



The Effects of Temperament on Efficiency in the Process of Teaching Teachers

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Annotation: In the thesis, the role of the pedagogue's personal qualities, in particular, his temperament, in the educational process is thoroughly analyzed. Temperament types, temperament and character concepts are compared.

Keywords: personal characteristics, character and temperament, typology of temperament, educational process, pedagogical skills, education and training, personality development.

New views on the process of education, the study of the factors that ensure the quality of education, the analysis of different approaches - it is possible to find productive ways of teaching the complex generation of today's fast-paced world. Educational success depends on many factors. First of all, this is a pedagogical factor. A teacher develops a personality like himself. "A teacher should be a person with leadership qualities and educate such a person" [1. B 17]. Among the individual characteristics of a teacher, there are such psychological characteristics as temperament, character, ability, which play a key role in the teacher's work. For some reason, not enough attention is paid to this factor. Psychological factors already occupy a primary place in developed countries. In this sense, this topic becomes relevant.

It is known that character and temperament are not the same thing, but they cannot be put opposite to each other. Because these two characteristics are always in contact with each other and influence each other. Temperament, dynamic changes of the nervous system are not the same in different activities. Most psychologists believe that temperament does not determine the results of work in popular professions, including teaching, although it has a significant impact on this process and methods.

In many specialized literature, importance is attached to the study of the temperament of the student, that is, the listener, but not much importance is attached to the temperament of the teacher. However, the teacher's temperament, its positive and negative aspects have a great influence on the training process and the educational process. Even the head of the institution needs to know the personal qualities of the teacher today. Because today's reader and listener activation issue is one of the acute issues of the time.

The influence of the teacher's individual-typological characteristics on the field was studied for the first time by N. Levitov, later by scientists such as Ye. Korchinsky, N. Pichko, R. Khmelyuk [2. B 177]. Despite the relevance of this issue, it should be recognized that it is little studied. Experiments show that the temperament of each type of pedagogue affects the activity of the lesson, whether it is interesting or boring.

Below we will consider the aspects of the teacher's temperament.

"Choleric - very active and energetic, active, energetic, bold, daring, but unrestrained, prone to affect. Most of the time, enthusiasm (reactivity) prevails over activity" [3. B 296]. He does not lose his temper when faced with difficulties, he diligently tries to overcome them, and his impatience



and irritability interfere with pedagogical activity. Choleric teachers need to control their behavior, overcome their impatience and, of course, try to be patient. For this, it is necessary to study and understand pedagogical activities in depth, to know the requirements for the personality of a pedagogue. This should be taught to students in the pedagogical direction during the educational process.

Phlegmatic - calm, restrained, able to manage himself well - this is especially important for a pedagogue. Because not all young people are faithful and orderly. That is why it is important for the teacher to be calm and patient. But its slowness hinders the proper distribution of training time. Also, monotony, and slowness, lack of emotion can make listeners sleepy or bored.

A sanguine pedagogue is cheerful, enthusiastic, enterprising, enthusiastic, able to quickly adapt to new conditions, quickly concentrates and distributes his attention, deep thinking, intelligent, has high organizational skills. These qualities bring success in pedagogical activities. But he does not have any negative aspects: he has a low desire to do daily tasks, he tends to do only interesting things, he can overestimate his work, and he does not notice his shortcomings. This can affect the work they do, the methods they choose, and the results they achieve. Instability, light-heartedness, and superficiality appear in Sanguine's actions.

A melancholic temperament is not considered a very good option in pedagogical activities. In melancholia, there is as much emptiness, impressionability, and susceptibility to excitement as there is laziness. A melancholic can hardly tolerate changes in life, news, loses himself in new circumstances, is very impressionable, daring, limited (closed). It is necessary to deal with it very carefully. Unexpectedly strong mental and emotional activity is very dangerous for melancholic. It is preferable for him to work on the basis of a well-thought-out, orderly, systematic work plan. A melancholic underestimates his capabilities, has low self-confidence, and is hindered by strong emotional arousal, attention to small details, and constant worry in pedagogical activities. Melancholy teachers often feel that negative behavior of listeners-students is laughing at them. It is the unruly students who lose the opening opportunities of this type of teachers. That is why it is painful and unpleasant to go to classes and be alone with students. High emotional arousal in melancholics interferes with adaptation to external stimuli, causes a quick itch in their nervous system, creates an unpleasant impression on the development of events, and increases the feeling of dissatisfaction with one's pedagogical activity.

