

## Socially Psychological Education of Self-Development Skills in Future Teachers Functions

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### **Annotation:**

The article is devoted to the socio-psychological aspects of the development of the ability for self-development in future teachers. The article also discusses issues such as psychological foundations, socio-psychological determinants, professional motivations formed by teachers, tolerance and empathic abilities that affect the ability to work on oneself in pedagogical activity.

**Key words:** teacher, education, pedagogical activity, self-improvement, tolerance, empathic ability, motives of success, knowledge, skills, profession, self-development.

One of the most important tasks facing universities in the field of pedagogical education today is the comprehensive training of future teachers and the psychological issues of their professional training. Also, preparing future teachers for the educational environment is a very difficult task. It is expedient to increase the knowledge of professionals not only through the skills and abilities of the field, but also through the skills of empathy, tolerance, communicative culture, level of social intelligence, which are socio-psychological features. This begs the question. What should explain the self-study activities specific to educators? In order to find answers to such questions, it is necessary to analyze the content of certain socio-psychological qualities inherent in the personality of the teacher. According to NV Bodrovskaya, a leading scholar in the field of social pedagogy, examples of such factors as passivity in teachers, unwillingness to innovate in their field, indifference to the demands of society, low social professional activity, low professional altruism, lack of empathy possible [1,97]. In this section, we find it necessary to pay attention to the analysis of some socio-psychological qualities that lead to self-study in pedagogical activity. According to L.B. Vedeneeva, in order to carry out successful pedagogical activity in secondary schools, first of all, empathy (empathy) must be emotionally well formed in future teachers [2,23]. This is because the knowledge of the feelings of others, the understanding of another, the sharing of an event and novelty with others, is related to the content of the concept of empathy.

According to E.A. Ichalovskaya, the manifestations of empathic ability in teachers are explained by the following cases [3,13]:

- To be able to quickly understand the behavior of students;
- Ability to share their knowledge and skills with other people;
- Ability to be a real partner in the emotional experiences of others, sensitivity to the various desires of children;
- To accept others as they are, to understand their feelings, thoughts and attitudes;
- Avoid personal interests, care more about the interests of others, and so on. This means that every future teacher must live in harmony not only with his own interests, but also with the interests of others. The ability to empathize serves the same qualities.

Unlike others, as described by Dj. Egan, the empathic ability of the teacher in the educational process is characterized by the following socio-psychological aspects [4,17]:

- Be kind to others, be able to observe them, be attentive in understanding their reactions, situations and characteristics;
- Ability to play the role of parents in the education of students;
- To be able to quickly understand any experiences and desires;
- Have an objective approach to the assessment of educational subjects;
- Ability to bring up children in the spirit of devotion;
- Loyalty to one's profession and ability to show professional initiative;

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- Always ready to help inexperienced people;
- Be able to share any news, new approaches, future plans, etc. with others.

N.A. Mozgovaya, speaking about the ability to care for others, which is important for the educational process, says: "The empathic abilities of the teacher should be improved, first of all, by the methodological and methodological aspects of their preparation" [5,40]. That is, the importance of psychological training, role-playing, and other techniques that help form empathic relationships in the individual is emphasized. Researcher A.N. Nasifullina classifies the socio-psychological basis of empathic (empathy) abilities that provide teachers with the ability to work on themselves as follows [6, 194]:

- Empathy is a mental process, that is, it is inextricably linked with professional dynamism, professional ethical principles, individual-psychological characteristics;
- Empathy is the process of being able to model the inner world of others in one's own perception;
- Empathy is the enjoyment of students' results, the desire to teach them more;
- Empathy is the support of the subjects of education in any situation;
- Empathy is the ability to have a good relationship with the group, to share their dreams and aspirations;
- Ability to facilitate tasks that are difficult for students and difficult for them, etc.

First, empathy, which is a prerequisite for a teacher's successful work, is not only the basic strategy of creative activity, but also the ability to empathize with students who are difficult to master. Second, empathy in education means not only caring about the future of others, immersing oneself completely in their inner world, but also being able to be responsible for the fate of others. because it does not pass effectively between the chi and the learner, the learning process can change completely through various influences and conditions. Fourth, educating others with knowledge and skills is a broad concept that requires the analysis of not only socio-psychological knowledge, but also pedagogical, philosophical, medical, sociological knowledge. Therefore, achievements in pedagogical activity are a subject not only for one field, but also for researchers in another field.

As described in a new dictionary on the science of psychology, a teacher always lives with the need to teach students. In this situation, the issue of building trust and cooperation is of great interest. That is, the individual-psychological characteristics of the teacher as a subject of activity determine the outcome more.

According to V.F.Feofilova, the socio-psychological model of professional and personal training of future teachers has the following components [7,99]:

#### 1. Organizational preparation:

- To be able to scientifically substantiate the essence of social processes, the laws of science;
- To be able to clearly formulate the goals and objectives of science;
- Time allocation and planning of events;
- Be able to direct others to the mysteries of the environment;
- Good knowledge of management psychology and the basics of conflict management;
- Ability to materialize specific plans for professional activities;
- Good knowledge of modern information technologies and their rational use;
- Good knowledge of communication psychology, the ability to organize communication;
- Possession or oratory skills in the art of public speaking;
- Knowledge of a second language in addition to the language of instruction, etc.

