

PSYCHOLOGICAL CHARACTERISTICS OF TEACHER-STUDENT COOPERATION IN THE PROCESS OF INNOVATIVE EDUCATION

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Abstract

In this article, the teacher and student cooperation, the interaction interval, and psychological characteristics of situational and personality disturbances in the educational process of higher educational institutions are analyzed based on the implementation of psychodiagnostic methods.

Keywords: Teacher, student, cooperation, activity, behavior, attitude, communicator, disturbance, situation, personality, distance, subject, characteristic.

Introduction

The problems of training qualified intellectual specialists, improving the activities of higher education institutions, supporting creative, talented, and demanding students, and ensuring the quality and efficiency of education remain urgent in the world. On this basis, it is worth noting that the organization of innovative educational activities in higher educational institutions, and the clarification of teacher-student cooperation in the educational system according to today's requirements is the essence of psychological factors that are quite reliable for the educational process. It makes it possible to open. Because any innovative process is one of the important issues of the educational activity. Therefore, in researching the cooperation of higher education subjects, it is possible to analyze what the relationship between them looks like by putting it into practice based on psychodiagnostic methods.

Methods:

It is appropriate to use Y.Y.Rijonkin's "Communicative Distance Measurement Methodology" [4] to determine the psychological aspects of teacher-student interaction. In the organization of innovative educational activities in the higher education system, teacher-student relations are researched according to the following criteria according to the nature of this methodology: mandatory-necessary relationship interval; such as negative-formal interval, positive-formal attitude interval, necessary-obligatory attitude interval.

At this point, it is possible to distinguish the aspects that represent the gap in teacher-student cooperation for solving the problem as follows: the group indicators of the results

obtained using this methodology are evaluated in two directions, the first is its communicative zone (GCZ), and the second is his pursuit of the communicative zone (GKZA).

Here, the communicative zone of the group (GCZ) represents the activity of communicating with each other by its members, as well as the overall activity of the group. GCZ indicators include values in the range from +1 to -1. In this case, the "+" sign indicates an increase in the activity of entering into a relationship, and the "-" sign indicates its decrease. The GCZA indicator means the relationship between the process of receiving and transmitting information in the communication between group members. GCZA indicator ranges from +0.5 to -0.5. In this case, "+" represents mastering the process of information transmission, and "-" reflects information reception and mastering. The relationship between the processes of receiving and transmitting information determines the role of the members of the partnership in the transaction.

Result

In the process of innovative educational activities, the teacher-student cooperation activity leads to the formation of the "subject-subject" relationship or the "teacher-student" relationship system. Otherwise, it is natural that the absence of such a relationship creates antipathy in the relations of the subjects. According to the results of the research, it is possible to say that the relationship between the teacher and the student in the cooperative activity is clear. According to the results, it is possible to observe some situations typical of today's higher education institutions in the range of their attitude in the conditions of cooperation, four indicators in their analysis, namely the communicative position of the teacher-student, the position of the respondent, the communicative zone of the group (GCZ) and striving for the communicative zone (GCZA) are taken into account.

Table 1 Indicators of the relationship between teacher-student cooperation

No	In transaction communicativeness	Teachers (n=111)	Students		
			I course (n=119)	II course (n=111)	III course (n=109)
		M ± s	M ± s	M ± s	M ± s
1.	Communication (Lc)	0.75±0.36*	0.76±0.41	0.69±0.39	0.59±0.20
2.	Responsiveness (Lr)	0.73±0.24**	0.70±0.35	0.62±0.32	0.46±0.11
3.	group communicative zone (GCZ)	0.65±0.22	0.56±0.21	0.49±0.33	0.35±0.12
4.	group communicative to the zone aspiration (GCZA)	0.26 ±0.09*	0.14±0.21 *	0.12 ±0.22	0.10±0.23

* r < 0.05, **r < 0.01

In teacher-student cooperation, the communicative feature plays a special role in managing the educational process, determining its results, and students' acquisition of knowledge, their attitude to the subject, and their formation as individuals. Therefore, it is possible to interpret some critical cases in this regard in the research work.

When analyzing the communicative position of students in courses following the teacher's communicative activity, today, in the evaluation of the communicative position of the teacher-student relationship in the conditions of this cooperative activity, the results have a statistically ($r < 0.05$) level of reliability.

