

Psychological and Pedagogical Features of the Construction of the Educational Process in the Study of Foreign (Oriental) Languages

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***Abstract---** Features of the style are studied in various types of life: educational, sports, labor. The following types of styles are considered: cognitive, lifestyle, behavior style, individual activity style, individual self-regulation style, individual emotional style. The relevance of the research topic "Psychological and Pedagogical Features of the Educational Process in the Study of Foreign (Oriental) Languages" selected for study is determined, on the one hand, by the modern requirements for studying this problem, and on the other, by the needs of the educational practice of universities. In the research process, we used the type of observation of the communication style according to the "Flanders System of Communication Analysis", the 16-factor Kettell test. The aim of the study is to determine the socio-psychological characteristics of the style of activity of teachers of Tashkent State Pedagogical Institute in the system of relations "teacher-student". The main objectives of this work are substantiation of the style of the teacher's activity in the system of "teacher-student" relations from a socio-psychological point of view as a scientific and practical problem, as well as identifying the current state of the communication style, conducting chronometric observations of the communication methods of teachers in the classroom, studying the personal qualities of teachers, as well as a comparison of the results of the study, depending on the gender and length of service of teachers will be analyzed in this paper. The article deeply covers the problem of organizing communication in the classroom aimed at learning Oriental languages, characterizes communication styles according to the Flanders observation scheme, and analyzes the activities of the teacher in the lesson from the point of view of a communicative approach to learning. A special emphasis was also placed on the specifics of interpersonal relationships between teachers and students when building the educational process, determining teaching styles and identifying the most relevant style that gives the best result when students study foreign (Oriental) languages.*

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Keywords--- *Pedagogical Communication, The Educational Process, The Essence of the Teacher's Activity, Communication Style, Personal Qualities, Objective and Subjective Qualities, Cooperation, Interaction and Understanding, "Teacher-Student", Pedagogical Situation, Management, Democratic Style, Authoritarian Style, Liberal Style.*

I. INTRODUCTION

In the section of socio-educational psychology on a global scale, numerous studies have been conducted, which are currently being conducted.

They are devoted to a comprehensive approach to the system of higher education aimed at studying foreign languages, determining the theoretical and practical foundations of training and education, studying the very nature of the educational process, indicators for analyzing the component of the educational process, the personality of the teacher, the level of his professional qualities and mastery, management methods, relationships "student teacher".

II. MATERIALS

Until now, the socio-psychological characteristics of the method of teacher activity in the system of teacher-student relationships in higher education institutions have not been deeply studied as problems of a special study. For this reason, one of the pressing problems of social psychology and pedagogy has been and remains the study of the style of activity of the teacher, the relationship between the teacher and students, their ideas about each other.

In our republic, special attention is paid to solving the problems of developing education and science, further improving the quality and effectiveness of education. A number of laws and government decrees aimed at reforming the activities of higher education institutions have been adopted. The fourth paragraph of the Strategy for the Further Development of the Republic of Uzbekistan provides for the development of the social sphere, outlines the priority tasks of educating the young generation, and develops a plan for implementing a package of measures to increase the effectiveness of measures aimed at improving the spirituality and culture of youth. This, in turn, necessitated scientific research on the problems of relations between teachers and students, a review of the style of the teacher based on modern requirements, the psychology of interpersonal relations and the psychology of cooperation. Not neglecting previous experience, it is necessary to search for new developments and scientific research on this topic. The results obtained must be phased in practice.

In world practice, leading educators and psychologists have studied various aspects of the socio-psychological and pedagogical essence of the teacher.

K. Levin, R. Lippit and R. White (1939), N.F. Maslova (1973), J. Strelju (1974), A.L. Zhuravlev and V.F. Rubakhin (1976), R.Kh. Shakurov (1982), G.A. Andreeva (1987), A.A. Andreev (1984), S.I. Kondratyev (1984), A.I. Shcherbakov and A.V. Mudrik (1979), G.N. Malkovskaya (2005) in their studies characterized the teacher's management methods; V.A. Kan-Kalik (1990), N.A. Berezovin (1992), A.A. Rean and J.E. Kolominsky (1999), consecrated the style of relations between teacher and students; A.A. Korotaev and T.S. Tombovtseva (1990), A.A. Bodalev (1983), Yu.N. Azarov (2004), V.S. Merlin (2006) investigated the style of pedagogical communication, as well as the method of self-education; I. Khol, A.A. Karpenko (1985), E.P. Ilyin (2004) set out a

method for conducting lessons; N.V. Kuzmina, L.I. Mitina (2005), L.D. Stolyarenko (2006) studied issues of personal pedagogical activity, pedagogical communication and the personality of a teacher; A.K. Markova and A.Ya. Nikonova (1982) studied the individual style of activity of teachers; in studies

D.B. Elkonina (1974), L.S. Vygotsky (1982) presents the essence of the educational process, its psychological components and psychological features.

