literacy of interaction in the "teacher-student" system;
- social aspect - effective development of interpersonal relationships between teacher and students.

We believe that teachers are especially in need of psychological knowledge. Domestic teacher K.D. Ushinsky noted that if we want to "raise a child comprehensively, we also need to study him comprehensively" [9: p. 461]. A teacher can study his students correctly only if he deeply knows the general patterns of child development, the psychological patterns of the development of his abilities, interests, inclinations and other individual and personal characteristics. "The role of the teacher increases immensely; it requires the highest professionalism from him - the ability to turn relationships with students into the creativity of life," said A.S. Makarenko [3, p.193].

The effectiveness of any activity organized by a teacher is determined not only by a thoughtful choice of subject technologies, but also by the ability to manage emotional contacts with students, creatively build a system of pedagogically appropriate relationships, and constructively resolve emerging contradictions and conflicts.

The professionalism of a modern teacher is manifested in the fact that he solves communicative problems not so much on an intuitive, but on a conscious level, relying on knowledge of psychological and pedagogical laws.

At the end of the last century, the pedagogy of cooperation gained the support of many teachers, E.I. Ilyina, S.N. Lysenkova, V.F. Shatalov and others. The core of the innovative concept was the focus on the intrinsic value of the child's personality, equal partnership and the humanity of pedagogical interaction. Considering this issue, one cannot help but recall the famous teacher Sh.A. Amonashvili, whose works represent a synthesis of social psychology and humanistic pedagogy. According to him, it is humanistic pedagogy that is able to voluntarily dispose a child to be educated, to arouse in him the desire - unconscious and conscious - to "be educated, to be educated" [2: p. 432].

In the work "Humane-personal approach to children" Sh.A. Amonashvili [1] considers the initial pedagogical positions that predetermine the establishment of humane relations between the teacher and students. Only in an atmosphere of love, goodwill, trust, empathy, and respect does a student willingly and easily accept what the teacher gives him. The student, seeing how his dignity, independent thought, and creative search are valued, begins to strive to solve more complex problems. According to the author, it is possible to elevate a schoolchild to a pedagogically active environment through maximum consideration of the developing needs and potentials of the child's personality, striving to be self-sufficient and

independent. The student needs to be helped to understand himself as a person, to direct him to build his inner world in accordance with the moral ideal of a person. In the relationship between the teacher and the class, there should always be a feeling that the students are being consulted, their opinions are taken into account, and they are trusted. The principles of classical pedagogy in the best traditions of humanistic education, according to Sh.A. Amo-nashvili, can be illuminated by the following basic provisions:

- “Manage the entire school life from the perspective of the interests of students;
- constantly demonstrate faith in the capabilities and prospects of each student;
- be ethical towards the student, respect and support his dignity” [1: p. 274].

Thus, the norm of relations between teachers and students at school should be humane or so-called pedagogically appropriate relations. Such relationships are subordinated to the achievement of educational results and are based on the voluntary recognition by students of the authority, rights, knowledge and experience of the teacher and his leadership. This is manifested in the desire of students to learn from the teacher, communicate with him and imitate him.

One of the founders of educational psychology, Lev Semenovich Vygotsky, in his work “On the Pedagogical Analysis of the Pedagogical Process” noted the following: at school we are dealing with two different processes - the development process and the learning process. The whole point is in the relationship between these two

processes: it is only necessary to establish in what relation the learning process stands to the development process and what the teacher should do to facilitate development [4: p. 202]. “The teacher creates a series of embryos, that is, he brings to life developmental processes that must complete their life cycle in order to bear fruit. It is impossible to instill in a child in the literal sense of the word, bypassing the developmental processes, any new thoughts, you can only accustom him to external activities” [4: p. 214]. The teacher must never forget about this.

The reasons for the enormous moral influence of the teacher’s personality on the student’s personality lie in the very nature of man and human relationships that develop in the process of pedagogical activity. In this regard, it is necessary to turn to the psychological foundations of how people know each other and the formation of relationships between them. The problem of effective communication has recently gained great importance. It should be noted that the effectiveness of pedagogical communication is highlighted as an independent direction. The works of famous psychologists and teachers are dedicated to her: I.A. Zimnyaya, Ya.L. Kolominsky, S.V. Kondratyeva, A.A. Leontyeva, N.V. Kuzmina, A.A. Rean and others.

