

Psychological and Pedagogical Features of the Construction of the Educational Process in the Study of Foreign (Oriental) Languages

Abdullayeva Shoiri Hamidovna, Turayeva Dilafruz Rustamboyevna,
Kamalova Sayyora Rustamovna, Sattarov Timur Sobirovich,
Khaydarova Ra'no Anvarovna and
Shayusupova Aziza Asfandiyarovna

Abstract— Features of the style are studied in various types of life: educational, sports, labor. The following types of styles are considered: cognitive, lifestyle, behavior style, individual activity style, individual self-regulation style, individual emotional style. The relevance of the research topic "Psychological and Pedagogical Features of the Educational Process in the Study of Foreign (Oriental) Languages" selected for study is determined, on the one hand, by the modern requirements for studying this problem, and on the other, by the needs of the educational practice of universities. In the research process, we used the type of observation of the communication style according to the "Flanders System of Communication Analysis", the 16-factor Kettell test. The aim of the study is to determine the socio-psychological characteristics of the style of activity of teachers of Tashkent State Pedagogical Institute in the system of relations "teacher-student". The main objectives of this work are substantiation of the style of the teacher's activity in the system of "teacher-student" relations from a socio-psychological point of view as a scientific and practical problem, as well as identifying the current state of the communication style, conducting chronometric observations of the communication methods of teachers in the classroom, studying the personal qualities of teachers, as well as a comparison of the results of the study, depending on the gender and length of service of teachers will be analyzed in this paper. The article deeply covers the problem of organizing communication in the classroom aimed at learning Oriental languages, characterizes communication styles according to the Flanders observation scheme, and analyzes the activities of the teacher in the lesson from the point of view of a communicative approach to learning. A special emphasis was also placed on the specifics of interpersonal relationships between teachers and students when building the educational process, determining teaching styles and identifying the most relevant style that gives the best result when students study foreign (Oriental) languages.

Abdullayeva Shoiri Hamidovna, Head of the Department of Pedagogy and Psychology, Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan.

Turayeva Dilafruz Rustamboyevna, PhD, teacher of the Department of Pedagogy and Psychology, Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan.

Kamalova Sayyora Rustamovna, Senior Lecturer, Department of Pedagogy and Psychology, Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan.

Sattarov Timur Sobirovich, Lecturer, Department of Pedagogy and Psychology, Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan.

Khaydarova Ra'no Anvarovna, Lecturer, Department of Pedagogy and Psychology, Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan.

Shayusupova Aziza Asfandiyarovna, Senior Lecturer, Associate Professor, Department of Pedagogy and Psychology, Department of Pedagogy and Psychology, Tashkent State Institute of Oriental Studies, Tashkent, Uzbekistan.

Keywords--- Pedagogical Communication, The Educational Process, The Essence of the Teacher's Activity, Communication Style, Personal Qualities, Objective and Subjective Qualities, Cooperation, Interaction and Understanding, "Teacher-Student", Pedagogical Situation, Management, Democratic Style, Authoritarian Style, Liberal Style.

I. INTRODUCTION

In the section of socio-educational psychology on a global scale, numerous studies have been conducted, which are currently being conducted.

They are devoted to a comprehensive approach to the system of higher education aimed at studying foreign languages, determining the theoretical and practical foundations of training and education, studying the very nature of the educational process, indicators for analyzing the component of the educational process, the personality of the teacher, the level of his professional qualities and mastery, management methods, relationships "student teacher".

II. MATERIALS

Until now, the socio-psychological characteristics of the method of teacher activity in the system of teacher-student relationships in higher education institutions have not been deeply studied as problems of a special study. For this reason, one of the pressing problems of social psychology and pedagogy has been and remains the study of the style of activity of the teacher, the relationship between the teacher and students, their ideas about each other.

In our republic, special attention is paid to solving the problems of developing education and science, further improving the quality and effectiveness of education. A number of laws and government decrees aimed at reforming the activities of higher education institutions have been adopted. The fourth paragraph of the Strategy for the Further Development of the Republic of Uzbekistan provides for the development of the social sphere, outlines the priority tasks of educating the young generation, and develops a plan for implementing a package of measures to increase the effectiveness of measures aimed at improving the spirituality and culture of youth. This, in turn, necessitated scientific research on the problems of relations between teachers and students, a review of the style of the teacher based on modern requirements, the psychology of interpersonal relations and the psychology of cooperation. Not neglecting previous experience, it is necessary to search for new developments and scientific research on this topic. The results obtained must be phased in practice.