In addition, in the studies of scientists of Uzbekistan, such as: M.G. Davletshin (1999), E. Goziev (1997, 2002), R.Z. Gainutdinov (1995), V.M. Karimova (1998), Z.T. Nishonova (2002), A.F. Rakhmonov (2001), E.Z. Usmonova (2000), Sh.A. Eshmetov (2005), A. Zhabborov (1999), T.M. Adizova (1986), A.I. Rasulov (2001) and their followers, a number of studies are presented in which special attention is paid to the problem of training teachers. In the works of these scientists, the issues of training teachers, the emphasis on the personal qualities of teachers, the features and dynamics of the joint activities of teachers and students, the personal abilities of teachers, the diagnosis of students in the educational process, the student-mentor relationship and various other aspects are widely studied.

The problem of the style of activity is one of the most important areas in the study of optimization and success of an activity.

The features of the style are studied in many types of activity: educational, sports, labor. Different types of style are considered: cognitive, lifestyle, behavior style, individual activity style, individual self-regulation style, individual emotional style, etc., the conditionality of the individual style is substantiated by the interaction of multilevel properties of an integral individuality. Research is being conducted on the problem of developing the style of educational activity. In addition, in a number of types of work, the study of the structure and development of style remains an urgent task.

Studies have been conducted that characterize the influence of a teacher on the personality of his students. In this regard, there is increasing interest in studying the style of activity (CD) of teachers. The main questions of CD are highlighted in the works of E. A. Klimov (1969), V. S. Merlin (1977,1986), E. p. Ilyin (1988), V. A. Tolochek (1992-2000), M. R. Shchukin (1995) and other researchers.

The greatest difficulty is the study of individual style of activity in the teaching profession, since the objective conditions of activity are extremely non-standard. A significant contribution to the development of this problem was made by N. I. Petrova and Z. N. Vyatkina, A. K. Markova, A. ya. Nikonova, N. A. Aminov and others. They studied various aspects of the style: structure, typology, and formation process.

The activity of teachers is diverse, it shows a variety of abilities that depend on different typological features. Taking into account the latter is particularly important in shaping the styles of teachers' activities.

As S.V. Subbotin (1987) notes, the position according to which in different types of activity different people have either a performing (with a predominance of main actions) or an indicative (with a predominance of auxiliary actions) style of activity, was not quite acceptable for the work of the teacher.

Management is impossible to imagine without communication. Depending on the management style, the teacher's communication style also develops.

V. A. Kan-Kalik, investigating the activity of a teacher, identified five ways of pedagogical communication: communication in the process of cooperation in creative activities, pedagogical communication based on interests, remote communication, communication based on intimidation and fear, communication in a comic form.

According to the author, the first type of communication is the most effective. In this case, all participants are involved in the pedagogical process, which creates conditions for interaction and mutual influence. A. A. Karataev, T.S. Tombovtseva and V. S. Merlin founded the individual-integral theory and identified three types of individual pedagogical communication: "soft" communication at the personal-sensory level; "hard" communication – at the official level; and "flexible" communication – at the personal-sensory and official level.

The scientist F.P. Kapterev, whose life and work were marked at the beginning of the twentieth century, studied the qualities of a teacher in two aspects-special (professional) and personal qualities. Among the special qualities, objective and subjective qualities were emphasized. Scientific training of a teacher is considered as an objective quality, and personal (individual) talent is considered as a subjective quality. Moral and strong-willed character traits are attributed to personal qualities. According to the scientist, in the educational process, the personal qualities of the teacher are put forward in the first place, and the other qualities have either an enhanced or weakened educational impact on the educational process. Kapterev considers deep knowledge of his subject to be among the objective qualities, and considers teaching skills and pedagogical abilities to be subjective. Moral and volitional qualities, according to the scientist, are among the personal ones. This category includes: objectivity, attentiveness, patience and endurance, self-criticism, friendly attitude to children, and others.

After analyzing the above positions of scientists-teachers and psychologists, we came to the conclusion that it is necessary to study the communication styles of the teacher more deeply.

Of course, learning foreign and especially Oriental languages without being constantly in the language environment is a very difficult task for a student. In addition to individual qualities, such as perseverance, determination, perseverance, patience, etc. a great role for the student in the study of Oriental languages is played by the personal qualities of the teacher. There are various personal characteristics that largely determine how much the teacher evokes sympathy and respect. As a rule, students like knowledgeable, smart, energetic and creative teachers who have a certain charisma and communication experience, which not only helps to focus the audience's attention on the learning process, but also to keep it for a long time.

