



## THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF YOUNG STUDENTS' SELF-KNOWLEDGE

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### ABSTRACT

*This article discusses about the role of a teacher in the development of elementary school students and explains that setting up a good cooperation with pupils is very vital for educational process. Besides, it is revealed that the most significant role in the process of self-knowledge is a good relationship between a teacher and a student.*

In educational activity, not only the student himself develops, but also the person who teaches him, prospers that is, the teacher. The teacher for the younger student is the main authority and role model. Therefore, depending on how the cooperation of these two subjects of the educational process develops, the whole process of the formation of self-awareness of an elementary school student will depend.

The teacher's consciousness has a huge impact on the child's consciousness in the process of pedagogical interaction, and this requires the teacher to have a high level of moral manifestation of his individual consciousness.

Each teacher in their activities must have reflective and pedagogical abilities and skills. Reflective pedagogical abilities

are associated with the specific sensitivity of the teacher to his own personality and the personality of the student.[2] Modern Russian psychologist A.A. Rean connects reflexive pedagogical skills with the teacher's ability to take into account their own individual psychological characteristics in their activities, adequately assess their mental state, and also carry out versatile perception and adequate knowledge of the student's personality [8].

In interaction with the child's consciousness, the teacher manifests himself as a personality, which is considered in the unity of the sensual essence of its bearer-individual and the conditions of the social environment. This necessitates a highly developed sensory world of consciousness. Subjectively for an



individual, a person acts as his "I", therefore a developed personality has a developed self-awareness, including samples of his own "I", self-esteem, self-esteem, level of claims. The integrating beginning, the core of the personality can be:

- orientation - a stable system of motives, interests, beliefs, ideals, tastes, etc., in which human needs are manifested [9];
- deep semantic structures that determine the consciousness and behavior of a person, are relatively resistant to verbal influences and are transformed in joint activities in a group and collective [1];
- man's relationship to reality: subjective-evaluative, consciously selective relationship to reality; the system of relations, which is an internalized experience of relationships with other people in a social environment, determines the nature of the experience of the individual, the features of the perception of reality, the nature of behavioral reactions.

All components of human consciousness - from its lowest to its highest substructures - are connected with relationships that are infinitely diverse. For the consciousness of the teacher, the system of internal relations of the individual is important, which is formed as a result of the experience of relationships with people and, first of all, with students.

Exceptionally important for the teacher, leading the student along the path of self-knowledge, are social attitudes, which are a complex psychological formation, consisting of three components (cognitive, emotional and behavioral). They are a relatively stable system of views, ideas about an object or event, a set of emotional states associated with them that

predispose to actions. The cognitive component is formed by knowledge about the object, value judgments and beliefs. The emotional component includes a system of feelings associated with a person with a corresponding object or event. The behavioral component of a social attitude is a predisposition to real, positive or negative actions in relation to an object.

The system of attitudes has, which depends on the direction (motive, purpose, conditions of activity), three levels of activity regulation.

Semantic attitudes contain information component (a person's views of the world and an image of what he aspires to), an emotional-evaluative component (likes and dislikes towards objects), a behavioral component (willingness to act in relation to an object that has personal meaning). Semantic attitudes provide the individual with familiarization with the system of norms and values, self-defense and self-affirmation of the personality. Semantic attitudes can become generalized attitudes and thus turn into character traits of a person.

Target settings determine the sustainable nature of the course of action.

Operational attitudes take place in the course of solving specific problems and are determined by the conditions of the current situation, past experience of behavior in such situations. The implementation of these settings is interconnected with the general tone of the body, in a certain pre-setting of the sensory and motor areas for performing an action.

Attitudes, as is known, regulate a wide range of conscious and unconscious forms of human mental activity. They arise



in the presence of two factors - the need and the situation of satisfaction of the need. It was revealed that the change in attitudes is influenced by the following factors: the novelty of information, the individual characteristics of the personality, the specificity of the system of existing attitudes, etc. For the consciousness of the teacher, a well-defined invariant system of professional attitudes is needed, based on the main attitude of his consciousness as a person - humanity and its highest form is love for people.

Thus, in educational activity, the enrichment of the consciousness of both the teacher and the student is carried out.

In the educational process, the formation of educational cooperation between all subjects of education takes place.

**Cooperation** is a humanistic idea of a joint developing activity of children and adults. In the process of cooperation, the teacher stimulates and directs the cognitive interests of students.

The most significant role in the process of self-knowledge is played by this type of educational relationship, in which the student's own productive creative activity is activated. In this case, V. Ya. Lyaudis speaks of a productive educational interaction, which is characterized, in particular, by the fact that the situation of cooperation between the student and the teacher and other students ensures the realization of all the richness of interpersonal relations, as the student masters the new subject content. This is objectively expressed in changes in the structure of cooperation and relationships in the learning process. The logic of these changes is as follows: from joint action

with the teacher, to imitation and self-learning [3].

