

PEDAGOGICAL FACTORS OF FORMATION OF THE TEACHER'S AUTHORITY

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ABSTRACT

The authority of the teacher is a separate educational position, influencing students, determining the right to make decisions, evaluating and advising. The reputation of the teacher is based on his high personal and professional qualities: the way of democratic cooperation with pupils, his / her competence (knowledge, skill), fairness, kindness and common culture.

Keywords: Authority, teacher, educational position, students, knowledge, skill, culture, competence.

INTRODUCTION

The fundamental reforms carried out in the field of education and training in the Republic of Uzbekistan are aimed at the formation of a harmonious human personality and fully correspond to the national interests and noble goals of our people. In the years of independence, the education system in our country has been radically reformed, and special attention is paid to the adult generation, which is worthy successors of our tomorrow.

Among the teachers of our country, there are many people who are recognized as masters of their work, teachers of the people, teachers who provide services, parents, young people who call them teachers. They showed dedication in the pedagogical work, fulfilled the duty of teaching at a high level, gave knowledge to the children, they achieved such prestige and respect for the fact that they were able to absorb the light of honesty, beauty, truth, decency into their hearts, were kind.

The descriptions given on the pedagogical reputation are also reflected in the normative document.

In the national program of Personnel Training of the Republic of Uzbekistan. It's 4.3. Reform of the educational process by content. Constant public policy is carried out to increase the prestige, responsibility and professional skills of pedagogical personnel. Advanced pedagogical technologies, new forms and methods of Education, Educational, including differentiated programs are introduced into practice.

The fact that the educator has a pedagogical reputation guarantees the effectiveness of professional activity organized by him. Pedagogy, relying on the reputation gained by itself, manages the behavior of students, gaining their confidence. Pedagogical reputation also expresses the spiritual-moral and pedagogical-psychological preparation of the educator. The level of prestige he possesses is determined by his deep knowledge, intelligence, skill, attitude to his work, etc.

MATERIALS AND METHODS

The pedagogical process, the process of upbringing, the nature of people is so complex that sometimes the teacher is "forced" to do rudeness whether he wants it or not, when the student does not fulfill the reasonable requirements of the teacher, he can not behave. The teacher believes that I am doing good to the child, even in his own demands, even in a state of rudeness, because he believes that he is doing this work to give knowledge to the child, to lead him to the right path, to educate him as a good person. In the proverbs in the chapter "description of the influence of Education" of the work of Sa'di Sherozi "Gulistan" (Tashkent, 1968): the comments expressed in the articles "about the Mudarris", "about schoolchildren" in the work of Alisher Navoi "Maxbub-ul-qulub" are in harmony with our opinion.

Understanding the mental state of the child, sympathy for him in classmates, arousing a sense of care testify to the high pedagogical, moral culture of the teacher

The teacher meets with students almost every day, answers the question, approves their good deeds, evaluates their knowledge, makes a rebuke for their inappropriate behavior. Of course, there is Relativity, subjectivity in the teacher's opinion, manners. He may not be able to treat everyone exactly the same very right way. But it is necessary for everyone to be convinced that he is a Just person, striving to do good with an impartial purpose in relation to all readers. In the class, the teacher should not be born a reprimand that he likes, hates, there are students. Well, the reputation is a necessary attribute for the activities of the teacher. Reputation is the prestige of influence, recognized by many, acquired due to deep knowledge of a person, high moral qualities, life experience, active participation in scientific research and Public Affairs. In order for the teacher to effectively carry out his main tasks – education and educational work, he must first of all deserve a reputation in the eyes of students.

To do this, it is necessary to have two main components of the pedagogical reputation: personal qualities and professional –professional qualities. In recent years, the use of non-traditional interactive methods of teaching in general secondary schools, as well as in the system of secondary vocational and higher education is being established. The main purpose of this is to arm the students with knowledge in a manner consistent with the state educational standards, to develop their skills and skills to the maximum extent possible, to form independent and critical opinions, to teach students not as an object of management, but as a partner, initiator, subject of communication.

RESULTS AND DISCUSSION

Proceeding from the goal set before us: we planted the process of formation of the teacher's reputation in the Namangan city pedagogical college. The formation of exteriors to "pedagogical reputation" in teachers by identifying the "characteristics of the professional significance of the teacher" necessary for the teacher.

