

Important Aspects of Pedagogical Treatment Etiquette

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ABSTRACT

the ethics of a teacher is a set of professional and moral characteristics of a teacher, manifested in his relationships with students, colleagues, parents, heads of an educational institution, with an explanation in the educational process of laws, tasks, principles, concepts, requirements, criteria of universal and national morality. The etiquette of a teacher is primarily manifested in the relationship between the educator and the pupils. However, it is worth noting that this approach is a somewhat limited point of view. After all, the professional ethics of the educator is manifested not only in the process of his communication with the pupils, but is also expressed as a primary need throughout his entire activity.

This article examines the social qualities of a teacher and the ethics of a teacher's treatment from a pedagogical point of view.

INTRODUCTION

Today's time, along with all branches, requires bringing science to a new level. Therefore, fundamental research is becoming increasingly important in the development of science. It is through them that new knowledge is acquired and theories are formed. In other words, without science, it is difficult to solve the pressing problems that society is facing today.

Today's tense time sets us extremely important and urgent tasks for the development of the education system among all spheres. Because both the cornerstone of progress and the force that makes a country powerful, a nation great, is science, education and upbringing. The main goal of education is to educate young people happy, dear, respected and devoted to their time.

RESEARCH MATERIALS AND METHODOLOGY

The development of science and modern technologies is one of the priority tasks that must be addressed in the implementation of socio-economic development of the Republic of Uzbekistan. And in order to perfectly fulfill such a responsible task, great importance is attached to the accelerated development of national science and the personnel training system.

It is known that the sign of how much a person has used his intelligence is determined by the amount of knowledge he has acquired. The more a person uses his intellect, the more knowledge he has and the higher his social essence. In addition, man differs from other beings in many secondary characteristics. One of the minor differences between man and other beings is that he is moving towards a certain goal.

Based on the idea “Enlightenment against ignorance”, it is advisable to develop strategic directions for organizing continuous spiritual and educational training and propaganda work in society, influential, creative and innovative methods, conduct effective propaganda work against various internal and external threats to peace and tranquility, sustainable development of society. our country, values, traditions and humanitarian ideas.

A new model of education is a new one, that is, the introduction of new innovations in the field of education at the level of state policy, at the level of attention to the achievements in the world in the field of education at the present time, the implementation of education with the introduction of an information and communication system, pedagogical technologies. The goal is to get the maximum possible result from the amount and effort spent in the educational system or on the application of innovations in educational activities. The difference between innovation and any innovation is that it needs to have a variable mechanism that allows for control.

One of the important aspects inherent in modern education is the achievement of the innovative nature of pedagogical activity. The issue of giving the profession an innovative character of pedagogical activity in developed foreign countries has been seriously studied since the 60s of the last century. Innovation as a system in itself is an interaction of relations or processes, firstly, internal logic, and secondly, the consistent development of novelty, introduced after a certain period of time and demonstrating it to the environment.

The difficulty of education is that it never ends, that is, it is necessary from birth to death of a person. In addition, we would dare to re-educate children who have been replaced by a generation brought up anew. This testifies to the relentless periodicity and eternity of education. Therefore, the role of the teacher in conducting educational work is very important.

“A teacher should have such a leadership character, be a person with high morale and educate such a person. When a person's spiritual world is high, naturally, this also finds expression in his practical activities, his ideas permeate society”[1, 28].

“The teaching profession did not appear today or yesterday, the history of its origin is connected with the past. But in what psychological factors does spirituality and political beliefs of a modern teacher manifest themselves? What spiritual world lives in the heart of the teacher? Have you ever wondered? This question is one of the big problems that modern teachers are waiting for solutions to in their activities”[2, 307].

The problem of the teacher-student relationship is a traditional psychological and pedagogical problem that has been the subject of research by many domestic and foreign scientists. At the same time, in the modern educational situation, this problem has become especially urgent due to the growth of child aggression and deviations.

The learning process is the unity of teaching and learning, where the activities of the teacher and the student are interconnected. It is also a mixed system of relations of different types. In other words, the school is like a huge social mechanism, the characteristics of which depend on smaller links - management, teachers, groups of students, thematic subgroups, each of which has its own distinctive features. I would like to pay special attention to the key type of relationship – teacher and student, as well as the fundamental element of the transfer and acquisition of knowledge, but also the disclosure of psychological well-being in an antisocial person. Not only has the academic performance, but also the upbringing, socialization, development and, to a large extent, the student largely depended on the way the educational material is presented and the assessment of its assimilation by students.

