

# SOCIAL - PSYCHOLOGICAL CHARACTERISTICS OF PROFESSIONAL SKILLS IMPROVEMENT OF PRIMARY CLASS TEACHERS

Salomova Nargiza Sattorovna

*Independent researcher of the Department of Psychology of Bukhara State University*

**Abstract:** This article examines the psychological determinants of the development of professional skills of primary school teachers. In addition, the pedagogical features of the development of professional skills of primary school teachers are highlighted. In addition, we are talking about the socio-psychological features of improving the professional skills of primary school teachers.

**Key words:** teacher, professional skills, activity, education, upbringing, individuality, primary class, thinking, professional skills, determinant.

**Enter.** In modern education, the activity of the elementary school teacher plays an important role in the formation of the child's personality and is an important factor in the development of his knowledge, skills and abilities. The peculiarity of this profession is that a primary school teacher must not only impart knowledge, but also educate children, help them to become self-aware and socialize. These factors include and influence aspects such as the teacher's personal characteristics, curriculum and teaching methods, interactions with the class team, and the socio-cultural environment. In the system of all professions, the profession of a primary school teacher has an important social importance. It should be mentioned here that primary school teachers are considered to be the first architects in the educational process of young students. Nowadays, teachers should give students ideological and political knowledge and teach students to think in a new way about nature and society, give knowledge about development, and explain laws to students. The imparting of this knowledge to young people encourages the young generation to grow up in a modern worldview and to work for their future.

In this case, the teacher should be a master of his profession and be professionally responsible, have an educational impact on the young generation, and develop their interest, ability, talent, faith and practical skills in various ways. searching for methods is the demand of today's time

This requires the skills of editors, constant professional research. To do this, teachers can create different conditions, provide material and scientific-methodological support, if necessary, and help teachers to increase their creative initiative. system development is one of the important features of science.

**Literature analysis and methodology.** The analysis of the literature on improving the professional skills of primary school teachers shows that this process is complex and is the result of the interaction of pedagogical and psychological factors. These literatures shed light on important aspects affecting the development of teachers' professional skills.

They consist of:

**Personal characteristics:** Based on individual thyrological characteristics, each teacher improves his teaching skills and qualifications. In this case, the extent to which cognitive processes are developed in him is of great importance.

**Motivation and interest:** The interest of teachers in teaching and the desire to learn new knowledge, the desire to help children, has a strong influence on their professional development [1].

According to Carl Rogers, one of the psychologists who conducted scientific research in this field, the ability of teachers and the ability to communicate with children is an important factor. Teachers who are empathetic can better understand children's needs and communicate effectively with them [3].

According to S. Lazarus and S. Folkman, the teacher should have well-developed stress resistance. A primary school teacher is under a lot of stress. Resilience to stress increases teachers' self-control, problem-solving, and calmness[2].

According to R. Sternberg, creativity and a tendency to innovation lead to the teacher's pursuit of achievements. Creative teachers tend to constantly improve their teaching methods and directly apply new pedagogical technologies.

Redagogical factors are the main criteria in the teacher's professional activity. In this regard, scientists cite different theories. In particular, B. Bloom said that knowing the curriculum for a teacher is the first step to success. It is necessary for teachers to have a thorough knowledge of the curriculum, to effectively deliver learning materials, and to assess children's knowledge. According to L. Vygotsky, teaching methods are very important for student learning.

The use of interactive teaching, group work, and project methods helps teachers to actively participate in students and develop their self-learning ability [4].

A. According to Maslow, a good learning environment prepares the ground for a high level of the learning process. The educational environment should increase children's interest in learning and make educational activities effective.

Classroom management can serve as a basis for the teacher to focus the attention of students.

In his theory, J. Kounin showed that effective classroom management, control of children's behavior and regulation of the educational process are an important part of teachers' professional skills.

Psychological factors are considered as a factor determining the teacher's position and attitude as a person. According to A. Bandura, increasing self-efficacy of teachers serves to develop the professional skills of an editor. Improving self-efficacy - teachers need to feel confident in their abilities and able to manage the teaching process effectively [5].

In addition, motivational factors are considered as rewards for teachers, such as salary, working conditions, and social recognition, which contribute to the professional development of teachers. Psychological support is also very necessary for teachers. Teachers may need psychological support in self-management, coping with stress, and coping with various challenges that arise in the teaching process. In such a situation, psychological support increases their self-confidence [2].

The analysis of the literature shows that the factors affecting the development of the professional skills of primary school teachers are interrelated. Personal characteristics, pedagogical knowledge and psychological characteristics of teachers determine their ability to effectively implement the teaching process.