As an object of experience – teachers of the Namangan city pedagogical college were selected. Total: 30 teachers participated.

The experimental work was carried out in 2 stages: 1-identifying stage; 2-forming stage.

The method of choice.

To position the characteristics of the teacher that are of professional importance depending on the degree of their significance.

№	Features
1	Love of students
2	Demand
3	To be able to deliver knowledge,
4	Love the profession
5	Erudition
6	Justness
7	Understanding others
8	Mexico City, Humane
9	Communication
10	Well, now, sensitivity. Optimism.
11	The fact of being moral
12	Invention
13	Having pedagogical femininity
14	Organization, activity
15	Aesthetics. Responsibility
16	Self-management
17	Intelligence. Respect for oneself and others
18	Getting to the individual sidewalk
19	Mind, intellect. Getting interested in science

At the 2 stage of the experimental test work, we conducted a "conversation-discussion" with college teachers. During the meeting, the teachers working in the college and 2 honorary teachers from Namangan State University were invited the Associate Professor, X.Raxmatova and senior teacher Z.Kurbanova.

During the conversation, they gave information about personal and professional qualities, abilities, pedagogical skills, pedagogical competence and creativity inherent in modern pedagogues based on their work experience. They noted that the characteristics inherent in the above-mentioned pedagogues are components that shape the teacher's reputation, and that today's teachers have such qualities that they are the demand of the period. All participants received meaningful answers to their interesting svol.

In the 2 stage of the experiment-test work, we again conducted a selection method with repeated college teachers and received the results in tone.

CONCLUSION

On the basis of the method of selection conducted with the teachers “characteristics of the professional significance of the teacher” on the basis of a comparison of the data obtained in stages 1 and 2 analysis

1 table

№	Features of professional importance of the teacher	Answers %	quantity of teachers	Answers %	quantity of teachers	Differences %	
		1 Stage	1 Stage	2 Stage	2 Stage	Answers	quantity of teachers
1	Erudition	65	19.5	75	22.5	10	3
2	Justness	52	15.6	65	19.5	13	4
3	Understanding others	38	11.4	63	18.9	25	7
4	Mexico City, Humane	37	11	60	18	23	7
5	Communication	31	9.3	56	16.8	26	7
6	Love of students	30	9	53	15.9	23	6.9
7	Demand	26	7.8	50	15	24	11
8	To be able to deliver knowledge,	21	6.3	46	13.8	25	7
9	Love the profession	20	6	43	12.9	23	6.9
10	Self-management	17	5.1	39	11.7	22	6
11	Intelligence. Respect for oneself and others	15	4.5	37	11.1	22	6.5
12	Getting to the individual sidewalk	10	3	33	9.9	23	6.9
13	Mind, intellect. Getting interested in science	9	2.7	30	9	21	6
14	Well, now, sensitivity. Optimism.	8	2.4	27	8.1	19	5.7
15	The fact of being moral	6	1.8	24	7.2	18	5.0
16	Invention	4	1.2	20	6	16	4.8
17	Having pedagogical femininity	3	1.0	16	4.8	13	3.8
18	Organization, activity	2	2	14	4.2	12	2.2
19	Aesthetics. Responsibility	1	1	10	3.0	9	2

Based on the 1 table given above, we can observe the “characteristics of the professional significance of the teacher” in the responses of teachers and the High changes in their number as a result of the test-experimental work conducted in the 1st and 2nd stages.

Example: 1.Cognition-if there were 65% of votes and 19.5 teachers first, then in the next 2 th stage there were 75%, that is, 22.5 teachers. The difference in the middle is 10% and 3natar teacher.

Or 2.Fairness-if there are 52% and 15.6 teachers first, then 65% and 19.5 teachers, the difference between YA and change is 13% and 4 Teachers.

It turns out that The "Talk-Talk" work, which we conducted with college teachers at the 2 stage of our testing, gave a good result.

- The emergence of the exteriors of the formation of pedagogical reputation among teachers – leads to the development of pedagogical competence and skills. This increases the quality and effectiveness of Education.

- Another basic requirement for the formation of a pedagogical reputation is the correct selection of the pedagogical profession and the development of pedagogical skills.

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