First of all, the teacher is in the position of a mentor for the student. Considering this type of relationship, one can understand that the dominant element here is the teacher; it is he who takes full responsibility for the assimilation of educational material. The unity of the educational process is determined at the goal level. It is necessary to ask important questions: does the student have goals (then what?), does the student know how to learn and is there an autonomy of the educational process? First, we need to coordinate these goals in order to give accurate answers to these questions.

But in turn, the student understands that the teacher is more important, that you need to listen to him and take his opinion into account; unquestioningly take on faith everything that the teacher says; feel protected by him. This is the main type of relationship that is familiar to everyone, especially elementary school students.

RESEARCH RESULTS AND DISCUSSION

In order to find a suitable “key” to cognition of the content of the individual's psyche, it is necessary to use all the mechanisms of perception and take into account all its aspects, surround the student with an atmosphere of “affectionate good nature”, thereby drawing a portrait of the teacher-parent in the child's mind, encouraging trust.

Every person is born with a sense of self-worth. And any process of introduction to life, education, upbringing is to some extent a process of coercion. How to force without diminishing self-esteem? This is art. Only an artist can do this. Therefore, it is necessary to single out love for the child as the main idea that an adult can give so that the child can develop properly. Communication without interest in the child and without love for him is nothing else harmful communication.

The content of the concept of pedagogical etiquette, along with morality, includes economic, political, legal aspects. In the formation of the qualities of pedagogical etiquette as a component of moral education, it is advisable to analyze related concepts in two directions: the first is the attitude of society to the personality of the teacher; the second is the attitude of the personality of the teacher to society.

The essence, the main content of teacher etiquette is expressed in moral qualities that are important for pedagogical activity. Universal and national-moral qualities are very necessary for all people, people of all professions, including teachers and educators. Moral qualities are expressed in the form of moral rules, norms, requirements, criteria that regulate a person's behavior, character in the process of Labor. The norms of morality arise from the influence of public opinion, the power of mass custom and example, in contrast to the norms of law, which are carried out by various laws of the state.

The etiquette of address by its nature, in its essence, is a social phenomenon. Social patterns are manifested in the etiquette of treatment in the pedagogical process. The basis of pedagogical etiquette is based on the spiritual, universal and national moral values accepted in society. Public relations regulate and direct the etiquette of treatment between participants in the pedagogical process. “The teacher constantly influences the daily behavior and character of students in order to educate them in such qualities as mental, moral, physical, aesthetic, diligence. The experience of public life shows that if a person studies, studies, works hard on himself in his personal interests, he can get a higher education. But in order to become a real perfect person, he must be brought up on high human qualities, in addition to education and education. Only those who possess such qualities are considered a well-mannered person”[3, 12]. Each of the public relations has its own specifics, criteria. These features and criteria are determined by the sphere of social activity, the nature of interpersonal relationships. The etiquette of treatment is based on the relationship between the moral principles that a person should follow and the extent to which a person accepts them, between personal and social interests. The etiquette of the address also has a direct evaluative nature. On the other hand, moral assessment controls, regulates the behavior, behavior of people. Attitude-relationships are evaluated depending on how much a person adheres to moral principles, rules, requirements, “moments”, customs in his behavior and activities.

In pedagogical Ethics, an aspect of the etiquette of treatment, for example, the attitude of the teacher to his profession, the duty of which can be analyzed separately. The teaching profession imposes certain requirements on a person, but how the teacher fulfills these requirements is not yet reflected in these requirements. The teacher's treatment of the participants in the pedagogical process is also seen as a personal human relationship of people with each other, which is manifested in the behavior, behavior, form and methods of work of the participants in the pedagogical process. Mutual ethical

assessments between them also play an important role.

CONCLUSION

Pedagogical treatment-it will be difficult to distinguish their moral and spiritual associations from each other, since emotion interferes in relationships. Therefore, when talking about such phenomena, the concept of a moral-mental situation in the pedagogical community is usually used. Hence, the teacher's treatment etiquette is a set of moral relationships that occur when he performs his unprofessional function with the people with whom he communicates, institutions.

On the basis of this approach, the etiquette of pedagogical treatment can be conditionally divided into the following groups:

the treatment between the teacher and the students; the treatment between the teacher and the pedagogical community;

the treatment between the teacher and the parents;

the treatment between the teacher and the heads of schools. In the etiquette of treatment, the moral consciousness of the teacher, the level of maturity of his moral activity, moral needs and moral directions, the unity level of his work with his word, so to speak, the active life point of view of the teacher is manifested.

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