



## Psychological Determinants of Teacher-Student Relationships in Primary Class

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**Abstract:** Based on a systematic approach, the activity, institutional and personal aspects of the teaching profession are considered, which made it possible to determine the factors that determine the very essence of the teaching profession. A typology of teacher personality is proposed, built on the basis of various characteristics of the system. Such characteristics of the teaching profession as artificiality, controllability, complexity, activity, instability, and stochasticity are substantiated. The following patterns of functioning of the teaching profession are proposed and characterized: integrity, communication, hierarchy, equifinality, necessary diversity, historicity, synergy. The conclusion is made about the need to consider the teaching profession not only as a result or process, but also as a social institution.

**Key words:** teaching profession, system, typology of teacher personality, teacher activity, patterns, social institution.

## Boshlang'ich Sinfda O'qituvchi-O'quvchi Munosabatlarning Psixologik Deteminantlari

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**Annotatsiya:** Tizimli yondashuv asosida o'qituvchilik kasbining faoliyati, institutsional va shaxsiy jihatlari ko'rib chiqiladi, bu esa o'qituvchilik kasbining mohiyatini belgilovchi omillarni aniqlash imkonini berdi. Tizimning turli



xususiyatlari asosida qurilgan o'qituvchi shaxsining tipologiyasi taklif etiladi. O'qituvchilik kasbining sun'iylik, boshqariladiganlik, murakkablik, faollik, beqarorlik va stoxastiklik kabi xususiyatlari asoslanadi. O'qituvchilik kasbi faoliyatining quyidagi shakllari taklif etiladi va tavsiflanadi: yaxlitlik, aloqa, ierarxiya, tenglik, zaruriy xilma-xillik, tarixiylik, sinergiya. O'qituvchilik kasbini nafaqat natija yoki jarayon sifatida, balki ijtimoiy institut sifatida ham ko'rib chiqish zarurligi to'g'risida xulosa chiqariladi.

**Kalit so'zlar:** o'qituvchilik kasbi, tizimi, o'qituvchi shaxsi tipologiyasi, o'qituvchi faoliyati, qonuniyatlari, ijtimoiy institut.

The quality of the ongoing changes in the Russian education system largely depends on the state and nature of the development of the teaching profession. That is why the problem of a comprehensive study of the teaching profession is extremely relevant and significant.

Since science is usually considered in three aspects (social institution, activity, result), we can talk about the advisability of considering the teaching profession in these same three aspects, as well as from the standpoint of studying the personality of the optimal teacher. The activity aspect of considering the teaching profession presupposes the inclusion as a mandatory element of the work activity of teachers. In this regard, a profession can be considered as a mechanism in the pedagogical process, without which the existence of the process itself is impossible. When we talk about the labor market, about the sphere of application of labor activity, using the category of "profession", we appeal precisely to this semantic field. According to M.M. Bakhtin, "the subject of the humanities is expressive and speaking being. This being never coincides with itself and is therefore inexhaustible in its meaning and significance. Mask, ramp, stage, ideal space, etc., as different forms of representativeness of being"

1. As a subject of practical activity, pedagogical existence acquires the status of a professional task in each specific educational situation. Practice acts for the teacher as a solution to a continuous series of pedagogical problems. This idea of the process of pedagogical activity is theoretically conceptualized in



didascology. Technology is often described using two modules – content and management. Currently, the content of education is considered from the perspective of I.Ya. Lerner, representing a four-component system, including scientific knowledge, intellectual and practical skills, experience in creative activity and an emotional and value component. To characterize the management module, it is effective to use a process approach, which involves identifying the functions of pedagogical management.

In the scientific literature, both foreign and domestic, there are different points of view on the classification of management functions. In essence, they differ only in certain parameters. For example, A. Fayol believed that there are five initial management functions. According to him, to manage means: to predict and plan; organize; dispose of; coordinate; control. M. Meskon and others highlight functions such as: planning, organization, motivation and control. In our opinion, the most complete and appropriate for a modern school is to highlight the following functions of pedagogical management: pedagogical analysis, goal setting and planning, organization, control and regulation. Therefore, we can talk about planning and goal-setting technologies, technologies for organizing activities, technologies for control and regulation, and analytical technologies. And since analysis is a mental operation, analytical technologies are a mental activity. Understanding the teaching profession at a personal level involves considering the professional and personal characteristics of a teacher that are necessary for him to effectively carry out teaching activities. In general, the relationship and complementarity of the teaching profession and teacher education is obvious within each aspect of its consideration.

