

PSYCHOLOGICAL OF PERSONALITY TEMPERAMENT FEATURES

Mirzayeva Shahnoza Ubaydulla qizi

Graduate of the International University of Asia

In order to implement an individual, psychologically based approach to children, you need to correctly imagine their temperament. During a short acquaintance with a child, one can get only some, more or less bright impressions about the dynamic definition of the psyche. But they are certainly not enough for correct judgments about the characteristics of temperament. Knowing the conditions of the student's development, comparing the information about his behavior and activities in different situations, it is possible to distinguish random behavior, habits, and the main signs of temperament. An important method of studying the uniqueness of the dynamic view is to compare students, as far as possible, with each other under equal conditions.

In order to include the student in a certain type of temperament, first of all, it is necessary to make sure that the following qualities are expressed in one way or another:

1. Activity. It is concluded that with what level of enthusiasm (firmness) the child strives for new things, tries to influence and change the people around him, overcome difficulties and obstacles.

2. Emotionality. It is concluded about him according to his perception of emotional effects and his tendency to find reasons for emotional effects. It is noteworthy in this respect that emotion is manifested as a motivating force for a certain behavior, as well as how quickly one emotional state is replaced by another.

3. Specific characteristics of motor skills. They are manifested in the speed, tension, rhythm, amplitude and other signs of muscle movements (some of them also determine the motor skills of speech). This aspect of temperament manifestations is the easiest to observe and evaluate.

It is necessary to take into account the presence of age-related characteristics of temperament: each childhood age has its own characteristics of activity, emotionality and motor skills. In particular, the characteristic signs of activity for young school age are the ease of arousing interest, readiness to pay attention to any external stimulus and the insufficient duration of attention, the relative slowness and sensitivity of the children's nervous system. is Emotionality and motor skills at this period of life are certainly different from, say, adolescence, especially adolescence. The signs of one or another type of temperament in a child cannot be looked at separately from his age, they always appear against the "background of the young age".

Each type of temperament can manifest both positive and negative psychological characteristics. If the energy and passion of the choleric are directed to worthy goals, they can be valuable qualities, but insufficient balance, emotionality and immobility, without the necessary training, lead to intemperance, tension, and a tendency to constantly get hot. the sentence to be expressed. The Sanguine's liveliness and responsiveness are valuable traits, but insufficient training can lead to lack of proper focus, superficiality, and multitasking. Phlegmatic's composure, patience, lack of haste are valuable features. But in the unfavorable conditions of upbringing, there is a possibility that they will make a person relaxed and indifferent to many impressions of life. Depth and stability of feeling, emotional sensitivity are valuable qualities of melancholia. However, in the absence of appropriate educational influences, representatives of this type may become completely absorbed in their personal experiences and develop excessive shyness. Thus, the same initial characteristics of temperament do not determine in advance how they will develop in a positive or negative direction. Therefore, the teacher's task should not be to try to change one temperament to another (which is not possible), but to promote the development of the positive aspects of each

temperament through regular work, and at the same time to develop this temperament. is to help you get rid of the negative aspects that may be associated with it.

What is considered the result of lack of education should not be attributed to temperament. For example, the lack of patience and self-control in behavior does not necessarily indicate a choleric temperament, it can be the result of a deficiency in upbringing in any temperament. Excessively easy change of interests and inclinations, lack of self-control, indifference to others, timidity and other negative defects of a child (as in adults) are not characteristics of temperament, but the result of the influence of people around - in the same cases, pampering the child it can consist of smothering and encouraging whims, in other cases excessive rigidity and suffocation of independence, oppression. At school, a student may appear to be fearless, almost unable to control himself, giving the impression of a very melancholic type of person, but in reality this may not be the case. For example, his behavior may have been influenced by the fact that he was lagging behind in academic subjects, or there was a wrong relationship between him and the class team.

This should not lead to an underestimation of real differences in temperament. Knowing the characteristics of children's temperament makes it possible to correctly understand some of the characteristics of their behavior, to change the methods of educational influence in a necessary way.

It was specially studied how the negative assessment of the pedagogue affects children with the same interest in learning, but different temperaments. It is known that if a student with a strong nervous system has a stimulating effect of a negative evaluation, then a student with a weak nervous system will experience depression, confusion, and loss of self-confidence after such evaluation. was determined. It is clear that different influences of students require different pedagogical tactics.

Teachers know that changing the school schedule, replacing one lesson with another disrupts the normal functioning of the class. Some students adapt to these changes easily and quickly, and others slowly. Differences in temperament should be taken into account when explaining such facts. Children who are a bit slow can't immediately join new activities, they even have difficulty moving from one activity to another in a lesson in the same subject (for example, switching from listening to the teacher's explanations to writing, etc.). At the same time, the frequent change of activity in highly active children often keeps the state of activity in classes.

Often, children with choleric and melancholic temperament require special attention from teachers. It is necessary to regularly protect the first ones from being overly influenced, to teach them to behave themselves, to be resilient, and to cultivate the habit of working in a more calm and balanced manner. In the latter, it is necessary to develop confidence in their own strength, encourage their activity, and demand behavior related to overcoming difficulties. Children with a weak nervous system need a certain regime and work in a certain manner.

In appropriate conditions of education and a weak type of the nervous system, a strong will can develop, and, on the contrary, if the nervous system is of a weak type, under "special" conditions, lack of energy and signs of helplessness may appear. Not every choleric is strict, and not every sanguine is soft-hearted. These feelings must be formed. This requires a certain level of self-control and self-discipline.

It is necessary to teach a growing person to gradually consciously control his behavior and activities. This thing happens differently in different types of people with temperament. For example, if it is easier for a choleric person to form the speed and determination of behavior than a phlegmatic person, it is easier for a phlegmatic person to cultivate the habit of self-restraint and coolness than a choleric person. Temperament is known in the fact that for one student, the same methods of forming one or another mental qualities are necessary, and for others, other methods are needed.

It is exemplary that the characteristics of temperament can be manifested in different aspects of life (for example, in school and home conditions); certain manifestations of temperament can be

limited and diverted in one or another direction under the influence of the developed guidelines and habits. In other words, temperament affects behavioral characteristics, but does not determine them in advance: educational influence and the system of relations of a growing person to the surrounding world are of primary importance.

The characteristic of temperament, that is, the characteristics of the dynamic side of the psyche, is only one of the conditions for the development of the important characteristics of the psyche that make up a person's character.

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