

## Teacher-Student Relationship During the Lesson

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**Abstract.** *The concept of any teacher is, first of all, his personal understanding of how it is necessary to educate, train and develop children. The pedagogical concept, in my opinion, should in no case be DISCONNECTED from the reality in which each individual child receives his upbringing and education. And it absolutely does not matter what subject the teacher teaches, be it natural science subjects or humanities. The main thing is that the teacher can achieve his most important goal - to educate a person with healthy moral principles, who is not only capable of setting the necessary goals, but also achieving them.*

**Keywords:** *adaptation, situation, changes, teacher education, self-development, preparation, educational technology, behavior, experience.*

The current situation in the development of education in Uzbekistan, which has reached a critical point of contradictory multidirectional trends included in the spiritual and intellectual sphere of human life, necessitated a revision of scientific approaches and concepts. At the turn of the 20th and 21st centuries, in a multi-ethnic, multi-confessional cocktail of information influences on the individual, when secular and religious education coexist quite peacefully, it is urgent to find effective mechanisms for adaptation to new conditions and to the situation of choosing worldview strategies. A special role in this process belongs to the educational psychologist, who needs to instantly and adequately respond to these changes in the personal structural layer. Understanding this, the educational and methodological association of universities of the republic for psychological and pedagogical education invited the professional community to test new professional standards for teachers. Indeed, there is an increasing need to develop the content of new educational programs that provide intensive personal self-development and high-quality psychological and pedagogical training of specialists. The role of the individual's psychological competence is increasing.

In this regard, psychological and pedagogical sciences put a number of new issues that are becoming of great importance for solving the cardinal problems of our time: harmonization of relations in the system "student - teacher", "future teacher - profession", "professional adaptation - personality", ways to avoid contradictions and difficulties in human interaction with the environment, and also the requirements for a detailed study of the factors and resources of the socio-psychological adaptation of the subject, the influence of ethnopsychological and structural-personal characteristics of the individual on the success of activities, methods, means, relationships.

The educational process must be equipped with a base of criteria for good manners, diagnostic techniques and psycho-correctional measures. The basis of educational work is the formation and development of international consciousness, taking into account the specifics of regional characteristics adaptation of the individual to educational or professional activities. Application of spectral analysis of educational technologies in the context of "pupil – student – teacher".

The professional focus of the courses "Neurolinguistic Programming" and "Psycholinguistics" on expanding the boundaries of linguistic consciousness, effective communication skills, understanding the physiological and psychological mechanisms of speech production and ways of understanding

someone else's speech, allowed us to strengthen the communication skills of the individual. Active teaching methods were not limited only to practical exercises of an applied nature, training, elements of acting, creative tasks of self-diagnosis and self-correction, but also knowledge of methodology, laws of ontological development and the emergence of speech needs in the linguistic consciousness of an individual.

It is necessary to delicately take into account the mentality of young people, where for the most part there is a set of attitudes of absolute respect for the opinions and words of older people. The concept of development of a new personality should include spiritual, moral, psychosomatic; national-cultural, intellectual levels of the individual.

The proposed program algorithm is based, first of all, on the principles of a systematic approach, according to which personality formation should be carried out taking into account all its real and transcendental modalities. It is difficult to influence the professional Self-Concept in the time-limited educational process of a higher school, since it is a relatively stable system of a person's ideas about himself and his professional activities. The experienced images of the Self are differently vector-directed and characterized.

Based on the idea of A. A. Tskhaeva that the directed formation of personality cannot be of a global nature, but is distinguished by selectivity and portionality, due to the activation of compensation for deficits of individual personal resources. But constant correction and immediate answers are required by the problem of when, in relation to what and how intensively and quickly, but most importantly, how a self-developing person should adapt.

It seems that without taking into account the dynamics and patterns of age development (from primary schoolchildren, teenagers to young adults and adults) and the characteristics of the sensitive period of age development, the creation of a long-term program is impossible. Understanding that personality is "a lifetime formed system of holistic and complex patterns of individual consciousness that determines our behavior and worldview" [4], we designed the formative program in such a way that a change in one of the systems, for example, emotional, entails a change in others, for example, intellectual.

For the psychological and pedagogical background, the optimal psychological climate was supported, the democratic style of trusting communication in the Triad "Student-Student-Teacher" was welcomed. Free communication of people of different social, intellectual and gender categories; in the process of free communication, as noted by Hasanova

P. G., Daudova D.M., Tsakhaev A. A., an exchange of ideas, interests, character transfer - forms personality installations, effective strategies and tactics of behavior are adopted<sup>1</sup>.

We observed that new behavioral reactions appear in a situation of intensive communication, falling into which the subject is forced to tune in accordance with the requirements for new conditions, as a result, implementing a new installation.

The personal pattern is characterized by the awareness of the past experience, the attitudes and skills of its own behavior, the specifics of perception, pretends the conditions for creative self-regulation of behavior aimed at creative active activity, at the development of subtle communicative abilities, allowing me to make contact with society painlessly and effectively. If you devote more pedagogical time to strengthen moral standards of behavior, suggesting altruistic significance, using methods of psychotherapy, training, workshops and self-diagnosis, the effect will be more close to the norm.

In the process of individual consultations, the student, together with the psychologist - the tutor, determined the zones of preferred development, revealed difficulties and problems, designed the preferred image of the personality of the future professional. As a result, each respondent wrote a self-diagnostic psychologist-psychological characteristics, which included the results of all conducted personal tests, self-observation. The subjects generated constructive recommendations to himself on

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<sup>1</sup> Gasanova P. G., Daudova D. M., Mugadova S. T., Cahaeva A. A. Fenomen нравственности в научной рефлексии // Известия дагестанского государственного педагогического университета. Психолого-педагогические науки. № 4 (29). Махачкала, 2014. С. 6 -10.

the optimization of certain cognitive processes, properties and conditions of personality. Preferences of 56 % were given goodwill, empathy, the needs of success, determination, professional competence, and a sense of humor. In accordance with the needs of the “zone of proximal development”, trainings were developed and introduced into the educational process, based on the formation of skills in adaptive behavior, where creativity, goodwill, conscious motives of the doctrine, and the desire for cooperation were encouraged.

Thus, as a result of the implementation of the concept of the formation of an adaptive self - developing person in the system “student -student -teacher”, which is determined by the acquired personality of the student competencies, that is, his ability to apply knowledge, skills, as well as activating the adaptive resource, use professionally significant qualities in accordance with the tasks of professional activity<sup>2</sup>.

Speaking about the formation of active levels of adaptive behavior as a mechanism of personality self -development, in previous works we considered the levels of value constructs of the personality of the future psychologist in the construction of a reflective Self as a component of an adaptive resource of development [1], and distinguished professional reflection as a mechanism for saving mental forces through the spread of transcendental experience of solving strategic tasks of adaptive behavior [2], which was the theoretical basis for the development of a concept, in the practical formation of self -development mechanisms.

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