When identifying the stages of professional formation and development of a teacher, you can choose different bases. These are: the social situation and the level of implementation of leading activities; professional growth crises; period of continuous professional education in the context of self-determination, etc. E.F. Zeer identifies seven stages of professional development of an individual. These are: 1) amorphous option; 2) option; 3) vocational training; 4) professional adaptation; 5) primary professionalization; 6) secondary professionalization; 7)



professional skill. Since the stages of professional formation and development of teachers are closely related to continuous pedagogical education, we will choose the professional self-determination of a teacher as a sign.

The first stage of professional self-determination (pre-university) is the period of formation of professional interests, preferences, inclinations and aspirations regarding the choice of profession, as well as the implementation of intentions, that is, a real choice. At the second stage of professional self-determination (university), the student, on the basis of practical experience, masters his chosen profession, gains experience in a professional attitude towards his specialty and work. The third, final stage of professional self-determination (postgraduate) is associated with direct work activity. It is characterized by two relatively stable features: the inclusion of a young person in the pedagogical process and his adaptation at school. The third stage of professional development, associated with direct work activity, needs to be specified. Here we can distinguish three major phases of a teacher's professional development, implemented sequentially: entry and mastery of the profession, professional maturity, completion of professional activity. This aspect determines the need to consider the teaching profession in a psychological aspect. In psychology, there are various definitions of personality, formulated by various scientific schools. Understanding personality as a subject of social relations and active activity, and also based on the idea of the personality structure of K.K. Platonov, let us highlight the following determinants.

1. Psychologists have convincingly proven that the system-forming factor of personality is orientation. The following components of professional orientation can be distinguished: motives (intentions, interests, inclinations, ideals), value orientations (the meaning of work, wages, welfare, qualifications, career, social status, etc.), professional position (attitude towards the profession, attitudes, expectations and readiness for professional development), as well as socio-professional status. At different stages of development, these components have different psychological content, determined by the nature of the leading activity and the level of professional development of the individual.



2. The substructure of the subject of pedagogical activity is professional knowledge, abilities and skills.

3. A necessary component of a teacher's psychological activity is a system of professional qualities. V.D. Shadrikov understands by professionally important qualities the individual qualities of the subject of activity that affect the effectiveness of the activity and the success of its development. He also considers abilities to be professionally important qualities. The following professionally important qualities of a teacher can be identified: observation, memory, imagination, attentiveness, determination, emotional stability, self-control, etc.

4. The fourth professionally determined personality substructure is professionally significant psychophysiological properties. The development of these properties occurs already in the course of mastering teaching activities. In the process of professionalization, some psychophysiological properties determine the development of professionally important qualities, while others, as they become professionalized, acquire independent significance. In the studies of V.D. Shadrikov shows that in the process of professionalization of a person, integrative ensembles of qualities are formed, the component composition of which changes, and correlation connections intensify. However, for each profession there are relatively stable ensembles of professional characteristics, which are sometimes called key competencies.

In the process of professional formation and development, one or another type of teacher is formed. Moreover, such a typology can be carried out according to all four determinants described above. Psychological and pedagogical features are of great importance for the formation of an individual work style. The formation of a style is a complex dynamic process that goes through a number of stages: entry, mastery, approval. This is the process of gradually "assembling" activities from individual isolated actions into a system subordinated to certain goals.



In the psychological and pedagogical literature there are a large number of typologies of teacher personality. Their difference lies in the choice of different classification features.

It is easy to notice that the existing basic typologies of a teacher's personality describe mainly his orientation, values, and much less often his professional qualities. This is explained by the fact that in the psychological and pedagogical literature the personal and professional qualities of a teacher are often distinguished. Such a distinction leads to a narrow study of the personal aspect of the teaching profession and should be eliminated.

The social aspect of studying the teaching profession involves considering the community of people united by professional and pedagogical activities from socio-cultural, socio-economic and socio-legal positions. The existence of professional communities is based on their public recognition. At the level of the profession, an individual (group) is identified according to professional interests, needs, value orientations, patterns and norms of behavior. Having a teaching profession means the right to carry out teaching activities, for the result of which a certain payment and responsibility are provided, the highest degree of which is defined as deprivation of the profession. In the social aspect, the profession performs a stratification function.