In the process of educational cooperation, there is interaction not only between the teacher and the student; students (in pairs or triplets); in small groups, but also the student with himself.

Important features of educational cooperation, highlighted by G. A. Zuckerman, are:

- building educational cooperation with an adult requires the creation of situations that block the ability to act reproductively and ensure the search for new ways of acting and interacting;
- building educational cooperation with peers requires such an organization of children's actions, in which the parties to the conceptual contradiction are presented to the group as subject positions of participants in joint work that needs coordination;
- for the emergence of educational cooperation with oneself, children should be taught to detect changes in their own point of view [7].

Teachers who build classroom learning on the principles of mutual assistance and cooperation are guided by the principles of the person-centered theory of Carl Rogers. Rogers suggests that the role of a teacher is the role of a facilitator, that is, the teacher should, above all, create an atmosphere of trust and empathy in the classroom. Such a role requires the teacher to consciously change his behavior, move from authoritarianism to mastering the functions of coordinator of joint efforts and facilitator of the learning process [10].

The decisive factor for facilitating the process of self-knowledge of younger



students is the naturalness of the teacher, acceptance of the student as he is, trust and empathy. When facilitating behavior based on cooperation and mutual assistance, priority is given to relationships between people.

Naturalness means that the teacher is sincere, can and knows how to express any feelings, from anger and sadness to joy and fun.

Acceptance of another person is associated with a positive attitude towards the individual and thereby recognizing that each student is trustworthy and can be held accountable for their actions. Acceptance means that students should be seen as human beings with feelings and attitudes.

Empathy involves understanding other people's reactions and feelings based on your own experience. Empathy is a form of understanding without judgment or evaluation. Collaborative empathy is an attitude that loosens limiting knots, allowing students to blossom, grow, and experience the world.

Currently, much attention is paid to learning through cooperation in small groups. J. Hassard believes that with this method of learning:

- the academic performance of students improves, as they help and support each other more than they compete with each other. If teachers encourage group work, then all group members will work harder and better;
- Students can learn from each other. The more able can share their knowledge and help the less able;
- enables all students, regardless of their own academic performance, to move forward, increase awareness of their

abilities and capabilities, provide a sense of satisfaction, and provide appreciation for the efforts of group mates;

- improves interpersonal relationships;
- positive self-esteem appears [6].

Therefore, by working in small groups, the teacher gives each student the opportunity not only to acquire knowledge, but, first of all, to know himself.

Domestic researcher V.P. Panyushkin [4], considering the functions and forms of cooperation between the teacher and students in educational activities, developed the dynamics of their formation. The two phases of this process include six forms of learning collaboration that change as new student activities emerge.

The first phase is involvement in activities. Here occurs: 1) the division of action between the teacher and students; 2) imitation of the teacher's actions by students; 3) the student's imitation of the actions of the teacher.

The second phase is the "coordination of activities" of students with the teacher: 4) self-regulating actions of students; 5) self-organized actions of students; 6) self-motivated actions of students.

The third phase is predicted - partnership in improving the development of activities. Equal partnership in this model is the result of the development and formation of joint activities of students and teachers. It can be assumed that the older the students, the faster the path of becoming a truly joint activity will be passed.

L. V. Filippova in her theoretical study singled out and described the



functions of a teacher, which are the following: teacher, observer, facilitator, adviser, instructor, model, partner [5].

As a result of our research, it was revealed that these functions of the teacher change in the process of moving the child from one stage of self-knowledge to another, higher one. As a result, we can propose the following model of the teacher's functions in the self-knowledge of younger students.

Particular attention in the study is paid to the role of the teacher in the development of self-knowledge of the younger student. We proceed from the fact that the entire process of the formation of self-awareness of an elementary school student will depend on the conditions of cooperation between the two subjects of the educational process - the student and the teacher. Especially for the teacher to morally manifest his individual consciousness in the process of

pedagogical interaction with the student, since the consciousness of the teacher has a huge impact on the consciousness of the student.

The teacher reveals himself as a person. For the consciousness of the teacher, the system of internal relations of his personality is important, which is formed as a result of the experience of interaction with people and, first of all, with students, as well as the highly moral sensual world of consciousness and the system of social attitudes. In the educational activities specially organized by us, the consciousness of both the student and the teacher is enriched, since cooperation is a humanistic idea of the joint developing reality of children and adults. As a result of the conducted research, it was revealed that the functions of the teacher change in the process of the child's advancement on the path of self-knowledge.

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