

Factors Affecting Personal Qualities in Pedagogical Activity

N. A. Rozikova¹

Abstract

The frequent division of the teacher's attention in the process of activity is seen by the fact that the given information is not related to each other, is not understood, and the number of questions increases. In this, the teacher is required to manage, evaluate, educate, control and be stable to stress from his personal qualities. In this article, we will focus on these qualities.

Keywords: *self-awareness, self-management, self-development, self-education, self-assessment, self-control, resistance to stress, introspection, self-programming, pedagogical style.*

¹ Pedagogical innovations, profession education management and pedagogue retraining and their Institute of Advanced Training Department of "Personnel Management" Senior Teacher

Positive personality changes, in turn, improvement, increase and capitalization of personal qualities can significantly change the teacher's pedagogical style and character, as well as change the relations between the subjects of educational activity and the educational environment in the future.

The work of a teacher is honorable, but very difficult, because his activity consists of many diverse and rapidly changing situations, and it requires the teacher's personal qualities, self-control, and the ability to regulate his emotional state.

Factors affecting the personal qualities of teachers in their pedagogical activities:

- inability to concentrate during the educational process;
- making mistakes in professional activity;
- deterioration of memory;
- there are many cases of professional fatigue and exhaustion;
- speaking often and hastily when delivering information during the educational process;
- inability to concentrate during training;
- frequent occurrence of pain (in the head, stomach, back of the body)
- high sensitivity;
- that his work does not give him joy [1].

The frequent division of the teacher's attention in the process of activity is seen by the fact that the given information is not related to each other, is not understood, and the number of questions increases.

From the personal qualities of the teacher, we can take the following, which are considered important for pedagogical activity:

- self-awareness;
- self-management;
- self-development;
- self-education;
- self-assessment;
- self-control;
- resistance to stress.

Self-awareness - realization is a person's full functioning in society, the result of which is the unfolding of all his vitality. Self-awareness is a phenomenon of social order, because a person must understand himself in what is important not only for himself, but also for society. Self-awareness occurs in the process of activity, which allows the fullest manifestation of personal potential. Self-awareness is related to a creative attitude to life, because creative activity makes a person future-oriented, able to create himself and the world around him. Self-awareness is related to an individual's ability to have productive experiences. If a person lives in a state of fear, feels insecure, lacks positive attention, and experiences constant negative external evaluations, personal self-realization is difficult [2].

The teacher's professional self-awareness - is a set of knowledge and ideas of the teacher himself as a specialist, a holistic image of himself as a specialist, a system of attitudes towards himself as a professional. Self-evaluation as a specialist is largely carried out by being evaluated by other subjects of the educational process, self-evaluation of their individual aspects and the formation of professional self-awareness, giving him a sense of professional trust or distrust. The teacher's evaluation of his current capabilities (actual self-evaluation), yesterday's (retrospective) and future achievements (potential and ideal), evaluation related to the opinion of others (reflexive self-evaluation). A teacher who feels positive about himself increases self-confidence, job satisfaction and overall work efficiency [3].

Self control - is of special importance in the professional activity of a teacher. Not only the results of the learner's performance in the form of achievement indicators, but also his passion for the learning process, psychological health, comfort and safety in the educational environment, which lays the foundation for his further success in his educational activities. That is why it is especially important to develop the skills of self-regulation in the pedagogical activity of teachers of vocational schools. For this, various technologies are used in practice [4].

Self management - is a form of organizing community life, which is based on the activity and responsibility of team members, the ability to make and implement decisions that meet the tasks of community development. [5].

Teacher self-management - emphasizes the importance of self-management in ensuring the quality of teacher performance. Aims to propose a framework for teacher self-management and influence teacher professional development. Self-management of a teacher is a continuous process consisting of two self-moving cycles.

The training program for the development of the teacher's self-management skills includes 4 blocks:

1. Organizational (determining the goals and tasks of education, diagnosing the teacher's self-management in the emotional sphere, activities, behavior).
2. Information and education (giving information about the main types of self-management and specific features of their implementation in pedagogical activity).
3. Developmental-operational (training sessions - "My self-management", "Self-management in pedagogical activity", "Occupational health and self-management", "Self-management and personal life", "Self management problems", "Teacher self-management problem-solving strategies", "Teacher self-management psychotechniques", brainstorming, business games, group discussions, situation modeling).
4. Reflective (discussion of results, study of self-management diagnostic control of teachers) [6].

Self-development is the independent organization of practical actions based on specific goals and well-thought-out tasks in order to improve professional experience, skills and abilities [7].

Self-education is a systematic and conscious human activity aimed at self-development and the formation of its basic culture. Self-education is aimed at strengthening and developing the ability to voluntarily perform tasks based on personal and collective requirements, forming moral feelings, necessary behavioral habits, and strong willed qualities. Self-education is an integral part and result of education and the whole process of personal development [8].

In the center of the teacher's professional self-education, as well as in the center of any activity of the teacher, there is a conflict between the goal and the motive. The transition from motive to goal is

designed to create a real need for self-discipline. The teacher's need for self-education, which has arisen in this way, is additionally strengthened by the source of personal activity (belief; duty, responsibility, professional honor, healthy self-esteem, etc.).

The process of self-education of a teacher includes the following stages [8]:

1. introspection;
2. self-assessment;
3. self-programming;
4. self-control;
5. self-correction.

List of used literature

1. Семенова Е.М. Эмоциональная устойчивость личности педагога: [учебно-методическое пособие] / автор-составитель Е.М.Семенова. — [Минск], 2003.
2. Кунаковская Л.А. Педагогическая рефлексия как фактор профессионального самосовершенствования учителя: автореф. дис. ...канд. пед. наук / Л.А.Кунаковская. – Воронеж, 2003. 24 с.
3. Михальцова, Л.Ф. Формирование ценностно-смысловых ориентаций будущих педагогов на творческое саморазвитие в условиях непрерывного образования: автореф. ... дис. д-ра пед. наук / Л.Ф. Михальцова.- Казань, 2012. 58 с.
4. Кузнецов В.И. Контроль и самоконтроль-важные условия формирования учебных навыков //Начальная школа №2, 2006.
5. Полякова О.Б. Самоконтроль в общении как фактор преодоления состояний деперсонализации психологов и педагогов // О.Б.Полякова // Вестник Томского государственного университета. 2011. № 348. 133–137 с.
6. Никитина Н.Н. Становление культуры профессионально-личностного самоопределения учителя: монография // Н.Н.Никитина. М.: Прометей, 2002. 315 с.
7. Муслимов Н.А. Бўлажак касб таълими ўқитувчисини касбий шакллантириш. - Тошкент: Фан нашриёти, 2004. -130 б.
8. Загвязинский В.И., Закиров А.Ф. Педагогический словарь. Учебное пособие. Москва Издательский центр «Академия» 2008. 346 с.