Communicative qualities of students had a value of 0.76 in the 1st year, this indicator had a value of 0.69 in the 2nd year and 0.59 in the 3rd year. The results of the comparison according to the criterion of methodology reflected two different levels. These cases can be explained as follows: the tendency of first-year students to enter higher education and work with new teachers, the desire of each student to show positive aspects in interpersonal relations in a new environment and to be noticed by others, causes the level of confidence in communication activities to be taken from the heart. On the contrary, with the increase in the educational level of the students, the communicative indicators decreased. In subjects of the II course, the indicator of communicativeness was 0.69. This showed that with the increase in their educational level, there is a decrease in the level of relations and cooperation of subjects. Compared to the first course, it was observed that the cooperative activity and communicative characteristics of the students of the second course fell from the level of confidence to a formal conventional attitude. If the students' communication skills decrease, it can be assessed as a result of the decrease in their cooperation at certain points, the teacher's indifference to the students in the teaching of academic subjects, and the decrease in mental activity. The reasons for such appearance of the results can be interpreted in connection with the activity (activity) of the teacher and students. Also, this tradition was observed in the results of third-year students (0.59). It is surprising that as the courses increase, the communicativeness decreases. On the contrary, it concludes that the development of a person in an environment that is appropriate for his age and personality should give positive results. We think that the low level of communication skills of students in the II and III years encourages them to make some assumptions about themselves and their teachers. First of all, it is because they did not get enough information when starting a relationship with teachers, the psychological environment in the courses is not stable, they could not accept their teachers as people close to them, or the educational process is forced.

Secondly, the fact that the teacher's communicative activity is at the level of formal conventionality (0.75), and the fact that the communicative activity is very formal in their interaction indicates the shallowness of the psychological mechanism of the "teacher-student" system.

Another aspect of the decline in students' communicative activity can be assessed as a consequence of the lack of knowledge about the level of personal and professional maturity of teachers, that is, the tact of cooperation, teaching skills, congruence, and age characteristics of students.

The second thing to pay attention to is that when the question arises about the role of the communicative zone of the group in teacher-student cooperation, our research has shown that the desire of all course students for the communicative zone of the group can be

evaluated as positive when compared to their situation. There is no room left. Because this indicator was observed in first-year students (0.56), second-year students (0.49), and third-year students (0.35). If we compare them according to the criteria of the methodology, then the results of all three-course students lead to say that the group embodies the formal-conventional range in terms of the group's aspiration to the communicative zone. The fact that the results appear in this way indicates that group intimacy is somewhat diffuse regarding individual tacts of communication levels and closeness of the subjects in the cooperative conditions of higher education. If we consider that the desire to establish a relationship with each other in cooperative activities is a phenomenon that occurs as a process that occurs on their part, then the result of teachers was not significantly different from that of students (0.65). The desire of teachers towards students (0.65) is reflected in the official level. So, teachers' cooperation with students not only individually, but also in groups is manifested more formally. Theoretically, in the theoretical sources of the teacher-psychological field, it is recognized as a reality of high importance that the results of teacher-student cooperation move from the formal level to the form of mutual respect and trust. Therefore, for the cooperation of subjects, it is necessary to follow the principles of mutual sympathy and empathy, mutual respect and support. It is natural that in the conditions of teacher-student cooperation, the cooperation takes on a very formal nature, and difficulties arise in their assimilation of knowledge and in accepting their teachers as individuals.

To clarify the above relations, if we analyze teacher-student relations according to the group's striving for the communicative zone, we are sure that they have a new view of the conditions of cooperation. At this point, we should mention that the values of the teachers "on the group's striving for the communicative zone" are teachers (0.26), students of the first year (0.14), students of the second year (0.12), students of the III years made up (0.10). Such a pattern of the results indicates that there is a view that interprets somewhat complex psychological situations for teacher-student cooperation. Because the examinees on this scale showed that it can take a negative official tone. This leads to the argument that the student does not take the information given by the teacher seriously, does not take it seriously, and has low goodwill, on the contrary, the teacher tries to forcefully convey the information presented to them to achieve his goal.

Therefore, it is observed that although the level of official conventionality for teacher-student cooperation is unique, it may not give positive results in creating an environment of cooperation and harmony.

Forming a unique form of teacher-student cooperation in the higher education system is a problem that requires attention to each person's stage of maturity in terms of time. Psychologists and teachers are attracted to the question of what stage of their cooperation can be most effective.

In this regard, Ch. D. Spielberger-Y.L.Khanin [2] can refer to the methodology of self-assessment. It is known that the educational process is complex and rich in various situations. In this case, the problems of mutual understanding between the teacher and the

student, the inability to perceive or accept each other, the inability to evaluate the situations that occur can be understood in the value system, and the observation of incomprehensible situations, the lack of empathy, the inability to determine the etiquette of communication, as a result of the mismatch of worldview and goal, many aspects related to the level of maturity of the person are visible. For this reason, it should not be forgotten that defining the psychological description of teacher-student cooperation for a certain time in the process of innovative education creates a very controversial attitude.

According to Y.L.Khanin, state anxiety or situational anxiety is the same thing, that is, a person often responds to psychological stressors (anticipation of negative relationships or aggressive reactions, perception of discomfort in relationships expressed to him, self-esteem facing aggressive situations and others) are various reactions manifested about others. The second scale of the methodology, i.e., personality disturbance (PD), reflects dispositions, characteristics, and feelings that give insights into individual differences that represent the influence of various stressors.[2.59.]

