

**PSYCHOLOGICAL IMPACT OF TEACHER PERSONALITY AND PEDAGOGICAL COMMUNICATION STYLE ON STUDENTS' ACADEMIC DEVELOPMENT****Jabborova Malohat Azimovna,**Associate Professor of Shakhrisabz State Pedagogical Institute,  
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**Annotation:** this article scientifically analyzes the personality of the teacher and the psychological impact that his pedagogical style of communication shows on the educational motivation, the effectiveness of mastering and the emotional environment of students. Empathy, interactivity and an individual-oriented approach in the process of communication are highlighted as a decisive factor in the intellectual and social development of the student.

**Keywords:** teacher, pedagogical communication, motivation, empathy, academic mastery, educational process.

**Introduction.** In the educational process, the teacher plays an important role not only as a source of knowledge, but also as a psychological motivator, communicator and educator. Therefore, the teacher's personality and his communication style have a direct psychological impact on the student's learning process.

The teacher is the organizer of the educational process. The teacher provides students with the necessary advice during classes, in additional classes, and also in extracurricular situations. An important vital role of each teacher is to be a master of his own work.

The teacher's skill is manifested in his work. First of all, the teacher must have a good grasp of the laws and mechanisms of the pedagogical process. In this sense, the generalized skills of the teacher and his pedagogical techniques are of great importance.

However, skill is a special power. The achievement of pedagogical skill is achieved with certain personal qualities of the teacher.

Pedagogical skill represents the development of a high level of pedagogical activity, the mastery of pedagogical techniques, as well as the personality of the teacher, his experience, civic and professional status [1].

The professional knowledge of the teacher is characterized by creativity.

Creativity is the desire and ability to create a new pedagogical reality at the level of the method of professional activity, the goals, content, and technologies of the multifaceted educational process and system. Creativity helps the teacher adapt to innovative changes.

A professional knowledge worker of any level is capable of pedagogical reflection.

Reflection is a special way of thinking, a reconsideration of pedagogical reality, historical and pedagogical experience, and one's own personality as a carrier of a particular professional position.

The main, important and unchanging requirements for a teacher are love for students, pedagogical activity, special knowledge in the field in which he works, the ability to think broadly, pedagogical intuition, highly developed thinking, deep knowledge, culture and good manners, and the ability to skillfully use various methods of teaching and educating students.

One of the important aspects of pedagogical activity is pedagogical ability.

Pedagogical ability is one of the types of abilities that determines a person's suitability for pedagogical activity and the ability to successfully engage in this activity [2].

Many years of research have shown that pedagogical abilities consist of complex and multifaceted psychological knowledge. Using this research data, a number of components that play an important role in the structure of pedagogical abilities can be distinguished:

1. Didactic abilities are the ability to clearly and clearly explain and easily convey educational material to students, arouse interest in science, and awaken independent active thinking in them.

A teacher with didactic abilities, if necessary, can make difficult educational material easier, more complex material simpler, and difficult-to-understand information more understandable, adapting it to students, and delivering it.

A capable teacher also takes into account the assimilation of the material and the attraction of students' attention.

2. Academic abilities are abilities specific to mathematics, physics, biology, native language, literature, history, and other similar subjects.

A capable teacher knows his subject not only within the scope of the subject, but also comprehensively and deeply, constantly monitors the achievements and discoveries made in this field, completely masters the educational material, looks at it with great interest, and conducts at least a little research work. According to many experienced educators, in order for a teacher to achieve such a high level of knowledge in his subject, to be able to impress others, to arouse great interest in students, he must be a highly cultured, comprehensively meaningful person with a broad worldview.

3. Perceptive abilities are psychological observation, as well as the ability to approach taking into account the individual psychological characteristics of the student, to understand the subtleties associated with their temporary mental states.

4. Speech abilities are the ability of a person to clearly and clearly express his feelings and emotions using speech, as well as with the help of mimicry and pantomime. This is one of the important skills in the teaching profession. Because the information transmitted from the teacher to the students is mainly given through the second signal system - speech.

During the lesson, the teacher's speech, his pronunciation should be clear, simple and understandable to the students. The information given should be structured in such a way that the attention of the students should be highly activated. The speech of a competent teacher should be lively, figurative, clear, intonation and expressive, rich in emotion, and there should be absolutely no stylistic and grammatical errors. Speech in the same tone is very boring for students. Hasty speech interferes with the assimilation of knowledge, quickly tires students and creates protective inhibition. Too slow speech causes boredom and boredom. The volume of speech - loud speech also leads to similar situations. Excessively loud, sharp, shouting speech gets on the nerves of students and quickly tires them.

5. Organizational skills are, firstly, the ability to organize a team of students, to unite the team, and secondly, the ability to properly organize one's own work.