In foreign literature, many psychologists have addressed the issue of effective interaction. The representative of humanistic psychology, popular psychologist Carl Rogers, noted that for effective communication it is very important for the teacher to know that the child has a need for a positive attitude towards himself from others and

a need for a positive self-attitude [5: p. 523]. The representative of individual psychology, Austrian psychiatrist and psychologist Alfred Adler, attached paramount importance to the interaction between student and teacher in the process of personality development. According to A. Adler's definition, "a teacher is a person who understands the problems of children [6: p. 326].

Thus, in solving the problem of effective interaction between teacher and class, both in domestic and foreign literature, preference is given to the idea of merging psychological and pedagogical knowledge and patterns of personality development.

Undoubtedly, we can say that teachers, starting from primary school, influence the development of children's personality in different ways. One of the main systems in school is the teacher-student system and there is no doubt that teachers occupy a central place, because they have a direct influence on the specific developing personality of the student.

The specifics of the teaching profession are revealed in constant communication with students who have their own rights, their own worldview, their own convictions and their own individual characteristics. But each teacher is individual, unique, possessing only his own personality traits and qualities. And the brighter and more original his personality, the higher his professional skill and the more significant his influence on the child's developing personality. Students are constantly, to a greater or lesser extent, influenced by the teacher's personal

personality - his expectations, values, intellectual and creative abilities, character, etc.

The psychological and pedagogical literature provides several classifications of pedagogical communication styles. The most common classification of leadership styles, which is fully relevant to teaching activities, is the classification that distinguishes authoritarian, democratic and permissive styles. In most cases, the most effective in pedagogical communication is the democratic style. The consequence of its use is increased interest in work, positive internal motivation for activity, increased group cohesion, the emergence of a sense of pride in common successes, mutual assistance and friendliness in relationships.

The style of pedagogical communication expresses the characteristics of the teacher's communicative capabilities; the existing nature of the relationship between the teacher and students; creative individuality of the teacher; characteristics of students. The communication style reflects the general and pedagogical culture of the teacher and his professionalism. Styles do not exist in their pure form. And the options listed in the literature do not exhaust the wealth of communication styles spontaneously developed in long-term practice. In its spectrum, a wide variety of nuances are possible, giving unexpected effects that establish or destroy the interaction of partners. As a rule, they are found empirically. At the same time, the found and acceptable communication style of one teacher turns out to be completely unsuitable for another.

The style of communication clearly reveals the individual's individuality.

A collaborative pedagogical style does not mean something in between authoritarianism and laissez faire. This style is characterized by fundamentally qualitative features. It requires from the teacher, firstly, the ability to structure learning, developing deep educational and cognitive interest in students, mobilizing the child's emotions as the energy of his psyche, his educational and cognitive activity, which becomes possible with one's own deep knowledge and interest in the subject.

Such a teacher should be distinguished by a high general culture and, above all, a culture of communication with both children and colleagues, based on respect for the personality of another person, for the personality of the student and the ability to be self-criticism and introspection in relation to oneself and one's behavior.

On the issue of schoolchildren's understanding of educational texts

The problem of students' understanding of educational texts is of great importance in the learning process. Working with text is a particularly important part of the educational process, so the scientific analysis of understanding texts is of paramount importance. The relevance of this problem is justified by those problems of the educational process that have not yet been resolved: not always schoolchildren, and even students, are able to adequately work with a book, which cannot but affect the quality of

mastery of those subjects for which textbooks are studied by students. The development of means to influence the process of understanding text is one of the most important tasks of practical educational psychology.

