

FORMATION OF SOCIAL PERCEPTION PHENOMENA IN PEDAGOGICAL TEACHER SATISFACTION WITH PROFESSIONAL ACTIVITY

Uralova Sojida

Namangan State University 1st Year Master

ANNOTATION

In article is described look of the modern teacher, important particularities for activity of the teacher, pedagogical ethics, as well as pedagogical gifts.

Keywords: pedagogical ethics, pedagogical gifts, pedagogical creative activity, teacher.

INTRODUCTION

The teacher meets with students almost every day, answers questions, approves their good work, evaluates their knowledge, and reprimands them for their misbehavior. Of course, there are signs of relativity, subjectivity in the teacher's opinion. He may not be able to treat everyone exactly the same. But everyone must be convinced that he is a just man, striving to do good with an objective intention towards all students. There should be no impression in the classroom that the teacher loves, hates, and has students. So, reputation is a necessary attribute for teaching activities. Reputation is a widely recognized, influential influence gained through a person's deep knowledge, high moral qualities, life experience, active participation in scientific research and public affairs. Pedagogical activity is creative in nature. It is known that a person needs creativity only when he has a problem. Teaching activity is related to the essence of pedagogical creativity, the purpose and nature of pedagogical activity. Pedagogical activity is the process of solving a number of pedagogical problems that are subject to a common goal, such as the formation of a person's personality, worldview, beliefs, consciousness, behavior. Creativity in the work of a teacher is expressed in the ways to solve these problems, to find ways to solve them. The source of pedagogical creativity is the existing pedagogical experience. The pedagogical experience is very rich in problematic situations. By advanced pedagogical experience we mean the teacher's creative approach to his pedagogical task, the search for new, effective ways and means of educating students. Advanced pedagogical experience is the form and methods, methods and tools of work used by the teacher. Through them, the highest results of educational work are achieved. The study of advanced pedagogical experience, the discovery of new pedagogical phenomena and laws based on it, the introduction of good quality changes in the educational process, the management of students' cognitive activity, the solution of problems of modeling the learning process in a new way. A creative teacher should not only be able to teach and educate children successfully, but also have research skills [1]. The development of modern science and technology requires a teacher to be creative, to think freely about important problems of science, to convey the achievements of science to students. This ethical belief is reflected in the teacher's moral influence in the teaching process, in educational work, in his or her relationships with students and others, in his or her daily life, and in his or her personal example. The basic concepts of pedagogical ethics correspond to the categories of universal ethics and define them somewhat in relation to the activities of the teacher. In pedagogical ethics, humanism, justice, conscientiousness, honesty,

