

Social-Psychological Aspects of Interpersonal Relationships in Professional Activity

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Annotation: This article is devoted to the topic of socio-psychological problems of raising children in the conditions of pedagogical activity. Thus, Mao Zedong's pedagogical activity is based on such issues as psychological foundations, social psychological determinants, psychological motives, tolerance and empathic motives.

Key words: *teacher, education, pedagogical activity, self-improvement*

The ability to interact with others is a very important psychological element for teachers, without which it is impossible to successfully organize their professional activities and make rational decisions. Therefore, the study of the socio-psychological factors of the correct formation of interpersonal relationships among teachers is one of the current requirements. Unlike other types of professional activity, the professional activities of teachers require specific psychological qualities and are characterized by the performance of complex tasks in many extreme conditions. VG Krisko noted that individuals always interact with others in their professional and everyday activities. These relationships are considered significant due to their continuity and development dynamics.

Analyzing the activities of teachers in his work "Practice of Self-Development", N.A. Rubakin identifies the following main aspects of self-improvement in successful teachers. They include:

- Constantly updating professional knowledge;
- Improving pedagogical skills;
- Broadening the general outlook;
- Moral and physical self-improvement;
- Ability to effectively organize the working day;
- Self-knowledge, professional self-awareness;
- Self-observation, inner observation, self-esteem;
- Comparing oneself with others, analyzing the results of one's activities, etc.

The above-mentioned classifications are considered to be professional competence characteristics of future teachers, which are extremely important psychological elements for independent work skills and creative abilities.

In contrast to the above, work on the problem of the formation of psychological relationships in teachers can be seen in the research of VPPoznyakov. According to the author, psychological relationships arise as a result of the direct reflection of various connections and relationships in the minds of people. This reflects such psychological characteristics as likes or dislikes, experiencing reality, feeling and reacting to it. The formation of such specific psychological characteristics is directly related to the interaction of the groups to which they belong and the society in which they live. Therefore, the formation of psychological relationships in teachers is associated not only with their inner-psychic world, but also with their profession, community, the environment in which they live, family, etc.

In this regard, R.I. Mokshansev's considerations on the problem are of great importance. According to the author, psychological relationships depend, on the one hand, on role relationships, and on the other hand, on the individual-personal characteristics of the people participating in them. Subsequently, this connection is manifested in the form of interpersonal relationships. Most of what people think and do depends on their social roles. According to V.A. Goncharov, role relationships are directly related to the functional obligations of the individual and are characterized by the following features:

- generality - this role is performed or played by any person with a certain status;
- specific - with responsible conditions of role behavior. This role consists of a set of expected behaviors and stereotypes associated with the performance of a clearly defined, specific job;
- the complex compatibility of different social roles - a person's perceptions of their own role do not always coincide with the opinions of others;
- the subject's conformity to a social role. Roles are learned quickly and can significantly influence the actions and behavior of other people. Namely, depending on what role a teacher plays or is able to play in society, he can establish interpersonal relationships correctly or make mistakes, determine his success or failure in his activities. Therefore, interpersonal relationships are also characterized by the fulfillment of certain roles or the fulfillment of obligations.

In her scientific monograph, V.V. Ignatova explains the type of requirements placed by society on the professional qualities of teachers as follows:

1. General knowledge, i.e. awareness of various fields;
2. Possess in-depth knowledge in areas such as adolescent psychology, social psychology, pedagogy, adolescent physiology, and school hygiene;
3. Full awareness of fundamental knowledge, new scientific achievements, and conceptual foundations related to their field;
4. Strong mastery of teaching and upbringing methods;
5. Love for the profession, the ability to convey one's knowledge to students;
6. Be creative in your approach to work;
7. The ability to understand the inner world of students and have pedagogical optimism;
8. Possess pedagogical techniques and pedagogical tact;
9. The ability to continuously improve one's knowledge and pedagogical skills.

Indeed, today's future secondary school teachers should be educated as individuals who are well-rounded in every way, who love their profession, and who understand the inner world of children.

Research conducted by K. Linfoot, a researcher at the University of Florida, shows that a deep understanding of the social roles of teachers is clearly visible, first of all, in their relationships with other people. In contrast to these views, VPPozdnyakov emphasizes that psychological relationships are a process that occurs between many people, while interpersonal relationships are a phenomenon that occurs between specific individuals. Interpersonal relationships are a set of social actions that reflect all psychological relationships. It is worth noting that a person's participation in relationships can be manifested at different levels. Therefore, in the structure of a person, several levels of characteristics inherent in him can be distinguished, namely general, socio-cultural, psychological, individual, etc. In this case, socio-culturality is characterized by nationality, social status, profession, education, political and religious affiliation, etc. The psychological characteristics of a person include his mind, motivation, behavior, temperament and character, etc. Since the life path of a person is unique, it represents all the psychic characteristics that are unique to him individually. Types of interpersonal relationships include certain levels of interaction and forms of communication in their content. In order for people to enter into a relationship, they must

first choose the other party, that is, someone. Namely, the phenomenon of "choice" is an important feature for establishing and developing relationships.

During their work, teachers communicate with different people and enter into interpersonal relationships, therefore, the normal functioning of their communication functions is considered the psychological basis for being able to easily communicate with any person (criminal, suspect, victim).

According to AVPetrovsky's conclusions, the specifics of the formation of interpersonal relationships should be considered in psychology through a personal-social-activity approach, namely:

- to a certain extent, it influences the course and development of various events and processes in the social life of people;
- the reasons for a person's reactions and behavior are more dependent on the uniqueness and continuity of relationships;
- the manifestation of individual psychological characteristics and potential opportunities in a person is reflected in the social groups and work teams in which they participate.

As Yu.A. Fomin states in his monograph "Psychology of Communication at Work", the following should be taken into account when describing the phenomenon of interpersonal relationships:

- socio-psychological background and socio-psychological conditions that significantly affect people's activities;
- a person's belonging to social groups and communities, these processes contribute or do not contribute to the optimization and effectiveness of mutual relations, interpersonal relationships and communication. Taking into account the specifics of the activities of pedagogical workers is a very important task in the formation of interpersonal relationships. Interpersonal relationships are dynamic in nature, they arise, change and develop.

According to the definition of researcher V.N. Kunisina, a team in an organization is a small organized group that reflects the most basic socio-psychological characteristics of a person, and is characterized by the following:

- the team forms, in addition to the attitude towards the goals and prospects of the activity, the motivation to achieve success in the individual and forms in him such qualities as self-awareness and self-recognition;
- the team has a great influence on the individual's adaptation to the group, the alignment of his goals and actions with the group dynamics, and the feeling of "togetherness" with the team and the surrounding society;
- the team is - it strengthens the life of the individual, his attitude to social phenomena and influences his constant activity. The system of relations characterizes not only the work-related experiences of the pedagogical worker, but also other cognitive features related to professional activity. The positive or negative impact of relations with team members forms a system of internal relations corresponding to the personal relationships of each employee.

The individuality of a person is understood as a holistic system, the separation of things, and his conscious relationship to various phenomena in objective reality, including three interrelated components: the relationship of a person to other people, to himself, and to objects in the external world.

In addition, the dynamics of interpersonal skills that are being formed in the personality of a teacher are characterized by professional growth, professional self-expression, and the level of professional self-awareness;

In conclusion, the dynamics of interpersonal relationships that develop in the personality of a teacher are characterized by the manifestation of qualities such as self-determination, self-improvement, and professional advancement, as well as the ability to have interpersonal relationships.

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