Psychological Characteristics Inherent to the Image of Primary School Teacher

Rasulov Abdimumin Ibragimovich

Doctor of Psychological Sciences, Department of "Psychology" of the National University of Uzbekistan
Department of "Psychology and Pedagogy" of the International Islamic Academy of Uzbekistan, Uzbekistan

Abstract

The issue of teacher image has always been the subject of research by psychologists. This article also covers research on the image of the teacher. In the study, the image of the teacher was studied from the perspective of primary school pupils and teachers. The characteristics of the teacher's image were identified according to the pupils' classroom. For this, an authorship methodology was used developed by the author. The image of the teacher in the imagination of primary school pupils is highlighted for each stage of education. According to the results of the study, the teachers of the pupils highly valued the personal qualities of knowledge and honesty. The study identified the organizational and communicative characteristics of authoritarian and liberal-style primary school teachers. The article presents conclusions on the study of the characteristics of the image of the primary school teacher.

Keywords: *Teacher; Pupil; Person; Emblem; Attitude; Knowledgeable; Self-Confident; Strict; Honest; Authoritarian; Democrat*

I. Introduction

One of the factors influencing the formation of the pupil as an individual is the image of the teacher. The image of the teacher is manifested as an organizer and active participant in the educational process, the owner of a subjective activity that gives a specific direction in the formation of the child's personality and serves to manage it. With this in mind, it is possible to form an overview of the current educational process by describing the personality of the teacher and his psychological image. It is important to learn the image of the primary school teacher through the relationship of educators with pupils. In this study, the image of primary school teachers was assessed through their pupils and their relationships.

II. The Purpose of the Study

Exploring the image of an elementary school teacher through the relationship between students and educators. Identifie characteristics specific to the primary school teacher's image.

III. Methodology

A number of studies have been conducted in psychology to study the image of the teacher [1, 4, 8, 10, 12, 13]. These studies highlight teacher personality traits. One-way research explored the interpersonal relationships between primary school teachers and students [2, 3, 5, 6, 7, 9, 14]. These studies analyze the nature of the student-teacher relationship, the manifestation of personality traits in the relationship, the student's cooperation with the teacher, the dialogic features of the student-teacher relationship..

In some studies, primary school pedagogy has studied the activities of the primary school teacher in the information-educational environment [11, 15]. Of course, in all of these studies, the characteristics of the teacher's image, the characteristics of the activity or attitude, and its impact on the personality of students are highlighted.

In order to study the personality of the teacher in the Uzbek national-cultural environment, a number of studies were conducted [Gaynutdinov R.Z., Jabborov A. M., Saparov Sh., Berdiev G., Rasulov A.I., Qlicheva Z.P. etc.]. In this study, the teacher's personality is studied in various aspects, i.e. the concept of "I" in the system of continuing education of the national school teacher (1), psychological and ethnic characteristics (2), the image of "bad" teacher (3), teacher personality traits in professional college masters (4), from the point of view of the "good teacher" image. However, no psychological research has been conducted in our local context on the study of the image of the teacher in the imagination of primary school pupils.

IV. Methods

The following questionnaires were used:

"Teacher in the eyes of students" – to study the image of the teacher in the imagination of primary school students;

R.B. Kettell's "16-Factor Personality Survey" – to study the teacher personality characteristics;

L.P. Kalininsky's methodology "Assessment of organizational and communicative qualities of the person" - in studying the characteristics of teachers in authoritarian and democratic governance style.

V. Participant

The study involved 296 primary school pupils (82 first-class, 67 second-class, 76 third-class, and 71 fourth-class) and 13 teachers. Their results were calculated by class cross-section, total and average value.

Data Analysis

Students were asked to rate their teachers' qualities of kindness, gentleness, cheerful nature, understanding of students, toughness, knowledge, politeness, honesty, exactingness, self-confidence, fairness in the person of teachers on a 5-point scale. It was explained that each of these qualities should be evaluated separately and evaluated with the highest level of quality - 5 points, less - 4 points, average - 3 points, below average - 2 points, very low - 1 point.

Based on the results obtained, it should be noted that the originality of the perceptions of primary school students about the teacher was observed (Table 1).

Table 1. Indicators of the teacher's image in students' imagination (n = 296)

T/p	Qualities	Classes				Overall average score
		Class 1 (n=82)	Class 2 (n=67)	Class 3 (n=76)	Class 4 (n=71)	
1	Educated	5,0	4,92	4,85	4,80	4,89
2	Honestly	5,0	4,80	4,71	4,66	4,79
3	Self-confident	5,0	4,70	4,68	4,64	4,75
4	Strict	4,77	4,65	4,34	4,30	4,51
5	Fair	4,52	4,56	4,50	4,31	4,47
6	Understanding students	4,68	4,36	4,21	4,36	4,40
7	Merciful	4,78	4,24	3,98	3,66	4,16
8	Demanding	5,0	4,32	3,78	3,42	4,47
9	Gentle	4,66	4,45	4,22	4,10	4,35
10	Cheerful nature	4,02	3,61	3,54	3,21	3,6
11	Polite	3,96	3,87	3,30	3,42	3,63

The teachers of the students put the highest marks on the personality of the teacher on his knowledge (4.89) and honesty (4.79). It seems that students perceive their teachers as the most knowledgeable, the most knowledgeable, the ones who know and understand what other people don't know. From this, it is clear that every piece of information given by the teacher in the primary grades and its instructions are considered the most reliable and accurate for the students. At the same time, students were able to evaluate the professional component of the teacher - his knowledge and his personal qualities - honesty. In addition to the above two characteristics of the teacher, the students were also able to show the importance of his volitional characteristics, i.e. the teacher was perceived as a self-confident person in their imagination (4.75). This allows students to accept teachers as "ideal" people in the primary grades.

