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SYSTEMATICS OF THE POTENTIAL OF TEACHERS IN THE EDUCATIONAL PROCESS

N.Jumanovich Toshmanov¹, I.Jumanovich Toshmanov²

^{1,2} Teachers of the Shakhrisabz branch of the Tashkent State Pedagogical University named after Nizami

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ABSTRACT

As can be seen from the table, the professor, who gave high marks to the majority of students, has a long pedagogical experience, an academic degree, and has undergone several in-service trainings. In preparation for the lesson, a teacher with a scientific degree analyzes and synthesizes the material, shapes it in his imagination and fully digests it himself. The effectiveness of the lessons organized by such educators will be high. Teachers who do not have an academic degree do not analyze-synthesize, accept the material in the literature as it is, and as a result cannot fully imagine. In the lessons he organizes, there are some shortcomings, which negatively affect the effectiveness of the lesson. One of the important aspects of the experience is to be aware of the shortcomings and achievements of professors-teachers on the basis of the assessment of their characteristics by students, to discuss this information with their own participation. Discussions with professors and teachers based on the results of the experiment yielded great results. This made the learned professors aware of what qualities they should work on and encouraged them to work on it. This experience has proven that professors are motivated to work on themselves. There is no doubt that only experienced, potential teachers will be formed in the future from teachers who have worked tirelessly on their shortcomings.

Educator (teacher) - a specialist who carries out educational work with students in various secondary schools, academic lyceums and vocational colleges. Because a teacher influences the formation of members of society, his or her personal qualities are more important than his or her professional qualities. Because it shapes the image of society today and tomorrow. Therefore, it is not enough for a teacher to be professionally mature. It must be saturated with the noble

human qualities intended to be inculcated in the spiritual world. He notes that the teacher of modern pedagogy has such tasks as practical, research, organizational, mediation, executive. Only a teacher who fully fulfills these tasks can influence the formation of today's young generation as well-rounded individuals. Only teachers of the independence period can decide on such features to ensure the development of the country. [1]



Teachers are divided into categories that teach pedagogical subjects and other science teachers. The division into such categories is conditional, resulting in two different approaches to the organization of lessons. A teacher of pedagogy uses science topics as an example in the study of a method or technology, the purpose of which is to reveal the method or technology being studied. Science teachers use pedagogical methods or technologies to explain a topic of science, the purpose of which is to reveal information on that topic of science.

Today, the amount of knowledge and skills that a school teacher needs to know and be able to apply is increasing as the information is updated hour by hour, not day by day. In any case, the teacher should not underestimate his potential in three areas. These are: knowledge of the subject being taught, pedagogical skills and hygienic standards of education. These three indicators are of equal value, and if the performance of any of them decreases, the quality of the course it forms will not be high. Science is a human activity aimed at developing and systematizing objective knowledge about reality. This activity is accomplished through the collection of facts, their regular updating, systematization, and critical analysis. New knowledge is created based on the observation of nature, social phenomena, and the disclosure or generalization of their interrelationships, which allows for scientific prediction. These hypotheses are recognized as the sum of the results obtained by observation, the proof of which is proved on the basis of experiments, the law of nature or society. [2]

Science is a system of knowledge about the world, one of the forms of social consciousness. It includes both the acquisition of new knowledge and the knowledge that forms the basis of the scientific landscape of

the universe, the product of that activity; represents some area of human knowledge. The immediate goal of science is to describe, explain, and predict the processes and events of suspicion based on the discovery of the laws of reality that are the subject of its study. The first buds of science emerged in connection with the emergence of human society. The first knowledge was of a practical nature. [3]

If we look at history, a lot of data has been gathered through observations, investigations and experiments. In terms of the specificity of this data, they were closely related and divided into groups. In the future, science emerged at the heart of these groups. As a result of the deepening of a particular science, the directions of that science emerged.

The level of knowledge of the educator means the knowledge of the specialist in the field of science, the ability to apply this knowledge in life and awareness of innovations in the field of science. This is assessed on the basis of his knowledge or level of knowledge. Knowledge is a very broad concept and has different interpretations.