Here, a relatively stable attitude of a person is meant when situational anxiety increases and he perceives aggression against his "I" in various situations. Because of this, personality disorder is largely dependent on his previous experiences. But in managing personal anxiety, he has to deal with constant situational anxiety.

Situational anxiety (SA) and personality disorders (PD) are scales with different definition criteria according to the nature of the methodology. Because SA is a scales that assess how the subject feels at the moment, and PD is a scale of habitual feelings.

Indicators of students on the results of self-assessment

	I course		II course		III course	
	Circumstance	Personality	Circumstance	Personality	Circumstance	Personality
M ± s	47.72±6.67*	51.64±5.96*	37.84±6.87	33.80±6.32	28.36±7.08	25.72±4.5

*P<0.05

In the course of the research, it was observed that the results of the students' situational and personality disorders were relatively different (47.72±6.67, r<0.05). This is because students are studying under the guidance of a new team of teachers, adapting to a new environment, interpersonal relationships, the relationships expressed by group members, the goodwill in identifying their personal "I" in the group, although they have some, but led to the observation of moderate perturbation. Secondly, it led to the observation of a high rate (51.64 ± 5.96 r<0.05) of first-year students' anxiety related to personality. As mentioned above, situations related to the transition of first-year students to higher education showed that they have high levels of both situational anxiety and personality anxiety. The fact that students come from different regions and do not yet know each other well, and new demands are made by their teachers as influencers are the reasons for their increased anxiety. This requires students of the first year to feel responsible, to be present,

and to have a personal position to approach and agree on harmony with their teachers and group members. Also, based on this view of the results of the research conducted with students, the presence of situational anxiety and personality anxiety indicates that, on the one hand, the subjective experiences of a person are important for controlling their behavior. Therefore, during the educational process, the teacher should create an optimal atmosphere of anxiety for each participant in his relationship with students.

II courses annoyance status relatively medium gradation values (SA (37.84±6.87, PD(33.80±6.32, $r < 0.05$)). This to their I courses than one so much to situations relatively adaptability, teachers to the person and we are teachers assess the environment will receive to the degree grow up from the past testimony gives From this it seems that in II courses annoyance slowness with fade away to go in their responsibility of feeling to the decline of teachers requirements irresponsibility with approach, inactivity and to situations relatively indifference cause releases.

In III-year students, SA (28.36±7.08) and PD (25.72±4.57) showed low gradation. This causes them to tend to overestimate their behavior because some experience has arisen in the personal position of the disturbance, which has caused personal stability. As a result of this, carelessness in the relationship of students with teachers leads to a preference for their behavior and a decrease in the sense of responsibility. When determining correlational relationships between SA and PD scales, certain significant correlation coefficients were noted in these relationships.

Correlation relations between SA and PD of courses ($r = 0.419$, $r < 0.05$). At this point, it is worth noting that the correlation between the scales of self-evaluation of students is useful in the analysis of the dynamics of their youth. Significant and different relationships can be observed in the correlations between the self-assessment scales of the participants.

Table 3 Correlational relations between the indicators of self-esteem of students

Courses	Scales	I course		II course		III course	
		Circumstance	Personality	Circumstance	Personality	Circumstance	Personality
I	Circumstance	1	0.419*	0.455*	-0.314*	-0.368*	-0.121
	Personal link		1	-0.325	0.037	-0.042	0.13
II	Conditional link			1	-0.453*	-0.555**	-0.08
	Personal link				1	0.880**	-0.081
III	Conditional link					1	-0.011
	Personal link						1

* $r < 0.05$, ** $r < 0.01$

At each stage of the educational process, the personal development of students is natural, therefore, the situational anxiety in the first year and the situational anxiety in the third year did not require each other or the opposite relationship between them, that is, the

situational anxiety in the first year was with their classmates and teachers. Getting used to the current attitude is considered an indicator of preparing oneself according to it, in the second case, situational anxiety in the III courses is due to the departure from the usual environment and the expectation of a new attitude environment it is necessary to put forward the assumption that related situations can also disturb ($r=0.368$, $r<0.05$). This causes them high anxiety or general indifference. According to the psychological law, the norm of anxiety provides an opportunity to control a person's sense of responsibility and activity and to take a personal position.

Summary

As can be seen from the above-mentioned points, it is possible to observe that it is important to take into account the psychological characteristics of the distance activity process and the situational and personality evaluation of the participants of education in the interaction between the teacher and the student. Therefore, it is important to effectively organize innovative teaching activities, focusing on the cooperation between the teacher and the student in the identification of psychological problems in the higher education system, which requires the teacher to rely on extensive knowledge and experience. Does. Also, the cooperation of the teacher with the student in the training of mature specialists is determined by the organization of innovative education based on the requirements of the time.

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