In the study, students rated the teacher's qualities of cheerful nature (3.6) and politeness (3.63) as low compared to other qualities. These two personality traits of the teacher should have been qualities that would actually help to take place in the hearts of the students, as the relationship between the teacher and the students is embodied in the teacher's acceptance of the students as sincere, warm and close. Continuing this idea, the main shortcomings of teachers working with students in the educational process are we hypothesize that the teacher's politeness in dealing with students may be the result of a lack of sincere communication and that rudeness has taken its place.

In addition to the politeness and cheerfulness of the teachers in the students 'imagination, they were also underestimated by the kindness of their teachers (4.16) and their understanding of the students (4.40). From this, it seems that in practice, teachers pay less attention to this, despite the fact that interpersonal relationships play a leading role in the pedagogical activity of the teacher, which is always emphasized from a psychological point of view.

The results of the study show that as the level of education of primary school students increases, the dynamics of assessments of teacher qualities decreases. While first graders rated the teacher as knowledgeable (5.0), honest (5.0), demanding (5.0), and confident (5.0), in the second, third, and fourth grades, scores on these qualities declined.

This means that teachers 'initial impressions are followed by observations by students during the learning process, and comparisons of the teacher's performance and attitudes lead to a change in perceptions of the teacher. Pupils' assessments of almost all qualities in the teacher's image were noticeable.

Has a certain style in pedagogical and other activities of the teacher. It embodies the main aspects of his activity, individual - psychological features. The teacher's style of work will reflect the outcome of

self-management, influence on others, and individual experiences. That is why we have studied their authoritarian, democratic, careless pedagogical methods while observing teachers 'interactions with students.

In the study, we also took into account the study of the pedagogical style of the teacher in relation to students in harmony with his personal qualities. To do this, we found it necessary to study by comparing the pedagogical methods of the teacher. Although this issue is not covered in the main topic of our study, we used LP Kalininsky's methodology "Assessment of organizational and communicative qualities of the individual" for additional information. The methodology reflects four levels of psychological qualities: low (0 - 3 points), opportunity (potential) (4 - 7 points), prospective (8 - 11 points) and high level (superzone) (above 12 points). The methodology assesses 10 personality traits. They consist of 160 affirmations designed to study personality traits such as: subordination, orientation, diligence, dominance, self-confidence, assertiveness, submissiveness, psychological tact, stubbornness, and empathy. Application of the method takes 20-30 minutes.

When comparing the organizational and communicative qualities of authoritarian and liberal-style teachers, differences in reliability were almost non-existent. Therefore, we can talk about some cases in their results. In general, the test results showed that the results of educators working in a democratic style were much higher than those of authoritarian teachers. The communicative capacity of democratic-style teachers is much higher. This was observed in their qualities related to diligence, self-confidence, assertiveness and psychological tact (Table 2).

Table 2: Comparative indicators of teachers' results in authoritarian and democratic pedagogical methods

№	Attributes	Authoritarian	Democratic	P
1	Orientation	$4,9 \pm 0,46$	$7,1 \pm 1,12$	0,75
2	Psychological preparation for organizational work	$7,3 \pm 0,71$	$9,8 \pm 0,87$	0,82
3	Striving for dominance	$8,90 \pm 52$	$4,4 \pm 0,82$	0,7
4	Self-confidence	$4,7 \pm 0,61$	$5,5 \pm 0,68$	0,32
5	Demanding	$3,5 \pm 0,57$	$4,9 \pm 0,83$	0,69
6	Perseverance	$3,3 \pm 0,78$	$4,6 \pm 0,8$	-
7	Kindness	$5,3 \pm 1,32$	$6,8 \pm 1,49$	0,43
8	Dependence	$5 \pm 1,21$	$5,7 \pm 1,35$	-
9	Psychological tact	$7,1. \pm 0,66$	$8,92 \pm 1,25$	0,88
10	A sense of empathy	$5,7 \pm 1,34$	$7,7 \pm 1,11$	0,91

The results of the teacher orientation scale (0.75) for working in a democratic style differed significantly from those for authoritarian teachers. Differences in their average values are reflected in the intellect, worldview, and aspirations of teachers working in a democratic style to achieve the common goals of the community. Their needs are aligned with overall community goals. In teachers working in an authoritarian style, the results associated with this scale are much lower.