Knowledge - people's information about natural and social phenomena; reflection of reality in human thinking. Such belief is knowledge if we believe in what is in our daily imagination and this belief does not contradict the usual events and phenomena (rules). In order for our knowledge of reality to rise to the level of knowledge, it must meet the following conditions: first, the relevance of this information to reality; second, to be sufficiently convincing; third, this information must be evidence-based. The three conditions together bring the available data to the level of knowledge. In the process of social development, man moves from ignorance to knowledge, from abstract knowledge to the production of perfect and concrete knowledge. Man's knowledge of the material



world is relative, it is constantly evolving. Knowledge is accumulated through daily practice and observation. [4]

Knowledge is the result of an understanding that can be logically and evidence-based and tested empirically or practically. Knowledge is the evidence-based product of human thinking, according to modern epistemology. When we talk about knowledge, we mean in this process - the reflection of reality in the human mind. Science and its scientific methods play an important role in gaining knowledge about the structure and phenomena of objects and their interrelationships. [5]

The potential of the educator in the second direction is pedagogical skill. If a teacher does not have a deep knowledge of his subject as well as pedagogical skills, the level of mastery of teachers will not be high. The high pedagogical skills of the teacher are the basis for the organization of quality lessons.

Pedagogical skill is a feature that defines such personal (childhood, kindness, humanity, kindness, etc.) and professional (knowledge, intelligence, devotion, creativity, erudition, etc.) qualities of a teacher, which deepens his knowledge and comprehensive knowledge, pedagogical-psychological and methodological training, finding and applying in practice the optimal ways of teaching, educating and developing students. Thus, in order to acquire pedagogical skills, a teacher must know his subject in accordance with the requirements of the time, master the disciplines of pedagogy, psychology, methodology, and strive to incorporate humanity and devotion. [6]

Any forced activity has a negative effect on the body. This effect is caused by the nervous system. In particular, the teaching process itself is a mandatory activity. In order to maintain the health of students during the lesson and at the same time increase their

mastery, the teacher should know the requirements of educational hygiene, classroom and classroom equipment. At the same time, it is necessary to have mastered such concepts as the physiological basis of teaching, the ability of students to work, the hygiene of the nervous system of the student.

In order to prevent the disruption of the functional activity of the student's body, it is necessary to properly regulate the alternation of mental and physical activity during the working day, week and quarters of the school year. When one type of activity is replaced by another, the running cells rest. The norm of the load that a teacher gives to a student is determined by his age, state of health, cognitive ability, type of nerve and teaching conditions. When a student is overworked, his brain gets tired, and the younger the child, the faster he gets tired.

Prolonged cessation of muscle movements during the lesson impairs the child's ability to work mentally. As a result, the child's attention is distracted and his muscles begin to relax. Kindergarten children fall asleep when they are tired. When Hadeb engages in the same type of mental activity, the child's interest decreases and he falls asleep. Excessive fatigue or exhaustion leads to loss of appetite, headaches, lethargy, memory and attention deficit. When a person is very tired, the functional state of the nervous system changes and there is a slowdown.

During the course, students are influenced by many external and internal factors. Deviation of any of these factors from the norm becomes a pathogenic factor and harms the health of the student. For example, the height of the desk does not correspond to the height of the student, the lighting in the classroom is below or above the norm (norm 175-350 lux), the temperature is low or high, the air circulation and composition in the classroom



is disturbed, the teacher deviates from hygienic norms.

All mental processes are closely related to the neural processes in the large hemispheres of the brain, because at the heart of every mental process are neural processes: excitation, inhibition, distribution, concentration, dominance, and others. In addition, mental processes are formed on the basis of speech. [7]

It is necessary for educators to create and practice all types of internal braking in the education of children and adolescents. It is important to keep in mind that the learning process will only be effective if the methods of comparison and contrast are used. Demonstrating colorful, shiny visual aids in the teaching process can create a dominant focus in the cerebral cortex by stimulating children to an exciting, delightful level, improving attention, and increasing the interest of the learning material. On the contrary, the same effect, the same conditions, the same tone of speech causes children to fall asleep, to lose interest.

Mental work is the result of the activity of cortical cells in the cerebral hemispheres. Therefore, when you work hard mentally, the nerve cells of the brain become exhausted, and the person becomes very tired. Fatigue is the inhibition of brain cells. Fatigue is manifested by distraction, lethargy, drowsiness. If fatigue is not prevented, it leads to fatigue, in which the child has a headache, dizziness, decreased appetite, or the person becomes very impressionable, speaks in his sleep, wakes up, and so on. The lesson does not enter the brain well, the materials are not very memorable. Fatigue often occurs when the workload is increased, the schedule is disrupted, the child is less in the fresh air, and he does not eat properly.

Workability refers to the ability to do a job over a long period of time without

compromising quality. Working ability varies from person to person and depends on age, health, strength, mood, work experience, exercise, team and family relationships, responsible approach to work, and many other factors. Ability to work varies from day to day, week to year, year to year. When the student wakes up from sleep, the ability to work is not so high, the body gradually begins to transition to a state of work. As the work progresses, it gradually increases, reaches a certain peak, then remains in this state, then subsides.

