

FEATURES OF PERSONALITY AND PROFESSIONAL ABILITIES OF A TEACHER OF A PRESCHOOL EDUCATIONAL ORGANIZATION

Shokhista Rabidjanovna Samarova

Faculty of Pedagogy Psychology Associate Professor of the Department,
Candidate of Psychological Sciences

Abstract:

The article describes the tasks of education according to scientists. The personality of the educator plays an important role in education. Education is effective when the teacher is attentive to the educational process.

Keywords: education, personality of a teacher, concepts of preschool education.

Introduction

The task of education, according to I.G. Pestalozzi, is the development of human abilities in accordance with the laws of nature, when "the heart wants to believe and love, and the mind wants to think." The manner of work of a real teacher is distinguished by external simplicity with great inner depth; a wise, discriminating attitude to the means of education, a skillful combination of old methods with new ones. The main task of education is to promote the development of children's inclinations and abilities. The educational position should be delicate and tactful. The educator should behave in such a way that every movement educates him, and should always know what he wants at the moment and what he does not want. If the educator does not know this, who can he educate? The personality of the teacher forms the aesthetic taste and develops socially acceptable behavior skills of children. A real educator is able to find the answer to any question, will be able to captivate the pupil, increase his motivation. He achieves the main result when education develops into self-education. The requirements for the educator are reflected in the Concept of Preschool education:

- to love children and enjoy working with them, to feel interest in everyday communication with pupils;
- The relationship between adults and children in a group should be personally important to them, based on mutual trust and respect;
- fatigue from children, irritation, restraint of negative emotions, indicates the professional suitability of a teacher, regardless of the level of education and work experience;
- Knowledge of child psychology and pedagogy, the principles of child hygiene and pediatrics;
- knowledge about the physical and mental health and condition of children, including the peculiarities of each child's development;
- It is necessary to navigate and act not only in the situation of your group, but also, as necessary, in family situations of children;



- knowledge of specific methods of working with children of different ages;
- The educator must be creative about the methods;
- high general cultural level;
- the exclusion of strict regulation, guardianship, and interference.

Modern requirements defined by the professional standard of a teacher of preschool education suggest that the educator needs to:

- Knowledge of the specifics of preschool education, the general patterns of child development, the specifics of the organization of educational work with children of early and preschool age.
- Knowledge of the peculiarities of the formation and development of children's activities.
- The ability to organize leading types of activities - subject-manipulative and gaming. To organize joint and independent activities of students.
- Knowledge of the theory and pedagogical methods of physical, cognitive and personal development of children.
- The ability to plan, implement and analyze educational work with children of education.
- The ability to plan and adjust educational tasks (together with a teacher-psychologist and other specialists) based on the results of monitoring, taking into account the individual characteristics of each child's development.
- The ability to implement the recommendations of specialists in working with children who have difficulties in mastering the program or with special educational needs.
- Participation in the creation of a psychologically comfortable and safe educational environment, ensuring the safety of children's lives, preserving and strengthening their health, supporting the emotional well-being of the child during his stay in an educational organization.
- Knowledge of methods and means of analysis of psychological and pedagogical monitoring, which allows assessing the results of children's development of educational programs, the degree of formation of the necessary integrative qualities necessary for further education and development in primary school.
- Knowledge of methods and means of psychological and pedagogical education of parents (legal representatives) of children, be able to build partnership with them to solve educational problems.
- Possession of ICT competencies necessary for planning, implementing and evaluating educational work with children of early and preschool age.

Markova A.K. identifies three components in the structure of the work of a teacher of a preschool educational organization: pedagogical activity, pedagogical communication and the personality of the teacher. The personality of a teacher (value orientations, meanings, ideals) is a pivotal factor determining his professional position in pedagogical activity and pedagogical communication.

The structure of the teacher's personality includes:

1. Motivation of the personality, due to the orientation of the personality, including value orientations, motives, goals, meanings, ideals.



The orientation of the personality determines the system of basic human relations to the world and to himself, the semantic unity of his behavior and activity, creates personality stability, allowing him to resist undesirable influences from outside or from within, the basis of self-development and professionalism, the starting point for the moral assessment of goals and means of behavior.

Pedagogical orientation is motivation for the profession of a teacher, the main thing in which is an effective orientation towards the development of the student's personality.

2. Personality traits: pedagogical abilities, character traits, mental processes and states of personality, the level of development of mental functions (will, intelligence, speech).

3. Integral personality characteristics: professional pedagogical self-awareness of the teacher (a set of ideas of the teacher about himself as a professional), individual style, creativity as creative potential.

In the structure of a teacher's personality, the professional and pedagogical orientation is important, which is the center of the composition of professionally significant personality traits of a teacher: interest in the profession of a teacher, pedagogical vocation, professional and pedagogical intentions and inclinations. The basis of the pedagogical orientation is an interest in the profession, manifested in a positive emotional attitude towards children, parents, pedagogical activity, in an effort to improve their professional skills. Pedagogical vocation means awareness of the ability to become a teacher.

Classification of socio-psychological qualities of a teacher.

