

The Problem Of Student Interaction With Teacher In Primary Schools

MAMATKULOVA Z, PRIMQULOV A.

TSAU

Teacher of the Department of physical education and sports

Abstract: *In this article, an analysis of the results of scientific research work conducted on the interaction of teacher and students in primary classes is given. Scientific-research work on the study of the problem of student interaction with the teacher in foreign psychology Bunda has been touched upon in detail. Also, the results of correlation of the results of the student's attitude towards the teacher and control experiments were analyzed.*

Keywords: Teachers in primary classes, pupil, interaction, correlation coefficients, communicator, recipient.

INTRODUCTION

The period of the primary class lasts from 6-7 years to 9-10 years. One of the important psychological characteristics of a 6-7-year-old child, which is different from other young children, is the presence in it of specific needs. These needs are in their essence an expression not only aimed at acquiring certain knowledge, skills and abilities, but also reflecting the desire to become a reader. On the basis of these needs, the desire to have a child's own portfolio, personal learning tools, a lesson preparation table, a bookcase, go to school every day as an adult lies. Such a need is considered to be of great importance in the formation of a child's personality, as well as in its socialization. Bunda has a special significance in the interaction of students with the teacher.

DISCUSSION

In foreign psychology, when we study scientific studies aimed at studying the problem of student interaction with the teacher, many of them emphasize the need to pay attention to the specific psychological characteristics of the student's relationship with the teacher in the full formation of the pupil's personality. Including R. Plomin and X. According to the scientific analysis of Hermans (1997), in fact, the harmonious formation of an individual is determined by the influence of three main factors: 1) the biological capacity that exists in an individual - Bunda refers to the influence of temperament type on the processes of interaction of people. 2) builds the strategy of the process of psychological capacity of the individual, that is, the subject; he personally chooses to enter into a relationship and complements and improves them in social life. 3) interpersonal relationship process – this is the relationship and affects the socio - cultural , spiritual - moral formation of the individual. The socio-cultural environment provides for the formation of the individual as a focal point for interpersonal relationships. But the three factors also affect each other in a harmonious bond. The harmonious development of this inextricably individual does not occur [5].

A. According to Bandura's (1997) research, personality lar gradually in the process of relationship, on the basis of socio-cognitive approach, the individual is able to demonstrate an ability towards internal standard and self-management. As a result, in the process of cooperation activities, teachers, parents and peers, having studied the capabilities of the student, should help him to activate his or her intellectual potential, formulate his or her personal standard, examine and manifest his or her abilities [5].

According to the research analysis of The Dj. Caprara et al (1999), adherence to the norms of social pheasant in the relationship creates an opportunity for interaction and mutual assistance in individuals, that is, it creates mutual sympathy, encourages the fight against depression and problematic pheasant, which is an obstacle to the educational process. It is desirable to help young people in the process of personal relationships to realize their own potential. This is confirmed by the fact that social and social development is observed not only in this school, but also in peers [5].

Another of the foreign psychologists Bomrind has conducted numerous studies on the study of children's psychology. He noted that parents often approach child care in three different styles. These are: respect-reputation, authoritarianism and methods of liberalism, which have a positive effect on the child, and in some cases negative. In his opinion, the 1-th method in the upbringing of the child, that is, respectability, gave the best result. This means that the respectability of the teacher in the process of Education also leads to a positive result, no doubt.

She describes in her research that people who have their own "I" are people who are able to say "no". The period of saying "I", formed in the third year of life – is called the age of stubbornness, stubbornness. "I" is not manifested in our consciousness, but it is directly experienced, mastered. It is taking place deeper than the "i" i in our minds while mastering and perceiving. He is directly connected with our psyche, our feelings. He will not disappear, he will even be there when we do not think about him. The perception of "I" as a concrete reality arises around 10 young people in a child. Pubertat sows in the period of taking. During this period, the child feels like a deep catastrophe, tragedy, when his personal "I" is separated from the outside world. As soon as you reach pubertate, the old "I" begins to exchange for a new one. Perceiving as "I am free and free" , "I am free", the Will in it encourages me to strive to uncover "i" [6].