doing good are analyzed in relation to teaching activities. In moral theory, goodness is the most important category. Goodness is a morally positive quality, reflecting the ideal of normative ethics, the sum of the content of positive-moral qualities in The teacher must give the student a deep theoretical knowledge, prepare him for life and work. At the same time, he must be aware of the existing abilities and talents in the child, have an individual attitude, and carefully cultivate the positive moral qualities that are present in him. The teacher works alone with the teaching team as a representative of the community in the classroom. In this context, the responsibility of the teacher is the governing force that regulates his rights, the main criterion for the level of influence on teachers. Belief, etiquette, understanding of civic duty are one of the main qualities of a teacher. The qualities of the ideal that the school teacher promotes must be demonstrated in a personal example. Love for children is the most important quality of a teacher. Forgiveness of all the actions of these children is not a compliment to them, but a love of demanding and strictness, fairness, and a person with this quality devotes much of his time and energy to the children. He is willing to sacrifice his desires when necessary and limit their needs in the best interests of the children. Awareness of social activism and civic duty is a characteristic quality of a teacher, since a true educator is a full-fledged public figure and shows children a practical example of being socially active in life. An important quality of a teacher is the ability to be quick with people, the ability to interact with others, kindness, which reflects the high level of communication culture in him. Because a teacher always has to communicate with people, work with them. Success in the work of a teacher is ensured by the ability to communicate with adults and children, individual groups and individuals in their daily activities. Teacher ethics is a combination of categories, rules and norms of universal morality with the characteristics of the educational process, a professional and ethical feature of the teacher in the relationship with students, teachers, parents and community members. The teacher must master the norms of pedagogical ethics, apply them in practice, compare them with his own worldview and moral experience. As a result of thinking and feeling, experimenting in life, the rules of pedagogical ethics become the teacher's own beliefs, aspirations, his own moral quality. Pedagogical activity is the labor activity of people who are accountable to the people, to the state, specially trained to educate children, to prepare the younger generation for life and work. The activities of school teachers are aimed at shaping the human personality. Every child has his own character. It is extremely difficult to take into account these peculiarities in the upbringing of children. It uses special methods that reflect the complexity of social relations between people. Young people preparing for pedagogical activity should be aware of such features. Pedagogy, psychology, methodology and pedagogical skills are interrelated, closely related disciplines. To be successful, every teacher needs to have pedagogical skills. The owner of pedagogical skills, with little effort, achieves great results, and creativity will always be his partner. Only a talented person capable of pedagogical work can have pedagogical skills. Ability emerges and develops in the process of activity. Ability is different from skill and resourcefulness. If skill and dexterity are the result of training and study, then ability and intelligence, that is, anatomical and physiological features of the human nervous system, are also necessary. It is on this natural ground that a spiritual quality called ability develops. For pedagogical activity to be effective, a teacher must have the following types of abilities. Cognitive ability is the ability to apply mathematics, physics, biology, literature,

etc. to the relevant fields of science. A teacher with this ability knows the subject not only in the scope of the course, but also in depth, constantly observes the discoveries in his field, knows the material from thread to needle, is very interested in it, and does simple research. individual morality, a positive attitude to human activity or an action. Goodness is a concept that corresponds to social development, benefiting society and the individual, reflecting the unity of the interests of society and the individual in the consciousness and moral practice of man. In pedagogical ethics, the concept of goodness is defined in relation to the activities of the teacher. It reflects the unity of interests of the teacher and the student community, the unity of the purpose of the teacher and the student, the unity of the struggle for the effectiveness of education and upbringing. The virtue of goodness requires that both parties be well-intentioned, benevolent, kind. For good to be decided, one must be intolerant of evil. Good intentions, good manners, good deeds, unity of good behavior are necessary. One of the characteristics that characterizes a person's morality is responsibility. The responsibility of the teacher includes the specific

The ability to explain is the ability to explain the learning material in a way that is understandable to students, to stimulate students' interest in active thinking independently. The teacher must be able to change the teaching materials when necessary, to convey to the students what is difficult, what is complex, what is simple, what is vague. It is necessary to take into account the mentality of students. The gifted educator takes into account the level of knowledge and maturity of the students, imagines what they know and what they do not know yet, what they have forgotten. Observation ability is the ability of a student to access the inner world of a learner, a pedagogical observation associated with a very good understanding of the student's personality and his or her temporal mental state. Such a teacher can also quickly detect unnoticed changes in a student's psyche. Students say of such teachers: "It looks like they are not looking, they see everything. He knows if the student is upset or not preparing for class." Speech ability is the ability to express one's thoughts and feelings clearly and distinctly through speech, as well as through gestures. This is very important for the teaching profession. The teacher's speech in the lesson will always be focused on the students. Even if the teacher is explaining a new lesson, analyzing or criticizing the student's response, his or her speech is always characterized by his or her inner strength, confidence, and interest in what he or she is saying. The expression of the idea will be clear, simple and understandable to the students. Organizational skills - firstly, to organize a team of students, to unite, to inspire them to solve important tasks, and secondly, to organize their work properly. Organizing your own work means being able to plan and control your work properly. Experienced teachers have the ability to accurately distribute time, to feel it over time, to reach the set time. The ability to gain prestige is to have a direct emotional and volitional impact on students and to gain prestige on that basis. Reputation is gained not only on this basis, but also on the basis of the teacher's good science, kindness, gentleness, and so on. This ability depends on a whole set of personal qualities of the teacher, such as courage, perseverance and so on to his volitional qualities, as well as the ability to convince students that he has the right to feel responsible for teaching and educating students. The ability to communicate properly - the ability to approach children, to establish a very effective interaction with them from a pedagogical point of view, means the presence of pedagogical politeness. The ability to see the future is expressed in the ability to see the consequences of their actions, to imagine what kind of person the student will be in the