However, the very concept of "understanding" has an ambiguous interpretation, and, above all, in terms of its relationship with the concepts of awareness, understanding, teaching, assimilation, mastery, and in foreign psychology - understanding, comprehension. From our point of view, these concepts can be correlated on the basis of such a definition of understanding, in which it is considered as identifying the area of tasks that are posed in the text and identifying the means by which they can be solved. Thus, the text can be understood if the subject of the teaching has identified the tasks that the author (or compiler of the text) set and the means by which these tasks can be solved. From this point of view, the concept of "understanding" cannot be identified with the concept of "clarification", since the second is not tied to specific tasks, but only to knowledge. Learning, like assimilation, are broader concepts than understanding, and cover not only identification, but also the ability to solve the required problems, using the means proposed in the text.

The problem of understanding texts is also connected with the problem of "translating" the text into a language understandable to the subject of cognition. From our point of view, we can understand the essence of the "translation" process by considering it through an analysis of the role of scientific and everyday concepts in the

process of understanding the text. Equally important in the process of understanding texts are the stylistic characteristics of students. Students with different learning styles (for example, “deep” or “superficial”) will process text comprehension differently and with different productivity. There are a number of techniques, the use of which is aimed at modifying the process of understanding text.

Identification of the conditions for student sovereignty in the educational process

The changes that have occurred in Russia over the past fifteen years - the formation of a market economy, the expansion of ties with Western countries, including the signing of the Bologna Agreement, could not but affect the change in the image of the modern Russian. The usual image of a person focused rather on adaptation and consumption (including culture) is replaced by the image of a person focused on creating himself, his living space, a person open to changing himself and his world. Education in Russia can no longer remain a matter of receiving information and then reproducing it by students. It should contribute to the development of man himself in a changing world. Today, a new understanding of education is emerging as, first of all, the path and form of formation of an integral person, his acquisition of a human image in the space of culture and in the time of history (V.I. Slobodchikov).

The main sign of sovereignty is value consciousness. Therefore, the task of the immediate environment of children (including

parents, teachers, psychologists) is to promote the formation of value consciousness, which manifests itself already in adolescence. It is this that makes it possible for the image of the world to be determined by the way of life after leaving school, since “it is assumed that the school has formed an image of the world, a more or less complete picture of the world in which a person will live,” and, upon graduating from school, a person will be able to form his own image life. The reason for the change in lifestyle is human openness as a systemic characteristic. With the distorted development of man as a system with “limited” openness, the sovereignty of his personality becomes very limited or impossible.

Through communication with people in a combined psychological system, values come to a person, as social norms and patterns of behavior. But they are not assimilated, but “transformed into one of the dimensions of the multidimensional world, turning it into the human life world - the true space of life,” expanding it, turning it into reality. This is possible due to the generative effect of interaction: “there are qualities of phenomena that arise in the system, are generated by the system and provide it with the possibility of self-determination, becoming parameters of order, i.e., what is in open systems due to the correspondence of opposites.

Taking into account the above, one of the conditions for sovereignty, the formation of a person’s value consciousness, we identify dialogic communication as a special type of interaction that facilitates the meeting of corresponding

opposites, due to the openness of the interacting parties.

“The teacher is responsible for ensuring that, in interaction with culture, the child’s world acquires new dimensions, expands and is streamlined. The teacher organizes the extremely significant act of the child’s meeting with culture, making some selected elements of culture appropriate for the child, i.e. capable of fitting into value-semantic coordinates of his life world, to become personally significant for him, to find his place in it,” which is impossible outside of dialogue, because the monologist is locked in the shell of only his own, “monologically perceived and understood world.”

The result of the sovereignization process can be a person’s ability to self-organize as an open psychological system. The ability for adults to accompany the student’s process of sovereignty is closely interconnected with the knowledge of what constitutes the child’s value consciousness, his mental space, and to promote their development in the process of communicative interaction.

Thus, pedagogical communication is a special communication, the specifics of which are determined by the different social-role and functional positions of the subjects of this communication. In the process of pedagogical communication, the teacher carries out (in direct or indirect form) his social-role and functional responsibilities for managing the process of teaching and upbringing. The effectiveness of the learning and education processes, the

characteristics of personality development and the formation of interpersonal relationships in the study group largely depend on the stylistic features of this communication and leadership.

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