However, it is necessary to distinguish between the two most important properties inherent in the teacher-competence and sociability. Despite the fact that an incompetent teacher of a foreign language can not hide his true level of knowledge for all his charm, but a well-built style of communication can allow for a certain period to arouse the sympathy of many students. Of course, this factor only negatively affects the learning of a foreign language and the entire educational process. While on the contrary, even a very competent and qualified teacher, due to his or her personal qualities, may not cause sympathy among students, which also negatively affects the process of obtaining knowledge. Such a teacher will inevitably face misunderstandings, ignoring, and ostracism on the part of students who will necessarily transfer their personal attitude and antipathy to the teacher to the subject being studied, in this case a foreign language.

A big problem is the fact that a foreign language is difficult to learn without learning special techniques. A very small percentage of students have the ability to study foreign languages independently. While the vast majority of students need competent teaching. That is, the work of a teacher is irreplaceable.

Based on the above, we conclude that the teacher must be in the process of constant self-actualization and self-development. Having more life experience than the students, the teacher is responsible for the quality of the educational process. In addition to constant work on yourself, not the last place in the educational process is the correct management of it.

III. METHODS

Management of the educational process is one of the main functions of pedagogical activity. Management, in turn, is also carried out by means of communication. Therefore, management and communication are closely related. Management means not only giving orders, but also ways to communicate. We studied different styles of communication between the teacher and students in the classroom at the Institute. During one session, we conducted chronometric observations using the “Flanders system of communication analysis” scheme. Observation goals: analysis of the teacher's communication style. To get objective results, we divided the lesson into stages and categories: organization of educational activities; explanation of the material; teacher's reaction to questions asked by students; teacher's attitude to students' questions; pauses or loss of the “thread” of the conversation; students' explanations; motivation. Observation of the teacher's communication methods during the lesson and communication, counting the average number.

The results of counting the teacher's requests to students are presented in a table and analyzed. Here are some indicators: teacher requests and student responses on the organization of educational activities (n=28), organization of cooperation (a) 57.1%; instructions and orders (B) 14.2%; work on the situation (C) 11.07%. Application of creative elements in the course of explaining new material (A) 46.7%, organization of tasks (B) 22.1%. Students' responses to the teacher's questions (including waiting for an answer (A) 45.7%, and there is no answer (B) 2.8%.

Full answers of students to the teacher's questions (A) 52.8%; short answers (B) 18.9%; inaccurate answers (C) 6.4%.

Pause or loss of the lesson chain (due to the fault of the teacher) – in General, 11.4%.

Smooth rhythm of the lesson (A) 55%, the manifestation of the “peak of creativity” (culmination) (B) 10%.

An objective assessment of the manifestations of interest (motivation) (A), 32.1%, and a subjective rating (In) 31.7 per cent.

The results obtained determine the style of communication of teachers of the Institute of Oriental studies as follows: democratic style of communication according to the criteria (1A, 2A, 3A, 4A, 6A, 7A) – 48.2%, authoritarian style of communication (1B,2B,3b,4B,6B,7B,) – 17.8% and liberal style-9.6%.

Table 1: Diagram of Monitoring the Teacher's Communication Styles during One Lesson (Number of General Requests from the Teacher to Students)

| Categories of interaction | | Communication style | | | | | |
|--|--|---------------------|-------|---------------------|-------|-------------------|-------|
| | | Communication style | | Authoritarian style | | Liberal style | |
| | | The middle option | % | The middle option | % | The middle option | % |
| 1. Organization of educational activities | A) supplements, clarifies, and organizes joint activities of students; | 16 | 57,1 | | | | |
| | B) gives instructions, commands, orders; | | | 4 | 14,2 | | |
| | C) situational | | | | | 3,1 | 11,07 |
| 2. Explanations of the material | A) explains, uses elements of creativity; | 13.1 | 46,7% | | | | |
| | B) strictly defines the way the task is performed | | | 6.2 | 22,1% | | |
| 3. Teacher's reaction when posing a question to students | A) wait for the student's response; | 12.8 | 45,7% | | | | |
| | B) does not give an opportunity to respond | | | 2.8 | 10% | | |
| 4. Reaction to students ' questions | A) gives a complete answer; | 14.8 | 52,8% | | | | |
| | B) suppresses or gives a short answer; | | | 5.3 | 18,9% | | |
| | C) gives a formal response | | | | | 1.8 | |
| Silence or confusion | | | | | | 3.2 | |
| 5. Understanding students | A) takes the tone of the students calmly; | 15.4 | 55% | | | | |
| | B) demonstrates its own superiority | | | 2.8 | 10% | | |
| 6. Promotion | A) objective; | 9 | 32,1 | | | | |
| | B) subjective | | | 8.9 | 31,7 | | |
| The amount | | 13,5 | 48,2% | 5 | 17,8% | 2,7 | 9,6% |