future, to be able to predict what qualities should be developed in the pupil. The ability to distribute attention is explained by the development of all the features, size, strength, vision, willpower, mobilization, etc. of attention for the teacher. Proper organization of pedagogical work, ie educational work, is not only economically important, but also important in improving the quality of education. Proper, economical organization of activities creates convenience both for the person himself and for those who work with him. The uniqueness of a teacher's work is its versatility and complexity. At the same time, this work has a creative nature, that is, it not only creates innovation, but also changes the content. Each situation is in some sense similar to each other and not repeated in every conscious teacher of the relationship with students. The field in which the teacher works - the student also changes physically, mentally, mentally. The difficult complexity of the teacher's As the teacher educates the students, the types of his activities are constantly changing [2]. The increasing complexity of educational work complicates the task of the teacher and expands the scope of activities. By mastering the knowledge of the teacher and then teaching them to the young, the researcher approaches the level of a scientist, the teacher acquires the characteristics of a theoretician and practitioner as a researcher of the children's community, a delicate psychologist, an educator. We have said that the work of the teacher is by its very nature approaching the work of the research scientist. But while there are commonalities between these two activities, there are also differences. This difference is determined by the specific nature of the teacher's work. The goal of the teacher is not to discover something new for science, to make a complete scientific contribution to the theory of pedagogy, but to find effective methods and means of education by deeply analyzing the best practices of himself and others. Teachers' creativity plays the role of a chain that connects scientific pedagogical research with educational experience. The experience of advanced schools shows that a real scientific and valuable pedagogical work can be created due to this connection, and the pedagogical conclusions and recommendations in such a work will be appreciated by many and will make a worthy contribution to the improvement of education in schools. A teacher's creativity is always based on a certain experience. Because a creative person has to strive for something. The teacher appeals to the achievements of pedagogical, psychological and educational methods, looking for ways to master advanced methods and techniques and apply them in their work. This is because a creative teacher compares the experience of others to his own experience without directly accepting it without analysis. Only then will it accept its new aspects. So, creativity is not an emotion, but a product of a teacher's long work, a high pedagogical culture. Teaching is an honorable but complex profession. Mastering pedagogical theory alone is not enough to be a good teacher. Because the pedagogical theory describes the general rules of teaching and upbringing of children, generalized methodological ideas. Emphasis is placed on taking into account the individual characteristics of young teachers. School life and the practical pedagogical process are very diverse. There are situations that do not correspond to pedagogical theory. This requires a teacher with extensive knowledge, thorough practical training, high pedagogical skills and creativity. That is why a teacher working in a general education school of the independent state of Uzbekistan: - Able to pedagogical activity, creative, businesslike; - Perfectly mastered national culture and universal values, secular knowledge, well-versed in religious sciences, spiritually mature; - A faithful citizen who believes in the development of Uzbekistan as an independent state, who correctly

understands the duty of patriotism; - Excellent knowledge of the specialty, psychological, pedagogical knowledge and skills, as well as theoretical knowledge; - Every student who loves the teaching profession and children, sincerely believes that they will grow up to be good people, who will help them to develop as individuals and become human beings; - Must be able to think freely and creatively, be demanding, fair, polite [3].

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