Experienced teachers recommend using a lesson plan or marking time in the text to learn to sense time.

6. Authoritarian skills are the ability to directly affect students emotionally and volitionally and gain authority in them.

Authoritarian skills depend on the teacher's volitional qualities such as honesty, willpower, self-control, prudence, and demandingness, as well as a sense of responsibility in the education of students, and confidence in instilling spiritual and educational beliefs in students.

7. Communicative competence is the ability to communicate with students, to find the right way to approach them, to establish meaningful interaction with them from a pedagogical point of view, and to have pedagogical tact.

A competent, experienced teacher focuses his attention on how the educational material is presented, its content, how to express his thoughts or the student's opinion, and at the same time, he observes all the students, paying attention to whether they are tired or not, attentive or inattentive, understanding the lesson or not, and monitors the discipline of the students. In addition, the teacher pays attention to his personal behavior (gait, posture, demeanor, facial expressions and pantomime).

In addition to the above abilities, the teacher must have excellent pedagogical communication skills.

Pedagogical communication is understood as a system, methods and skills of mutual joint action between teachers and students, consisting in the exchange of information, educational influence and the organization of mutual cooperation.

Functions and structure of pedagogical communication - Psychological dictionaries give two definitions of the concept of communication:

- 1) Communication is the process of establishing and developing a necessary connection with the need for cooperative activity;
- 2) Communication is the interaction of subjects through a system of signs.

A.N. Leontiev, assessing the educational and didactic significance of pedagogical communication, expresses the following thoughts: active pedagogical communication is the key to the teacher's, and in general the pedagogical team's, knowledge and learning of students in the educational process, an important tool that creates the best conditions for the creative nature of educational activities, the formation of the student's personality [3].

Pedagogical communication as a socio-psychological process is characterized by the following functions:

- studying (cognition) of the individual,
- information exchange and organization of activities.

The information exchange function of communication is to create conditions for positive emotions, collaborative work and thinking to develop the process of sharing spiritual wealth and news.

One of the most important functions of communication is empathy (benevolence, sympathy).

It is realized in the process of the teacher's understanding of students' emotions, forming the ability to accept the point of view of others, and normalizes relations in the team. It is very important for the teacher to understand the student's thoughts and desires, to understand the need to influence them on this basis.

Pedagogical communication has a dynamic nature that corresponds to the logic of the pedagogical process.

The following stages are distinguished in the structure of pedagogical communication:

1. Modeling - the implementation of a specific planning of the communicative structure of mutual actions in accordance with pedagogical tasks.
2. Direct communication organization - the teacher takes the initiative, the technology of quickly involving the group in activity.
3. Communication management - ensuring the communicativeness of the applied methods of influence (supporting the initiative of students, organizing the demonstration of initiative by students, establishing dialogical communication, adjusting one's goal in accordance with real conditions).
4. Analysis of the progress and results of the implemented pedagogical communication technology.

While educating and educating students, a teacher should be an example for them with his knowledge, behavior, in short, his entire teaching personality. In the educational process, the teacher's qualities that correspond to all positive, universal moral standards are of great importance. In particular, the teacher's appearance affects the formation of his reputation.

The teaching profession is one of the humane professions with a moral character, and a sincere attitude towards students is the main principle of a teacher's activity.

Another important aspect for a teacher is pedagogical creativity. The current development of science and technology requires a teacher to be creative, to be able to think freely about important problems of science, to convey scientific achievements to students, and to teach research work.

The creativity of a teacher reveals the creativity of a student. The source of pedagogical creativity is pedagogical experience. By advanced pedagogical experience, we mean a teacher's creative approach to his pedagogical task, the search for new, effective ways and means for the

education and upbringing of students. A creative teacher must not only be limited to the successful teaching and upbringing of students, the study of advanced work experience, but also have research skills and qualifications.

Pedagogical influence in the process of education is one of the methods of work of a teacher used in the process of instilling in a student the essence of his high moral qualities. The influence on each individual depends on the pedagogical skills and reputation of the teacher.

The main task of the teacher is to master theoretical knowledge on organizing, educating and uniting a team of students and youth, relying on advanced experience, and to develop in them the skills of forming such social qualities as camaraderie, friendship, cooperation, solidarity, self-education and management in the educational process.

Therefore, it is important for teachers to develop a personal system of activity in their pedagogical skills.

The development of each teacher's own system of activity and strict adherence to it is one of the important factors of his success in the field of education. The teacher should not be limited to teaching lessons using the same methods. On the contrary, he must constantly work on improving teaching methods.

The psychological structure of the teacher's activity is the sequence, interaction, connection, internal structure of various components. Structure and content are interrelated, and some aspects of the content reflect the characteristics of one or another component of the structure.

The components of a teacher's activity are: goal, motive and methods.