There was also a slight difference between the results on the performance scale (0.82). We think this quality is important for teachers. Although this quality is slightly higher in teachers with a democratic working style, but in authoritarian teachers it also has a specific scale in this case. Positive results indicate a desire to develop entrepreneurial and organizational qualities (1- diagram).
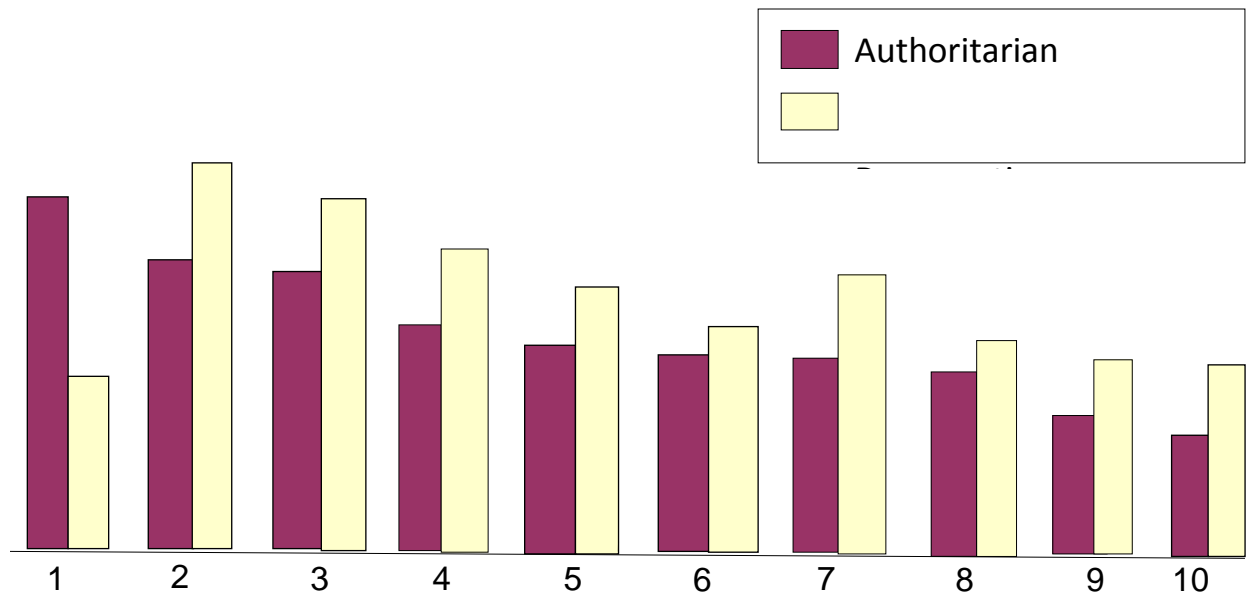
Figure 1. Comparative indicators of teachers' results in authoritarian and democratic pedagogical methods

It is astonishing that teachers with a democratic approach have high scores on the dominance scale. Their results differed from those of authoritarian teachers (0.7). The average value is present in the second group relative to the first group. Since the selection of primary school teachers was studied as the reason for the results, it is sufficient for this stage of education to have some elementary level of democratic work style itself. That is why the results of this scale did not look so high. This can be explained by the low aspiration for leadership and power.

Differences were also observed in the demand scales of both categories of teachers (0.69). Although this scale showed above-average results in democratic-style teachers, their results were not in the potential development zone. Accordingly, it can be said that democratic-style teachers, as demanding people, are determined to achieve their goals.

Differences were also observed in the results of authoritarian and democratic style teachers on the psychological tact scale (0.88). Teachers' performance on this scale is quite high. Of course, it is natural for democratic-style teachers to have a high level of psychological tact. They have clarity. In dealing with students, there is a norm and rhythm of communication. They can also influence those around them and build attitudes according to their individual characteristics. Can find the necessary tone of communication in dealing with children. He is polite and gentle, responsive to natural appeals. I wish all primary school teachers had such a quality. This is an important quality for every elementary school teacher. Unfortunately, it is difficult to meet such quality owners everywhere. But in the process of professional and personal development of teachers, it is important to focus on the formation of qualities specific to psychological tact.

VII. Conclusion

In the primary grades, knowledge, honesty, assertiveness and self-confidence were rated as the most basic qualities for a teacher.

There are differences between authoritarian and democratic communication styles: a) democratic style teachers are characterized by a high level of communication skills, self-confidence, diligence, assertiveness and psychological tact. With this, the owners of this style can be called an effective communicator.

In an authoritarian pedagogue, however, there was a shift away from communication situations. They have independence, avoidance of complacency, indifference, and low communication skills.

The personality traits that characterize the communication style of democratic and authoritarian teachers also differ. For Democrats, emotional stability, confidence, sensitivity, responsibility, and a focus on self-control are reflected, while for authoritarians, it is reflected in reactive balance, courage, tense character, overconfidence, and skepticism.

Differences in communication between authoritarian and democratic style teachers are related to their emotional sphere. Signs of discomfort in a democratic style can be observed. These teachers feel they can express themselves and their needs are met. The professional activity of teachers requires the ability to work and achieve the expected result. Demands on oneself and those around oneself, diligence, work orientation, constitutes the emotional sphere of teachers with a democratic work style.

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