Professionally Important Qualities
Inherent in A Teacher - A Measure Of Rationality Regarding Pedagogical Processes

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Abstract

A human being is in inseparable unity with the environment, and in close connection as well as in the relationship. Therefore, it greatly affects the interactions and relationships between people, and is a basic condition for their formation as a person. Hence, the management of relationships in pedagogical process - is a teacher’s behaviour directed to student's personality. Therefore, the classics of pedagogical sciences, paying great attention to the relationship between a student and a teacher in the process of teaching and education, came to the conclusion that the form of authoritarian personality-based methods is impossible. It should form the basis for good purposes, benefits and methods: N.K. Krupskaya regards a collective confusion as the enrichment factor of sincere feelings of growing youngsters and P.P. Blonsky says that this is a message for people with high sensitivity, control of human qualities and turning schools into institutions of moral education.

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1. Introduction

A human being is in inseparable unity with the environment, and in close connection as well as in the relationship. Therefore, it greatly affects the interactions and relationships between people, and is a basic condition for their formation as a person. Hence, the management of relationships in pedagogical process - is a teacher’s
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Among the classics of Pedagogical Sciences N.K. Krupskaya has a special place because in her works she denies an authoritarian type of relationship between teacher and students and offers building a relationship based on mutual understanding and mutual support.

The practical value of A.S. Makarenko’s heritage is his understanding of the role of beneficence relationship between student and teacher. A.S. Makarenko distinguishes specific types of relationship between teacher and students: human, sincere, warm, ethical, friendly, etc.

In the science of psychology and pedagogy, researchers of 60-70s intensively studied teachers' attitudes toward students. For example, A.I.Scherbakov considers the relationship between teacher and student not only from educational, psychological, political and social perspective. According to him the benefit of the teacher's actions and results are dependent on the type of relationship between teacher and students.

In his studies, N.D. Demina links the teachers’ attitude to students not only with the personal qualities, his temperament, attitudes, ways of life but also with the level of professional and educational skills inherent obtained by a teacher, skill to guide the process of education.

Traditional and new dynamics of the relationship between teacher and student enables continuous improvement of the process of education, keeping the good direction of their attitude.

A.P. Sidelkovsky provides a theoretical basis for relationship problems, shows the importance of educational problems in the system, the role and importance of the teacher in the educational system of relationships. For theory and practice is essential 2 forms of relationship website: regular and scientific form of relationship.

In her book "The teacher - student" T.N. Malkovskaya denies authoritarian style, which does not allow to form the valid students’ team and prevents showing their personal potential.

2. Discussion

Pupils feel teachers’ views and condition of his soul. They always notice the teachers’ attitude and worry if something is wrong, and these students need kindness and support of the teacher.

What should be the style of their attitude to the students and what is their impact on the student's personality? Studies of Y.L. Kolominsky, N.A. Berezovin are devoted to this issue. For example, while exploring the relationship between teacher and students, they created the following types of relationships:

- Pleasant, it is characterized by the same, warm, kind attitude to pupils, assistance in times of trouble, and focus on their work. This group of teachers love their jobs and children;
- Reliable, it shows the influential trend towards children. Such teachers provide an opportunity to create a strict requirement and attitude to work and achieve success in school and in the education of students;
- Unpleasant, it is characterized by dependence on circumstances. Teachers of this type depend on their mood and anxiety;
- Unreliable, it is characterized by a secretive attitude toward their students.

In his studies, K.I. Monich is considering beneficence as a feature describing the human qualities of the individual. On this basis, there are such terms as "good confidence", "good feelings", "good steps" and "good relations." We fully agree with the author that the human qualities do not appear and are not inherited; they are born only in educational work.

A deep study of the problem regarding relations between teacher and student is linked to disputes, which affect the pedagogical process of educational work. In this regard, one of the first researchers of psychological aspects of the problem, G.M. Smolyan in his "Principles of research conflict" reveals the essence of the method of reflective analysis of conflict. According to the author, reflective method makes it possible to determine the basis of the rules of logic. We think that the psychological and pedagogical reflection is great opportunities in professional training of future teachers.

Studies on the psychological problems that occur in the process of interpersonal relationships need special attention.
There is no coincidence that in her studies N.P. Anikeeva believes that indicator of personality’s development is their self-esteem. People are more sensitive to criticism of their personality than to criticism of their actions. Hence, after the manner of the author, it is known that the excitement of children and the condition of their souls are directly dependent on the characteristics of the relationship of the teacher with the children, the style of teaching manuals, etc.

A particular attention should be payed to the works of D. Feldstein and L. Vorobyeva, they deal with the principles of conflicts of pedagogical process and conflict management. For example, the principles of curiosity to the psychological consequences of the conflict and the principles of a complete analysis of the causes of conflict, the principle of complete denial of responsibility for the conflict, neutral principle, the principle of precaution.

Considering the features of interpersonal relationships as a factor in the appearance of conflict, A.A. Bodalev reveals the role of teachers and teaching experience in the pedagogical relationship and relates to the perception of the process of teacher to student. Labour is to form the essence of the student's personality, and this is the main way to interact with the students, so the basis of professional conduct should be found in their relationship. Therefore, A.K. Markova describes the teachers’ pedagogical actions basing on mental qualities of pedagogical scholarship, focus, thinking, improvisation, observation, optimism and reflections. In our opinion, such mental quality of a teacher serves as a foundation for professional and important qualitative bases.