The social nature of teaching work is determined by the growing role of education as a factor of national security and socio-economic development of society. Experts from the UN Development Program included it among the three main criteria of the country's "human development index": average life expectancy, real wages and level of education.

However, it should be noted that until recently the teaching profession was considered only from the standpoint of the teacher's activities and the results of his work required by the state. Existing studies of the social aspect of the teaching profession consider its individual components (social status, social role, social control) without proper relationship with the personal and technological aspects. Consideration of the teaching profession in ontogenesis is certainly necessary, but without serious study of it in phylogeny, it is one-sided and not



productive enough. To increase this productivity, it is effective to use a systems approach as a methodological basis for research. And although we have made the first attempt to consider the teaching profession as a social institution, this problem requires additional research.

The problem of a systems approach in science has not ceased to be relevant for many decades. It is often said that the bygone 20th century is not so much the age of the atom or space research as the age of systems. The essence of the systems approach is associated with the statement that "... the most in-depth study of a subject is possible only if it is systemic, that is, either the object itself is considered as a system, or it is included as an element in a broader system" 3. Systematicity seems to be opposed to the elementary, ordinary logic of human thinking. Therefore, it is fundamentally unacceptable to consider an object, problems or phenomena without taking into account the entire complexity of their internal structure (structure), interaction (exchange) between the elements and subsystems that make up the system.

The teaching profession is a very unique sphere of society, which consists of many self-organizing value subsystems of different levels, structure and content. And therefore the synthesizing method of its research is quite productive. Especially when we consider that modern researchers studying social structure have observed a clear shift in interests: from the interaction of objects with the environment to the internal structure of the object. Thus, according to V. Khitsenko, "the reactions of the system are determined mainly by its structure, internal connections, and not by external forces and signals" 4. This interest is understandable to a certain extent, since it is a reaction to the development of market relations, in the conditions of which autonomization, corporatization of professional communities occurs, and, as a result, a focus on the internal structure.

We cannot completely agree with this opinion, since the operating conditions are determined not only by internal, but also by external connections of the teaching profession, and the system's reaction and its direction are determined



by the external environment, the social customer, resource provision and individual needs.

At the same time, it should be noted that a systematic approach to the study of the teaching profession has been known for a long time. A. Disterweg, K.D. gave him especially great attention. Ushinsky, A.S. Makarenko, P.P. Blonsky and other domestic teachers. However, for example, K.D. Ushinsky, advocating the systematic nature of knowledge, was at the same time against the question of the system being considered in isolation from the content and being elevated to an absolute. He wrote: "The head, where there is only a system without knowledge, is like a shop in which all the drawers have inscriptions, but the drawers are empty" 5 . One cannot but agree with the author that although the systems approach is an important methodological tool, at the same time it should be considered in conjunction with other scientific approaches. In general, as history shows, a systematic approach to pedagogy was used mainly to consider the technological aspect of the teaching profession and the results of teaching activities. In the history of the social and human sciences, no studies have been carried out that involve considering the teaching profession as a system of anthropological, social and technological elements. To penetrate into the internal content of the teaching profession means to reveal its conditioning by various factors. We found that, according to the method of determination, these factors are divided into interconnected social, technological and personal. The first two modules of factors are external, and the last one is internal. The first of these include socio-cultural (including social goals and values of the teaching community), socio-legal, socio-economic factors. The second includes the content of education, pedagogical technologies. The third includes professional orientation, professional knowledge, skills, professional qualities, and key competencies.

Considering the determination of professional activity as a real system of dependence on factors of an objective and subjective order, we can distinguish, taking into account these connections, types of determination: structural, target, value, etc. The teaching profession is a nonequilibrium system, within





which, depending on various factors: level of education, age of students, sociocultural orientation - different subsystems can be distinguished.

The teaching profession as a system can be analyzed in three dimensions, which are:

- social scale of consideration: the teaching profession in the world, a specific country, region;
- level of education: teacher of preschool, school, primary, secondary and higher professional, additional education;
- type of specialty: educator, teacher, lecturer, industrial training master, methodologist.

All these three dimensions are presented in various kinds of educational institutions: kindergartens, schools, gymnasiums, lyceums, schools, colleges, universities, children's art centers, methodological centers, etc.