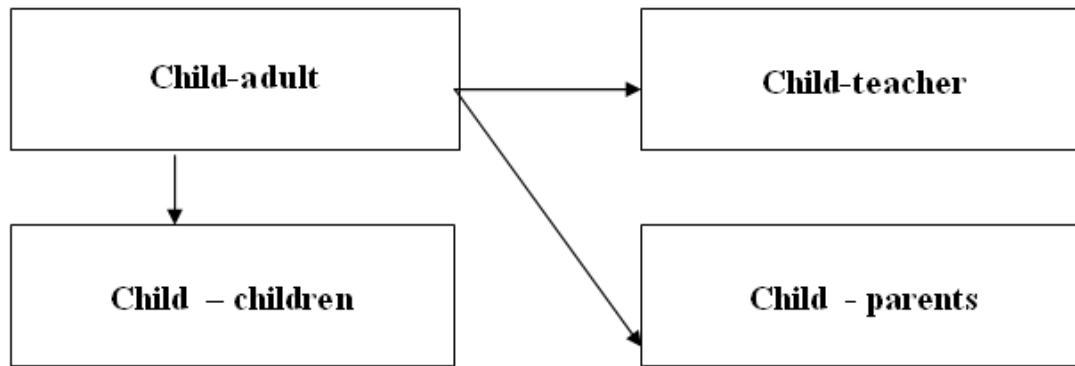
MATERIALS AND METHODS

Scientific research of Russian psychologist scientists, who studied the psychological characteristics of the reader's relationship with the teacher, deserves special attention. From well-known Russian scientists V.M.Bekhterev, B.G.Ananev, V.M.Zire " Lost In Test Match M.Zebradin, E.N.Y.Kharitonov, A.K.Belyaeva, G.M.Kuchinsky, V.B.Olshansky and others, having studied the meanings and laws of social interaction related to human psychology, another group of scientists, in the process of Education, enveloped the psychological aspects of the reader's relationship with the teacher (L.)S.Vigotsky, D.B.Elkanin, A.V.Petrovsky, A.A.Badalev, V.Eat it.Lyaudis, S.V.Kandrteev, Ya.L.Kolominsky, I.Mining, N.F.Maslova, V.L.Levi and others).

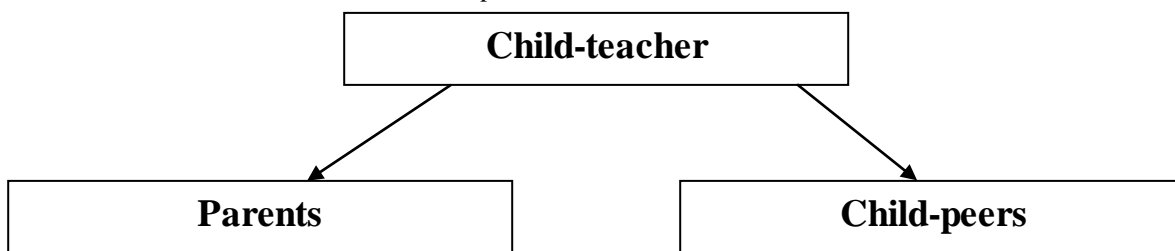
V.M.Bekhterev and V.M.According to the results of the research of the myasishevs [3], the individual is manifested as the product of interaction and relations with others, which characterizes the level of interest, the power of excitement, pleasure or extioji of the subjects of such cooperation and relations, and arises in their behavior, behavior, experiences. The relations hip of the individual is reflected in different levels of activity, selectivity and positive or negative aspects of cooperation. This public attention provides an effective organization of cooperation activities.

A.V.According to Petrovsky, individual relations should arise from activities in the team, the organization of an effective relationship of the teacher with the students in the educational process is not only a means of satisfying their need for communication, circulation, but also an important means of mastering the teaching material [8].

D.B.Elconin offers a different look at the cooperation of the child and society. In his opinion, it is more correct to say that the " child and society "is not a system, but" the child is in society", and that the child is not put against the sausage.In his opinion, the " child-adult "system becomes the" child-adult public " system. The reason for this is the child himself, which is Gav as a person who does certain things that are beneficial to society.In adults, they perform various tasks in the work processes, in which they themselves behave with others. Children are able to master the habits, types and functions of mutual treatment in adulthood in their activities.D.B.Elconin's activities in the child's "child – community subject" and "child – senior public" system, which is considered important in the growth and development of the child's personality in the Society of the child, divide this system into two sides in historical processes. At school, new forms of these relations appear, the system of "child-adult man" is characterized [7]



by the following [7] B.G.Ananev, L.I.Bojovich, I.S.The Slavs in their studies assess that the system "child - teacher" determines the relationship of the child with parents and children. In their opinion, this system will become the center of the life of the child, and the comfort, conditions of life will also depend on this.



This is about A.A.Bodalev [4] approaches differently and considers the attitude of the teacher to the pupil as a necessary basis for the embodiment of their effective cooperation. For this purpose, teachers are obliged to take into account the characteristics and qualities inherent in the personality of the students, their goals and needs, to realize that for the team to function modestly, it is necessary that the mental situation in it is calm, friendly, to be benevolent to each other. For the organization of such a psychological atmosphere in the team, the pedagogical skills of the teacher in the classroom, the ability of managers to manage in production are of great importance.