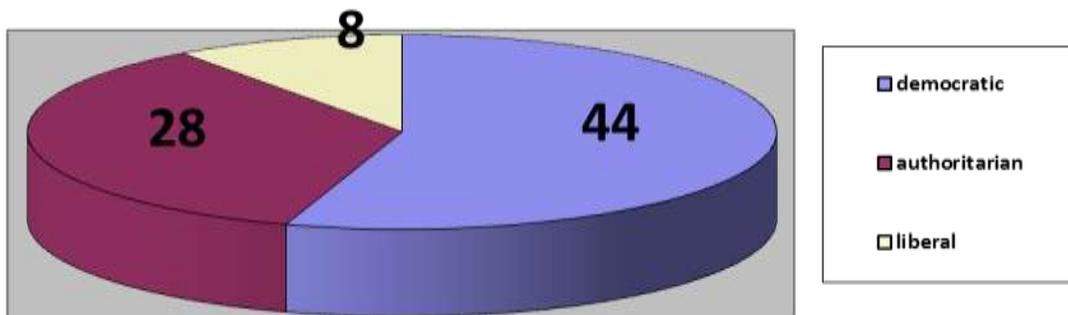
The authoritarian style of management is characterized by the teacher's requests in an imperative form, the predominance of monologue, the individual circle of communication (i.e., participation in communication of mostly well-performing students), the manifestation of authority and arrogance on the part of the teacher, and strictness in assessing the students ' knowledge (1B, 2B, 3B,4B,6B, 7B).

With a democratic style of communication, the circle of individual communication is expanded, mainly Dialogic speech is used, there is no appeal in the form of an order, students try not to violate the rules of behavior, they are supported by the teacher, help in drawing up answers and selecting words, students are understanding of criticism, they participate in communication with interest (1A, 2A, 3A, 4A, 6A, 7A).

With a liberal style of communication, educational activities are organized depending on the situation, while there is a small number of non-specific answers to questions, "non-working" pauses and violations of the rhythm of the lesson. When studying and analyzing management styles, factors such as gender and teacher experience were

also taken into account. It was revealed that the authoritarian style of management is more often present in the activities of male teachers, while the democratic style prevails in the work of teachers with experience. Male teachers with 6-10 years of experience have a liberal management style. Their work requirements are relaxed, the performance of functional tasks is shifted to the shoulders of the team, and violations of labor discipline are treated leniently. The obtained results reflect the communication style of the teachers of the Institute of Oriental studies in areas (categorized): category of actions of the democratic style of communication is 44 impacts; an action category of the authoritarian style of communication – 28 impacts of the actions of the liberal style of communication is 8 effects.

Table 2: Distribution of Categories of Interaction between Teachers and Students Depending on the Communication Style



R. Kettell's test was used to determine the personal qualities of teachers that are manifested in interaction with students. Teachers are characterized by the following personal qualities: sociability (A; 10.4 points), perseverance, accuracy (G; 8.9 points), social courage (H; 7.5 points), emotional balance, masculinity (I; 6.6 points); focus, integration (Q3; 7.8 points). This method reveals some differences in the personal qualities of male and female teachers. Male teachers received: emotional stability, control over feelings (C; 6.9 points), foresight (L; 5.3 points), propensity to entrepreneurship (M; 5.6 points), independence and determination (Q2; 5.1 points), good organization of their emotions and actions (Q3; 8.1 points); female teachers revealed: intelligence, development of logical and abstract thinking (B; 4.9 points), the desire for leadership, independence and trustfulness, gaining authority (E; 5.8 points). With 6-10 years of work experience, it becomes more difficult for women to control their feelings, their interests change, and the nervous system weakens (C; 4.5 points). Therefore, we can conclude that with a lot of experience and experience, a democratic style of management is approved.

IV. CONCLUSION

It is necessary to clarify that a qualified and experienced teacher with the correct construction of the educational process will necessarily use combined communication and management styles. As we understand it, each type of management has its own advantages and disadvantages. Despite the fact that the teacher works with the group, one way or another, he must find an individual approach to each student, take into account his personal qualities, temperament, character traits, social status, etc.

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