In world practice, leading educators and psychologists have studied various aspects of the socio-psychological and pedagogical essence of the teacher.

K. Levin, R. Lippit and R. White (1939), N.F. Maslova (1973), J. Strelju (1974), A.L. Zhuravlev and V.F. Rubakhin (1976), R.Kh. Shakurov (1982), G.A. Andreeva (1987), A.A. Andreev (1984), S.I. Kondratyev (1984), A.I. Shcherbakov and A.V. Mudrik (1979), G.N. Malkovskaya (2005) in their studies characterized the teacher's management methods; V.A. Kan-Kalik (1990), N.A. Berezovin (1992), A.A. Rean and J.E. Kolominsky (1999), consecrated the style of relations between teacher and students; A.A. Korotaev and T.S. Tombovtseva (1990), A.A. Bodalev (1983), Yu.N. Azarov (2004), V.S. Merlin (2006) investigated the style of pedagogical communication, as well as the method of self-education; I. Khol, A.A. Karpenko (1985), E.P. Ilyin (2004) set out a

method for conducting lessons; N.V. Kuzmina, L.I. Mitina (2005), L.D. Stolyarenko (2006) studied issues of personal pedagogical activity, pedagogical communication and the personality of a teacher; A.K. Markova and A.Ya. Nikonova (1982) studied the individual style of activity of teachers; in studies

D.B. Elkonina (1974), L.S. Vygotsky (1982) presents the essence of the educational process, its psychological components and psychological features.

In addition, in the studies of scientists of Uzbekistan, such as: M.G. Davletshin (1999), E. Goziev (1997, 2002), R.Z. Gainutdinov (1995), V.M. Karimova (1998), Z.T. Nishonova (2002), A.F. Rakhmonov (2001), E.Z. Usmonova (2000), Sh.A. Eshmetov (2005), A. Zhabborov (1999), T.M. Adizova (1986), A.I. Rasulov (2001) and their followers, a number of studies are presented in which special attention is paid to the problem of training teachers. In the works of these scientists, the issues of training teachers, the emphasis on the personal qualities of teachers, the features and dynamics of the joint activities of teachers and students, the personal abilities of teachers, the diagnosis of students in the educational process, the student-mentor relationship and various other aspects are widely studied.

The problem of the style of activity is one of the most important areas in the study of optimization and success of an activity.

The features of the style are studied in many types of activity: educational, sports, labor. Different types of style are considered: cognitive, lifestyle, behavior style, individual activity style, individual self-regulation style, individual emotional style, etc., the conditionality of the individual style is substantiated by the interaction of multilevel properties of an integral individuality. Research is being conducted on the problem of developing the style of educational activity. In addition, in a number of types of work, the study of the structure and development of style remains an urgent task.

Studies have been conducted that characterize the influence of a teacher on the personality of his students. In this regard, there is increasing interest in studying the style of activity (CD) of teachers. The main questions of CD are highlighted in the works of E. A. Klimov (1969), V. S. Merlin (1977, 1986), E. p. Ilyin (1988), V. A. Tolochek (1992-2000), M. R. Shchukin (1995) and other researchers.

The greatest difficulty is the study of individual style of activity in the teaching profession, since the objective conditions of activity are extremely non-standard. A significant contribution to the development of this problem was made by N. I. Petrova and Z. N. Vyatkina, A. K. Markova, A. ya. Nikonova, N. A. Aminov and others. They studied various aspects of the style: structure, typology, and formation process.

The activity of teachers is diverse, it shows a variety of abilities that depend on different typological features. Taking into account the latter is particularly important in shaping the styles of teachers' activities.

As S.V. Subbotin (1987) notes, the position according to which in different types of activity different people have either a performing (with a predominance of main actions) or an indicative (with a predominance of auxiliary actions) style of activity, was not quite acceptable for the work of the teacher.

Management is impossible to imagine without communication. Depending on the management style, the teacher's communication style also develops.