If a person does not get enough rest in time, he will get very tired. It adversely affects the functions of the body, especially the central nervous system, resulting in a deterioration of mood, increased sensitivity, insomnia, decreased interest in work, decreased ability to work. The student's mental ability in the classroom is divided into 5 stages: Start-up period - lasts a few minutes in the classroom and adapts to the conditions of the student;

-optimal period of work - a period of stabilization of mental work;

-period of full compensation - the first signs of fatigue begin to appear, but they are compensated by the will of man and do not appear;

-Unstable compensation period - an increase in fatigue is characterized by a decrease in performance.

-period of progressive decline in labor activity - this period is characterized by a rapid increase in fatigue, a sharp decrease in labor productivity;

-In order to ensure high productivity of mental work in the classroom, to prevent fatigue, it is necessary to carry out the following activities: visit and fill in the log at the start of work;

-Explain the new material when the student has the optimal working ability;



- In the first half of the lesson, using active methods of teaching, the student explains without keeping his attention on one subject for a long time;

- change the method of teaching;

- Extensive use of visual aids, didactic and technical aids in explaining the course material;

- Conducting physical minutes between lessons;

High mood of the teacher during the presentation of new material, the teacher speaks in different tones. [8]

In order to ensure high productivity of mental work in the classroom, to prevent fatigue, it is necessary to carry out the following activities: visit and fill in the log at the start of work; Explain the new material when the student has the optimal working ability; In the first half of the lesson, using active methods of teaching, the student explains without keeping his attention on one subject for a long time; change the method of teaching; Extensive use of visual aids, didactic and technical aids in explaining the course material; Conducting physical minutes between lessons; High mood of the teacher during the presentation of new material, the teacher speaks in different tones. [8]

... An experiment was conducted at the Shahrizabz branch of the Tashkent State Pedagogical University named after Nizami in order to determine the knowledge of teachers. 350 students participated in the experiment and commented on the 35 teachers who teach them. Response to teachers was based on a questionnaire. The questionnaire highlighted the characteristics of the teacher in four areas to assess knowledge. These are: personal characteristics, pedagogical competence and upbringing, knowledge of the private subject and knowledge of educational hygiene. Personal characteristics - variable traits such as sound timbre, temperament, majesty;

Pedagogical competence and education - the level of organization of the lesson, pedagogical skills, level of audience management, non-use of parasitic words, fairness in control, level of knowledge of ICT, speaking skills, level of organization of the lesson; Knowledge of a particular subject - the level of knowledge of the subject, the ability to apply knowledge in practice; Educational hygiene - the sanitary condition of the auditorium, the suitability of equipment for the student, the high mood of the lesson, not to tire students, the ability to distract when there are signs of hair loss.

Analyzing the associate professors in the table, 59% of the students rated the teacher's personal characteristics with 5 marks, 27% with 4, 9% with 3 and 5% with 2 marks. The number of students rated 5 is higher than the rest. The percentage of students who also rated the teacher's pedagogical competence and upbringing with 5 is high. In the same way, the percentage of students who have a special knowledge of the subject and knowledge of educational hygiene is high. The number of students assessed with 4 is higher than the rest. The percentage of students who rated the teacher's pedagogical competence and upbringing with 4 is also high. Similarly, the percentage of students who have a grade of 4 in the field of knowledge of special subjects and knowledge of educational hygiene is high. 10% of students rated their personal characteristics as teachers with 5 marks, 53% with 4, 27% with 3 and 17% with 2 marks. The percentage of students who scored 4 on the same level of qualification is high. At the same time, we can see an increase in the percentage of students who scored 3 and 2, even though the high percentage was 4 marks.

As can be seen from the table, the professor, who gave high marks to the majority of students, has a long pedagogical experience,



an academic degree, and has undergone several in-service trainings. In preparation for the lesson, a teacher with a scientific degree analyzes and synthesizes the material, shapes it in his imagination and fully digests it himself. The effectiveness of the lessons organized by such educators will be high. Teachers who do not have an academic degree do not analyze-synthesize, accept the material in the literature as it is, and as a result cannot fully imagine. In the lessons he organizes, there are some shortcomings, which negatively affect the effectiveness of the lesson. One of the important aspects of the experience is to be aware of the shortcomings

and achievements of professors-teachers on the basis of the assessment of their characteristics by students, to discuss this information with their own participation. Discussions with professors and teachers based on the results of the experiment yielded great results. This made the learned professors aware of what qualities they should work on and encouraged them to work on it. This experience has proven that professors are motivated to work on themselves. There is no doubt that only experienced, potential teachers will be formed in the future from teachers who have worked tirelessly on their shortcomings.

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