The personal qualities of a teacher are important in his professional activity. These include: humanistic orientation of the individual, personal and social responsibility, a sense of goodness and justice, self-esteem and respect for the dignity of another person, tolerance, politeness, decency, empathy, willingness to understand others and come to their aid, emotional stability, adequate self-esteem, level of pretension and social adaptability.

The personal qualities of a teacher are divided into three groups:

1. The psychophysiological qualities of a person reflect mental processes - perception, memory, imagination, thinking. Mental states - fatigue, apathy, stress, anxiety, depression. Volitional qualities - patience, self-control, Attention as a state of consciousness, emotional and volitional manifestations (restraint, perseverance, consistency, impulsivity) should be well developed.

Psychological inconsistency with the requirements of the profession is more pronounced in difficult, non-standard situations.

2. Psychological qualities of a person - self-control, self-criticism, self-assessment of their actions, stress-resistant qualities - physical fitness, the ability to manage their emotions.

3. Psychological and pedagogical qualities: sociability, empathy, Multicomponent activity of a teacher, due to the development of his personal qualities, is interconnected with relationships with students and their parents or legal representatives. These integral personality characteristics, according to L.M. Mitina, determine the effectiveness of a teacher's work and his professional development.

Components of the psychological structure of professionally significant personality traits:



1. The cognitive component is the level of understanding and understanding of the specifics of the profession, its place among others.

2. The motivational and semantic component is the content of the professional orientation of the individual, it is interconnected with the processes of understanding acquired professional knowledge, responsible choice of ways of behavior and professional activity3. The productive and activity component is a personal attitude to the profession, systematic possession of professional knowledge and skills, a developed ability to design and plan their professional activities based on modern achievements of science, technology and innovative practice.

Professional orientation is a system of emotional value relations that define a hierarchical structure of dominant personality motives corresponding to their content and encourage a person to assert them in professional activity.

Professional development of a personality, a long and gradual process of mastering a profession from the beginning of the formation of professional intentions to the end of active professional activity, determined by the characteristics: gradualness, consistency, length over time, the influence of external and internal factors. In this process, professional and personal development are interrelated and are expressed in the formation of personal needs and practical skills in personal self-improvement, mastering the ways of self-knowledge and self-education.

O.V. Lozgacheva in her research proved the influence of the level of formation of personality stress resistance on successful professional and personal development. O.O. Gonina also believes that emotional resistance to stressful factors of professional activity is a professionally important personality quality of a teacher of a preschool educational organization.

Emotional stability is a personality trait manifested in a stereotype of emotional behavior, in stressful conditions of activity, characterized by emotional stability and contributing to the preservation of a certain direction of action, adequate human functioning.

The constant action of emotionogenic factors of professional work with a low level of emotional stability leads to a decrease in performance and efficiency, deterioration of indicators of mental processes (perception, memory, thinking, attention). Stress provokes the occurrence of psychosomatic diseases. With the repetition of negative emotional states, negative personal qualities of a person are formed and consolidated (irritability, short temper, anxiety, pessimism), which reduces the effectiveness of activities and worsens the teacher's relationship with children, parents and colleagues. As a result, there may be general dissatisfaction with their professional activities.

Emotional factors of pedagogical activity:

-External: difficult, stressful conditions of activity – workload of the working day, irrational work and rest regime, the occurrence of difficult situations of teacher interaction with children (violation of discipline and rules of conduct, conflict situations, disobedience); conflicts with parents (differences in requirements and opinions, inattention on the part of parents to the upbringing of children);

-conflicting relationships with colleagues and the administration (mismatch of views, overload of assignments, conflicts in the distribution of workload, excessive control over educational work); unfavorable psychological atmosphere in the team.



- Internal: psychophysiological and personal properties that cause an increased sensitivity of the teacher (strength of the nervous system, lability and mobility of nervous processes, high level of anxiety or anxiety, low level of self-control, increased emotional excitability, physiological reactivity).

REFERENCES

1. Alekseev, N.G. Projecting and reflexive thinking [Text] / N.G. Alekseev // Personality development. - 2002. – No. 2. – pp.92-116.
2. Antsyferova, L.I. Psychology of everyday life, the life world of a person and the "technique" of her being [Text] / L.I. Antsiferova // Psychological Journal. – 1993. – Vol.14. - No. 2. – pp. 8-17.
3. Akhmetova, D. University lecturer and innovative technologies [Text] / D. Akhmetova, L. Gurye // Higher education in Russia. - 2001. – No. 4.– pp. 138-144.
4. Bazhin, E.F. Method of studying the level of subjective control [Text] / E.F. Bazhin, E.A. Golinkina, A.M. Etkind // Psychological journal. – 1984. – No. 3. - pp. 152-162.
5. Bozhovich, L.I. Stages of personality formation in ontogenesis [Text] / L.I. Bozhovich. – St. Petersburg.: Peter, 2001. – 271 p.
6. Муминова, А. (2021). Order, permission, prohibition and instructions in the category of motivation. *Danish Scientific Journal*, (45-2), 20-23.