**Discussion.** When discussing the redagogical-psychological determinants of the professional development of primary school teachers, several main determinants can be considered:

## **1. Redagogical-psychological determinants**

### **1.1. Educational methodology and technologies**

a) New editorial technologies: Teachers should master modern editorial technologies and methods. This includes, for example, skills in creating interactive learning methods, multimedia tools, and learning materials.

b) Innovative methods: Teachers can improve their professional skills by using new methods, for example, project-based learning, gamification and individual approaches.

## **1.2. Psychological factors**

- a) The teacher's psychological state: The teacher's stress level, motivation and self-confidence affect the effectiveness of teaching. Psychological health and emotional stability help improve teacher-student relationships.
- b) Redagogical stress: Teachers should know how to deal with redagogical stress. Reducing stress and using effective editorial strategies will improve their professional skills.

## **1.3. Self-development**

- a) Professional development: Teachers should regularly participate in professional development, seminars and trainings to develop their professional skills. This, in turn, helps to update their knowledge and skills.
- b) Reflection: Analyzing one's own work and self-evaluation is important for a teacher's professional development. Analysis and reflection ensure that the teacher adapts to changing conditions and develops effective pedagogical strategies.

## **1.4. New knowledge and research**

- a) Scientific research: Teachers should get acquainted with redagogical and psychological research and acquire new knowledge. It helps to get acquainted with new styles and methods.
- b) Educational strategies: New strategies and approaches in education help to improve the teacher's skills.

## **2. Relations between the teacher and students**

### **2.1. Change of relationship**

- a) Compassion: It is important for the teacher to approach students with compassion and understand their needs. This forms the motivation of students to study and makes the educational process effective.
- b) Initiative: The teacher's initiative and willingness to use new approaches play an important role in their professional development.

### **2.2. Cooperation between teachers and parents**

- a) Collaboration: Teachers help improve student development through effective collaboration with parents. Communicating with parents and working together with them in the educational process develops the teacher's professional skills.

Redagogical-psychological determinants are of great importance in the development of the professional skills of primary school teachers. These factors increase the quality of the teacher's education and can support student development.

In conclusion, the following main points can be noted:

### **1. Improving editorial skills and methodology**

- a) Methodological technologies: Teachers should constantly update educational methods and technologies. The use of new educational technologies and methods increases the effectiveness of the educational process and can develop the professional skills of teachers.
- b) Innovative approaches: Innovative methods and approaches in the educational process, such as interactive teaching, project-based teaching and gamification, expand the pedagogical skills of teachers.

### **2. Psychological health and motivation**

- a) Psychological state: The teacher's psychological state, stress level, and motivation to work directly affect the quality of education.

Teachers need to learn how to manage stress, maintain motivation, and improve psychological health.

b) Reflection and self-evaluation: By analyzing their work and self-evaluation, teachers can adapt to changing conditions and become more effective in the teaching process.

### 3. Self-development and professional development

a) Professional development: Teachers should regularly develop their professional skills by attending in-service courses, seminars, and trainings. This, in turn, increases the quality of their education.

b) New knowledge: The use of pedagogical and psychological research and the acquisition of new knowledge help to improve the skills of teachers.

### 4. The relationship between the teacher and the student

a) Compassion: A teacher's approach to students with compassion and understanding their needs increases the effectiveness of the educational process. This increases the motivation of students and improves the learning environment.

b) Initiative: Teachers' initiative and willingness to use new methods increases the quality of the educational process.

### 5. Cooperation between the teacher and parents

Collaboration: Teachers can support student development by working effectively with parents. Communicating with parents and working together with them will help improve the educational process. Educational and psychological determinants play an important role in the development of the professional skills of primary school teachers. Application of new pedagogical technologies and methods, maintenance of psychological health, professional development, improvement of teacher-pupil relations, and cooperation with parents are the main determinants. aspects, which are important for the professional development of the teacher and the improvement of the effectiveness of the educational process.

**Summary.** The importance of redagogical-psychological determinants in the development of the professional skills of primary school teachers is very great. These determinants help to improve the professional skills of teachers, make their educational process more effective and innovative.

### List of used literature

1. Ghaziyev, E General psychology Tashkent: "Universitet" 2002. Part 1.
2. Nishanova Z.T, Kamilova N.G. Kamilova, D.U. Abdullayeva, M.Kh. Kholnazarova Developmental psychology. Editorial Psychology Tashkent: "National Society of Philosophers of Uzbekistan" 2018.
3. Farber, Barry A. The psychotherapy of Carl Rogers: cases and commentary (Guilford Press 1998).
4. Luria, A. R., & Vygotsky, L. S. (1992). Ape, Primitive Man and Child. Essays in the History of.
5. Behavior. (Trans E. Rossiter.) New York: Harvester Wheatsheaf.
6. Bandura, A. (1997). Self-efficacy: the exercise of control. New York: W.H. Freeman.