#### 2. Psychological and communicative training:

- Good knowledge of the rules of communication and ethics of different societies, social institutions, social groups;
- Knowledge of socio-psychological phenomena and the ability to apply this knowledge in the process of teamwork and in their professional activities;
- To know the content of socialization phenomena, mechanisms and directions;

- Have a culture of communication;  
being able to control your emotional state;
- Ability to be patient in teaching.

In our opinion, the student body is not only a source of qualified personnel, but also a source of increasing the number of intellectuals in society.

According to I.M. Yusupov, higher education is a complex activity, but its achievement depends on economic opportunities and social conditions [8,23]. This implies a person's educational opportunities. The student body is a very mobile social group, the composition of which changes every year, that is, a group with professional skills and qualifications, begins its activities as a professional. In addition, the common goals of higher education, the uniformity of work, ie study, lifestyle, active participation in university work, greatly contribute to the formation of the qualities of solidarity in future teachers. Prospective teachers need to be able to adapt quickly to new conditions. There are specific pedagogical criteria for becoming a teacher. For example, the requirements are to learn to apply theoretical knowledge in practice during practice. In this case, prospective teachers are required to perform the following functions:

- Classroom observation (cognitive function);
- Presentation of new material (cognitive function);
- Visiting students (management function);
- Ensuring the effective work of students (organizational function),
- Adequate communication with students, the class as a whole (communicative function).The above-mentioned functions will not be enough for successful activity, but in this situation a problem will arise for the future teacher, i.e. automatic skills and time management, conflict prevention and so on. Therefore, in vocational training, the formation of competence in relation to social relations is very important. According to E.S. Golovneva, prospective teachers have motivational-oriented components to improve their performance, which includes the following components [9,45]:
- Awareness of gender issues;
- Adherence to the idea of gender equality in education and the prevention of all forms of discrimination, non-violence;
- To be able to better socialize schoolchildren in the educational environment;
- To be tolerant of boys and girls, to understand them in every way.

The criteria for professional training of future secondary school teachers should also include:

- Have a basic understanding of science;
- To know the laws of socialization of the student;
- To know the psychophysiological features of mastering;
- To be able to establish a teacher-student relationship;
- Acquisition of emotional intelligence;
- Be socially active and sensitive;
- To be able to create a conformist environment in the classroom;
- Ability to unite others for a common goal;
- Has management qualities

Third, the result of pedagogical empathy is always teaching to be a;

- Resilience to stressful situations;
- To have a social consciousness;
- Presence of ethnicity;
- Possession of a sense of social justice;

- Adherence to the principle of humanity and objectivity, etc.

In the process of education, teachers create a unique communication environment, through which students develop knowledge about science. Below we will focus on the features of communication (linking) that lead to the successful work of future teachers.

According to M.G. Rogov, in the context of the concept of communication, the following are distinguished [10,64]:

1. Communication is the semantic side of social relations;
2. The process of transferring contact information from one person to another;
3. Communication - cultural unity between people;
4. Communication - an information channel that connects information exchangers;
5. Communication - the ability to interact and receive information;
6. Communication - the process of transmitting and receiving data;
7. Communication is the process by which people interact with each other, share their thoughts and interests;
8. Communication is a message that reflects people's moods and emotions;
9. Communication is the process of conveying an idea from one person to another;
10. Communication - A source that changes the recipient's knowledge, social attitudes and behavior towards others. As can be seen from the above classification, the essence of the communication phenomenon is the process of information exchange.

Hence, in the performance of roles, one of the subjects of communication is interpreted as the informant and the other as the recipient of the message. In some psychological literature, the concept of communicative ability is considered as a process of two-way cooperation, that is, a state of a person's need for information. A.A. Krylov describes the existence of communication between people with a number of features [11,108]:

1. In the relationship between two persons, each of them is considered active, that is, they are considered subjects of joint activity;
2. In joint activities, they are the parties to the interaction;
3. One person is a system that transmits information to another person.

Communication between people is not always in sustainable development. Preschool age is the age at which barriers to communication emerge.

This means that in communication, partners need to understand each other and speak the same language and trust each other. There are certain bases in the brain for the acquisition of knowledge in a person i.e. the change in the meaning of any word given to a person also determines the innate ability to create the meanings of other words. Such a theory is in stark contrast to the concepts of behavior. That is, researchers consider the importance of more congenital biological structures rather than the environment of interaction for a child's development. The above definition allows us to understand the complexity and perfection of pedagogical communication, the forms in which the emergence of socio-psychological laws in the most characteristic, most convenient ways. However, in addition to activity, there are other psychological approaches that allow the analysis of this problem. In some studies, the acquisition of information, the characteristics of communicators and listeners, the conditions and means of communication have been studied on a scientific basis. Central concepts of this approach are "information", "system", "interaction":

- The normative part, which expresses the interpersonal aspect of communication, in which information is exchanged between people;
- The interactive part is the content of psychological mechanisms aimed at satisfying the motives of interaction, the interaction of individuals in the process of information exchange. Admittedly, the role of the factor of communicative competence formed in the personality is also high in the effectiveness of pedagogical activity and in the creative work skills of teachers.

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