Professional pedagogical activity has many sides, relationships, dependencies, and the measure of their influence is contained in an undifferentiated form in its results. However, it should be noted that it is not the characteristics and components that determine a profession, but on the contrary, a profession generates components of the system when it is divided. At the same time, the teaching profession is a complex system.

The most complete classification of the properties of a complex system was presented by V.M. Tslaf. He identified 4 groups of system properties, characterizing: the essence and complexity of the system; connection of the system with the external environment; methodology for goal setting of the system; functioning of the system.

For a specific study, only those properties that are determined by the purpose of the study are significant. The following properties are special for the system of the teaching profession:

- its subsystems have unclear boundaries: the same teacher (teaching team) is an element of a self-organizing system and the environment at the same time;



- since the teaching profession, designed to really contribute to the socio-economic development of society, is unthinkable without the exchange of information and resources with society, it is an open system;
- the structure of the teaching profession is often hidden behind the public government system;
- the ability of the system of the teaching profession to function normally when the parameters of the external environment change through adaptation.

The concept of “integration” was introduced into science by G. Spencer in 1857, linking it with the concept of “differentiation”. If in science integrativeness is manifested in establishing connections between various concepts aimed at a holistic representation and construction of the research space, then differentiation is realized in the right to operate one (dominant) methodological direction, which allows the researcher to realize an original individual position. Any science is moving towards unraveling the secrets of the primary elements. Elementary objects, possessing the attributes of simplicity, indivisibility, self-identity, receive the status of stable and permanent entities. In our opinion, such entities in pedagogy are educational actions, concepts, and personal qualities. Since the existence of indivisible primary elements is not given to scientific knowledge, but is given, one can doubt the correctness of their definition. Integration of elementary objects is a micro-level task.

Integration problems are also important in pedagogy and the education system. Here the problems of integrating activities, educational spaces, educational content and educational technologies become important. The integrity of the system of the teaching profession is manifested in the fact that changes in the structure, connections and behavior of any of its components affect all other components and change the system as a whole. The opposite is also true: any change in the system of the teaching profession causes a transformation in the structure, connections and behavior of its components.

2. Communication skills. This pattern forms the basis for the definition of a system, from which it follows that the system is not isolated from other systems. The system of the teaching profession is connected by many communications



with society (primarily with students, parents), representing a system of a higher order; with the system of continuous pedagogical education (underlying system); with other job systems.

3. Hierarchy, which consists in the fact that qualitative changes in the properties of components of a higher level of hierarchy in comparison with the combined components of a lower level appear at each level of the hierarchy. In this case, the combination of components at each level of the hierarchy leads to the fact that each subordinate member of the hierarchy acquires new properties that it does not have in an isolated state.

This confirms the collective nature of the teaching profession at all its levels, for all its representatives.

4. Equifinality. This pattern characterizes the maximum capabilities of the system. Equifinality in relation to an open system means the ability to achieve a state independent of time and initial conditions, which is determined solely by the parameters of the system.

It is difficult to determine the lower and upper limits of the state of the teaching profession. History shows that it can fluctuate over a very wide range - from a pre-entropic state to a self-organizing level.

5. The law of necessary diversity. When applied to the system of the teaching profession, it means that the diversity of the system of the teaching profession should be greater (or at least equal) to the diversity of the system of students or the teaching process.

Consequently, the teaching profession, being a complex social system, has a number of properties and patterns. The synergy of this system, as its basis, determines the degree of integrativeness of the teaching profession as an indicator of its level of development. Important indicators of the level of development of the teaching profession are also: integrity, communication, hierarchy, manageability, adaptability, diversity. The system of the teaching profession, as a structural part of society, is a complex social system that performs certain functions and consists of integrated elements. Consideration of objects as systems requires, as a rule, specification in the direction of



narrowing the class of system-forming relations. Different authors consider different relationships to be system-forming. For a modern understanding of social structures, it is necessary to realize that professions occupy an extremely important position in society that is unique in history. In the past, one can find hidden parallels of the similar importance of professionals: it is known that in the Roman Empire Law was very developed, including as an independent profession. But even there, the professions had limited opportunities for institutionalization compared to the modern world. Thus, the most important features of modern society largely depend on the functioning of professions, and further research into the teaching profession as a social institution is fundamentally important.

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