



ON THE ISSUES OF STYLES OF PEDAGOGICAL ACTIVITY OF TEACHERS AND MASTERS OF INDUSTRIAL TRAINING

Turaeva D. R.

Teacher of the Department of Pedagogy and Psychology of the Technical Institute of Edzhu in Tashkent

Elmuratova A. U.

Nukus Branch of the Uzbek State University of Physical Culture and Sports, Associate Professor of the Department of Theory of Physical Education and Humanities

T. A. Irgashev

Colonel of the reserve, teacher of the cycle of educational and ideological work of the military training center of the Mirzo Ulugbek National University of Uzbekistan

Abstract: The result of investigation which was passed with teachers of vocational college was given in this article/ activity method of teachers of vocational college and human's peculiarities dependence was shown by psychology.

Keywords: pedagogue, style, style of activity of the teacher, management style, methods assistive.

The peculiarities of style in many types of activity are investigated: educational, sports, labor. Different types of style are being considered: cognitive, lifestyle, behavior style, individual style of activity, individual style of self-regulation, individual emotional style, etc., the conditionality of individual style by the interaction of different level properties of integral individuality is substantiated. Research is being conducted on the problem of the development of the style of educational activity. At the same time, in a number of types of work, the study of the structure and development of style remains an urgent task.

Every adult who consciously chooses a teaching profession, at the time of making this choice, is already a largely formed personality with its own individual characteristics. Individual qualities of a teacher in any case must meet the general psychological requirements for this profession. In addition, in teaching activities related to the type of professions "man- man", it is imperative to take into account the psychological characteristics of the other side – students [1;2;3;4;5;6]. For example, the style of work and communication with the students of a primary school teacher both directly in the classroom and outside it will differ markedly from the style of communication, for example, a chemistry teacher working exclusively with older teenagers and young men. In turn, a college teacher will differ significantly in the style of activity from a school teacher, including one who teaches the same discipline. Thus, at least three main factors influence the emerging individual style of pedagogical activity: 1) individual psychological characteristics of the subject of this activity, including individual-typological, personal and behavioral; 2) psychological characteristics of the activity itself; 3) characteristics of students (age, gender, status, level of knowledge, etc.).

Inquiring the styles of activity of teachers and masters of industrial training, we conducted a comprehensive study in this area. Using a set of techniques, we studied the style of activity, the style

of leadership, the style of communication of a teacher with students of professional colleges. We conducted a factor analysis of empirical material and identified the following styles of teachers' activity: effective, anxious, flexible, dominant, emotionally stable, social, distant, domineering.

1. An effective style of activity is characterized by high creative potential; democratic management style; a fairly high level of sociability; energy, cheerfulness; social activity, risk-taking; diplomacy in communication; artistry in behavior; vulnerability, impressionability, anxiety; high level of self-control, fulfillment of social requirements, purposefulness, striving for leadership; increased motivation, anxiety.

2. Anxious style - Democratic style of management; independence in their judgments and behavior, perseverance; discipline, high moral stability, responsibility, attentiveness to people; distrust, fixation on failures; unbalance, dreaminess, impracticality, passion for their ideas; vulnerability, impressionability, a tendency to guilt, sensitivity to comments. He is also characterized by low communicative qualities; low self-control of behavior; high indicators of emotional instability.

3. Flexible style - Uses the following styles of activity: emotional-improvisational style, emotional-methodical style, reasoning-improvisational, reasoning-methodical style. High level of knowledge, artistry, ability to teach educational material in an interesting way, exactingness, attention to students, sociability, high level of responsibility, high level of self-control.

4. Dominant style - Suppresses the people around him with his assertiveness, self-confidence, independence in judgments and behavior; an authoritarian management style is characteristic, as well as an emotional and improvisational style of activity. He is characterized by high intelligence; emotional stability; impatience, exactingness, intuitiveness.

5. Emotionally stable style - A high level of emotional stability; democratic management style; emotional-methodical style; reasoning-methodical style; sociability, sociability; high intelligence; discipline, high morality, responsibility, attention to people.

6. Social style - High indicators of liberal and democratic leadership styles, which means that the teacher seeks to shift some of his management functions to his subordinates, which indicates trust in the group, provide independence to subordinates, develop their initiative in every possible way, provide them with moral support, study individual psychological qualities of the individual and socio-psychological processes of the collective, prevent conflicts and create a friendly atmosphere; this teacher has cheerfulness, sociability, energy, flexibility in relationships with people; and a fairly high level of self-sufficiency (independence).

7. Distant style - High indicators of a liberal style of activity, meaning minimal interference in the activities of subordinates, vagueness in the distribution of responsibilities, weak demands and responsibility, self-exclusion from management, lack of activity goals and specific plans.

8. Domineering style - Authoritarian management style. Pronounced leadership qualities, striving for unity of initial power, energy and rigidity in the requirements for subordinates, inability to take into account the initiative of subordinates, unwillingness to provide subordinates with independence, abuse of punishments, disregard for public opinion. Persistent, obligatory, disciplined, collected, highly moral, responsible, demanding of order, distrustful of people, irritable, tyrant, high self-esteem, tendency to rivalry, arrogance.

The proposed typology of professional college teachers' activity styles does not claim to be complete, but is only a general contribution to the construction of a number of numerous classifications of teachers' activity styles. This classification, proposed by us in the course of the study, is, in our opinion, the subject of further study, in the process of which it would be possible to give not only a personal characteristic of a particular style, but also to determine the features of methods and ways of behavior of teachers implemented directly in their leadership activities.

1. Вяткина З.Н. Индивидуальный стиль деятельности учителя на уроке в зависимости от свойств нервной системы // Темперамент и спорт. Пермь, 1976. Вып. 3. С. 99-117.
2. Жуковская В.М., Мучник И.Б. Факторный анализ в социально-экономических исследованиях.-М.:Статистика,1976. – С.4.
3. Ильин Е.П. Психология индивидуальных различий. – СПб.: Питер, 2004. -701 с.
4. Келасьев В. Н. Особенности профессиональной деятельности мастеров профтехучилищ в связи со свойствами личности // Экспериментальная и прикладная психология. Вып. 4. л., 1971. С. 95-100.
5. Коротаяев А.А., Тамбовцева Т.С. Исследование индивидуального стиля педагогического общения // Вопросы психологии.- Москва, 1990.- № 2, - С.62-79.
6. Маркова А.К., Никонова А.Я. Психологические особенности индивидуального стиля деятельности учителя // Вопросы психологии. Москва, 1987.- № 5. – С. 40-48.
7. А.У.Елмуратова. Шахсинг мехнат фаолияти ва касб танлашдаги психик жараёнлари, индивидуал-психологик хусусиятлари// Наука и общество. Нукус, 2015.- №2.– С.63-65.
8. Yu Narmetova - Methodological and methodological problems of the organization of psychological services in medical institutions. 2015 - repository.tma.uz.