The goal is the intended result of the activity, which includes achieving high mastery of students, preparing them for independent labor activity, providing them with education and upbringing, forming in them the necessary knowledge, skills and qualifications, personal qualities.

Motives - encourage the teacher to show activity and achieve the goal: interest in his work, understanding of obligations, a sense of responsibility for the quality of training specialists, providing assistance to active students in mastering the subject, etc.

Psychological research has especially emphasized the role of interpersonal communication in educational activity.

According to A. Bandura's "Social Learning Theory", the student learns by observing the behavior of the teacher as a model.

According to Bandura, people learn not only through direct experience, but also by observing the behavior of others and analyzing their consequences [4].

This process is called "observational learning." This theory is based on the idea that a person remembers the behavior he has seen, evaluates it, and repeats it under certain conditions. Thus, the learning process occurs not only through incentives (rewards) or punishments, but also through observing models.

In the educational process, the teacher participates in the role of a model (moral and professional role model). The student forms these qualities by observing the teacher's:

- speech,
- behavior,
- manner of behavior,
- teaching style,
- attitude to knowledge, etiquette, and discipline.

Therefore, according to Bandura's theory, the teacher influences students not only as a source of knowledge, but also as a moral and professional role model (model). If the teacher is always ready for the lesson, cultured, and demanding, the students will appreciate such behavior and imitate it.

On the contrary, if the teacher is negligent or weak, this situation can also be formed as a negative model for the student.

Therefore, the personal example of the teacher is an important factor in the student's spirituality and assimilation.

Also, in K. Rogers's "Humanistic Approach", the teacher's sincerity and respectful communication activates the process of self-expression.

According to Rogers, every person has a natural desire to develop himself, to "express himself" - this is called the "actualization tendency" [5].

In order for this desire to be activated in the educational environment, it is important for the teacher to provide the following three main conditions:

1. Sincerity - the teacher communicates honestly, without hiding himself, openly.
2. Respect - the teacher respectfully accepts the student's personality, his feelings, and experiences.
3. Understanding with empathy - the teacher seeks to understand the student through his worldview, feelings.

If these conditions are provided, the student's opportunities to "find his way", grow as a person, and discover his inner resources increase in the educational process. For example, the importance of working with the student's inner experience, helping him understand himself, is emphasized in the educational process.

In this way, the teacher's sincerity and respectful communication - through personal relationships - support the student's inner growth process, which is associated with the activation of the process of "self-expression".

A.V. Petrovsky assesses the personality of the teacher as a "psychological leader", who is a spiritual support for the student's personal growth.

Petrovsky notes that the center of any pedagogical process is the personal influence of the teacher [6].

The teacher is not just a source of knowledge, but:

- the student's spiritual support,
- a guiding figure (leader),
- a factor that stimulates his internal motivation and spiritual growth.

"A psychological leader is a person who, with his spiritual, intellectual and emotional strength, can positively influence those around him."

In other words, the teacher, as a psychological leader in the pedagogical team, stimulates the personal growth, self-confidence, and independent thinking of students.

Petrovsky sees the development of a person in society at three levels:

1. Microworld - family, study group, close social environment;
2. Mesoworld - social organizations, educational institutions;
3. Macroworld - the field of society and culture.

It is in the microworld that the teacher acts as a psychological leader who determines the growth of the individual. In individual communication with the student, he helps to form his social "I".

According to Petrovsky's theory, the teacher:

- awakens in the student a sense of self-confidence, social responsibility, independence;
- activates the processes of his self-awareness and internal motivation;
- supports the student's personal growth through positive communication and mutual trust.

Therefore, the teacher is considered not an "administrative leader", but a psychological leader - that is, a person who influences the student's inner world, inspires him.

According to the results of research:

1. The emotional stability of the teacher's personality forms a sense of security in students and creates a positive environment for learning.
2. Empathic communication style enhances students' ability to express themselves freely, develop positive self-awareness, and develop reflective skills.
3. Authoritarian teachers provide discipline in the short term, but reduce learning motivation in the long term.
4. Democratic teachers, on the other hand, increase the effectiveness of learning through positive communication and form "intrinsic motivation" in students.

5. Psychological observations show that the teacher's personal example, speech culture, tolerance, and communication culture can be a psychological determinant of up to 40–45% of student learning.

The results of the study confirm that the teacher's personality and communication style are central to educational psychology. The teacher's personal qualities (objectivity, kindness, justice, empathy) together with the quality of communication determine the student's learning motivation and social activity.

### **Conclusion**

The personality of the teacher is a psychological factor that determines the motivation and academic achievement of students. A democratic and empathetic communication style enhances the student's deep assimilation of knowledge, creative thinking and social adaptation. It is necessary to develop the communication culture, emotional intelligence and reflective competencies of teachers in educational institutions. This will greatly contribute to the academic achievement of students.

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