E.G.Goziev (1994-2000) addresses the issues of teaching junior students to manage their activities, consciously managing the moral and rational aspects of a child's personality in the educational process. Through the transfer of its influence on the teacher in the educational process, the teacher found in it such personality qualities as independence and consciousness, self-

management in this manifested itself in the style of the model "teacher-reader", the teacher in this place appeared in the role of "informant", and the reader in the role of "receiver", indicating that the reader will grow. In the learner, the management trainee comes into being after mastering the methods in a particular system. This means that it is important to educate small-age students on self-management, which positively affects the harmonious development of the individual. For this purpose, the teacher of the primary school tries to contribute to the planning of educational activities, improvement of the qualities of the Will to logical thinking, to the management of interest in knowledge, to the content of the content of working with the book, to the leadership of community search activities, to the organization of mutual assistance activities among students, to the

G.Berdiev's (2000) research work devoted to the study of the peculiarities of the dynamics of individual attitude development in students whose mental development of primary classes has become sluggish, the role of secondary and auxiliary school students in the relationship, the situation and the changes that occur in the dynamics of relations have been analyzed qualitatively and quantitatively [2].

Teaching method. Experience in the study of the relationship of the primary teacher with the pupil-the main stage of our testing work, that is, at the end of our work on the control experiments, we again turned to the study of the level of the relationship between the teacher and the pupil. For this, we used Yu. E. Rijnkin's "method of studying the communicative range", we focused on a cross-statistical comparison of the results after the work of diagnostic and control experiments.

Experience-test works.

The diagnostic, that is, the results of the descriptive experiment-test of our study were characterized by the fact that in the system of student-teacher relations with the teacher, the student as a subject of teacher communication was left in individual cases only in the position of the information receiver, as well as children who had difficulties in generating their own opportunities in.

The correlation of the results of students' attitude towards teachers has once again confirmed that positive changes have been achieved in these attitudes (Table 1). Among the correlation coefficients, there was a witness that in the results of the students on communication, reciprocity, communicative zone in the group, the teachers generated the right positive link between these scales: the increase in communicative skills in the students ($r=0,486$; $p<0,05$) led to an increase in confidence and benevolence in the relationship with their teachers, as well. In turn, it was noted that even as a recipient, they can achieve an intimate and reliable relationship with their teachers to manifest themselves as partners ($r=0,610$; $p<0,01$).

1. – table

Correlation of the results of descriptive and control experiments of student relationship with teacher

Teachers	Teachers			
	Communicator -L _k	Recipient- L _p	Communicative zone in the group	Change in the group on the communicative zone
Communicator-L _k	0,486**	0,513**	0,372*	0,172
Recipient- L _p	0,610**	0,815**	0,108	0,220
Communicative zone in the group	0,412*	0,395*	0,805**	0,217
Change in the group on the communicative zone	0,175	0,060	0,105	0,243

Annotation: * $p\leq 0,05$; ** $p\leq 0,01$.

At the same time, we witnessed that students, as a recipient, should listen carefully to their teacher, allowing their teachers to apply similarly ($r=0,815$; $p<0,05$). This is evidenced by the attitude of the teacher to the extent that he recognizes his students as an individual, listening to their experiences and problems.

This is exactly what the educator cites as one of the main methods of communicating with his students. It appears that students will be able to formulate Internal control in the process of their relationship with their teachers. Because the formation of self-confidence in them, the fact that he was able to create in himself the possibility of eliminating the previous defects in behavior, determines their maturity as an individual.

The perfection of interpersonal skills in the students form the idea that they have a lot to do with themselves in solving problems related to their vital and individual attitudes. With this, we can witness that our psychological corrective work is able to bring about changes in their behavior, rather than cognitive activity of students. If the state of externality was maintained in them, the

students would not be able to get rid of the "flange effect" effect in the case of the rebuke effect given by the teacher or someone else in relation to the feeling of confidence that exists naturally in them, even under normal relationship conditions.

CONCLUSION AND ACKNOWLEDGEMENT

1.The teacher should not look at the student as a young child, but take into account his feelings and experiences, allow himself to manifest himself. Mental tension in children can be maintained for a long time, either in the preschool period or as a result of a negative attitude towards the first days of the primary school. This is the "first effect" and the attitude of the child to the teacher is preserved because of this impression.

2.Children with a psychological formation and nervous system that can not manifest themselves in communication in a relationship with students are separated from the group and are prone to loneliness. In order to ensure that they enter into a relationship, it will be necessary to study their individual-psychological characteristics, use incentives and support them.

3.Since the labor activity of the teacher is subject to excessive mental stress, it is necessary that it be limited from overexertion, overexertion and outbursts in the relationship with the students. Such cases negatively affect the psyche of children with excess at the same time.

4.The rhythm of individual treatment in the student's relationship with the teacher is one of the important components of pedagogical professional activity. In the process of dealing with children, taking into account their psychology leads to the perfection of the teacher's attitude tactics, as well as an increase in the style of work .

5.Since pedagogical activity is rich in various situations of complex attitude, the teacher should know the psychological characteristics of working with primary schoolchildren and make appropriate and systematic use of the advice of a psychologist about the school of pedagogical skill a habit.

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