Positive aspects of temperament include choleric activity, enthusiasm, enthusiasm; mobility, support, agility, enthusiasm of a sanguine; phlegmatic calmness, patience, unhurriedness; one can say the soft nature of melancholy, cheerfulness, tact, depth of feelings and endurance.

Aspects of temperaments that negatively affect work include choleric's inability to control himself, tension; Sanguine's changeability, lack of judgment, light-hearted approach to the situation; It is possible to mention the phlegmatic's slowness, indifference, emptiness, melancholic limitation, indecision, restlessness, low ability to work, quick fatigue, emptiness of the nervous system.

It can be said that the melancholic type, with its empty and sluggish aspects, is not considered acceptable for teaching. True, maybe he will be a good teacher, but at what cost. In exchange for the end of his nerves, increased neurosis.

Famous psychologists B.M. Teplov, N.S. Leutas emphasized that the weaker types, both biologically and medically, were the less beneficial types. There is no need to exaggerate their capabilities. These opinions of scientists should not be forgotten, especially when choosing a pedagogue for the higher education system.



Another fact should be noted. The positive and negative aspects of each temperament are influenced by the environment in which it is adopted. For example, if a choleric teacher works in a team that is open, uses each other, and praises the work results, his positive aspects will increase and the work coefficient will increase. He can control his negative aspects and prevent them from manifesting. On the contrary, if there is no unity and a healthy psychological environment in the team, its irritability, recklessness, and lack of self-control will increase and will intensify the emotions.

If the head of the institution and the team are carefully prepared for the performance of each job, the sense of duty and responsibility is always in mind, then in such conditions the sanguine-teacher will be well formed and develop. Otherwise, the teacher begins to neglect his work as a result of his dissatisfaction. He starts running away from everyday work, unnecessary and useless work. Daily paperwork that is not beneficial to pedagogical activity, unnecessary formality in work, formalities reduce the educational process and increase the feeling of dissatisfaction with one's work. At the same time, not checking the work, not taking into account the results of the activity can have a negative impact on the work of this type.

Good organization of the life of the pedagogical team, demand for the quality of work has a positive effect on the activity of a phlegmatic teacher. If there are such conditions, this type of laziness, inattention will not turn into carelessness, laziness.

If there is goodwill in the team, the work of the melancholic type will be much easier. The anxiety and limitation in it recedes. It increases self-confidence.

The manifestation of temperament, in turn, affects the formation of character, affects the performance of work, goals and motives.

It is worth mentioning that the interest in pedagogical activity also causes positive or negative manifestations of temperament.

The manifestation of temperament also depends on the general culture, upbringing, and spirituality of that person.

Considering that the leitmotif of military higher education is the quality organization of the military education process, this is done through the development of pedagogue-cadet-commander relations. An individual approach to each teacher has a positive effect on their attitude to work, adaptation to the team. This means that if the team leader is interested in the social, mental, and economic status of each teacher, taking into account his temperament, first of all, he will create a positive environment for the lifestyle of this person, and secondly, a healthy psychological environment will be created in the workplace, and this is a useful work. increases the coefficient. Thirdly, the effectiveness of education increases.

Studying the positive and negative aspects of one's own temperament allows the teacher to choose methods of individual approach to work. In fact, learning to learn and control one's own temperament should begin in the process of studying at the higher education of pedagogy.

So, it can be concluded from the above that it is necessary to know and study temperament. Then we will have the opportunity to stop the negative aspects that interfere with the pedagogical activity, and rely on the positive aspects that help to develop the activity. The teacher's temperament plays a key role in the process of organizing classes. All temperaments are not equally pleasing to all listeners and do not have the same effect on their learning. No matter how much the material base, standards, curricula, programs and textbooks are improved in education, achieving the expected main result, providing deep and thorough knowledge, achieving high-quality mastery directly depends on the creativity, inquisitiveness, competence, and pedagogical skills of the teacher who conducts theoretical and practical training, and the student's stay in the educational center requires



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