A correct evaluation of behaviour and actions of students is fundamental to build relationships between students and teacher to manage conflicts. In this regard, E.S. Natanzon in his book "Psychological analysis of student behaviour", devoted to teachers, is outlining the specific situation, the different areas of psychological testing activities of students. This book describes not only the idea of the analysis of action and behaviour of students, but also the need to teach them to analyze their actions. In our opinion, if the aforementioned scientific conclusions of the author will be used in the education of professional and important qualities of a future teacher, they will be purposeful and useful.

According to M.P. Shults, the basis of the relationship with the student teachers are bilateral interest in the outcome of education and training, common goals and similar responsibilities, views that education is a subject of the student. For us the educational partnership between the teacher and the student is of great interest in this book.

M.A. Veyt is one of the firsts who sees kind intentions in the relations between people, as a separate issue. Teachers’ qualities, oriented on individual pupil, are based on an understanding of their personal values, professional values such as communication with children and desire to develop of their personal qualities. Therefore, E.N. Shiyanov first defined the bulk of responsibilities, paying attention to the direction of virtuous education teachers.

Expanding the value of mutual cooperation between the teacher and student in the educational process, A.S. Belkin in his work aims at the attitude to a child as to a person, the ability of the teacher to put himself or herself in the place of the pupil, the ability to delve into their needs. Therefore, the author believes that the main value of the educational activity is to create conditions for every student to be able to show their potential. We are paying special attention to the above scientific opinion of the author, consider them part of the system of professionally significant qualities.

MM Rybakova proposes to change the structure of the mechanisms of the relationship between teacher and student, with a change of conflict to pedagogical situations, according to her views only then norms of interaction adopted in the educational process will not crumble.

In the thesis of E.P. Nechitaiylova, L.V. Nikitenkova, G.T. Smanova, K.S. Uspanov, A.F. Dayker, A.A. Moldazhanova proved at the Kazakh National Pedagogical University of Abai, led by Professor N.D. Khmely such professionally important qualities as visual sensitivity, collectivity, activity, culture, communication skills are reflected.

E.P. Nechitailova thinks that they can clearly see the relationship of all the system components in the educational process as professionally significant qualities and observe all the laws. General educational process related to the order relationship teachers with students, and this affects the outcome of the educational process. Therefore, the relationship with the students and teachers, characteristics of their interaction are regarded as the realization of educational methods of the pedagogical process and compliance requirements of the teacher with the methods and forms of education.
Due to the fact that the educational process is a system consisting of many deliberate components, the author believes that an informed understanding of both professional and meaningful qualities allows us to determine the internal communication components of the pedagogical process. An informed understanding of the pedagogical phenomenon shows the need for teachers in teacher professional theoretical knowledge of the significance and meaning of the educational process, pedagogical action cannot be implemented without it.

So, visibility and considered full understanding of the pedagogical process is the basis of the relationship between teacher and students, here features of full pedagogical process is portrayed.

Relationship with people is essential for life and plays an important role in the development of society and the individual. Not knowing the practice and theory of the general features of the educational process, it is impossible to solve the problem of the relationship between teacher and students. Therefore, in the educational process and relationship profitability of interaction between teachers and students depends on the proper management relationships.

In the pedagogical process it is important for the teacher to perceive the students, their inner world and character. Young teachers acquire these skills with great difficulty for a long time. In our opinion, these skills are a sure sign of teachers’ professional qualities and skills. For the teacher it is important to build an ethical attitude in the team in understanding the needs of students for the teaching process management implementations. As we know, young teachers, and even teachers with great experience in their teaching activities are paying insufficient attention to these skills. As a result, the team revived conflict. Therefore, every student should be able to relate with other students. Educational organization and management of interactions and relationships of students is fundamental to education.

Rationality of pedagogical relationship is known in the educational process, so the results are not immediately visible. And for this reason, the main indicators of good manners in dealing with students, organization and leadership patterns show the meaning of the pedagogical process. In the pedagogical processes activity is the basis of the relationship between teacher and students. The main task for the teacher is to create the conditions for each student, so that they were able to show himself as a person and know the place of their personality. For the teacher it is important to pay attention to the age and personal qualities, it gives them the opportunity to see the identity of each student. It is a guarantee of the features of the educational process.

Analysis of the theory and practice of teaching the process shows that many teachers do not know how to organize and maintain communication with children. Therefore, frequent misunderstandings between them, teachers strictly require to obey them without distortion. Many teachers find it difficult to meet the challenges in teaching situations. Basically, this is in conflict situations. In addition, there are teachers who sort out the conflicts on the basis of mutual respect and understanding. For them, everything is easy to manage, students aspire to communicate with them, every lesson with such teacher is a holiday for them, and they solve the problem easily and quickly. But, unfortunately, such teachers are very rare. This proves the necessity of improving the teachers studied traits.

The team is the basic condition of the student's personality. Hence, the joint collective action teachers and pupils show particular pedagogical process. According to G.T.Smanova, the team of students and collective rationality of education are concerned with the organization of student and teacher actions. Therefore, she believes that collectivist is just not normal as the mental structure. The author believes that social problems, a set of actions aimed at teacher education are the basis of collectivism.

The benefit of the educational process in the formation of the student's personality is related to the activity of teachers and students in the interaction and the relationship between the solutions of the pedagogical process. Social activity is a kind of action, characterized by separate focus, consciousness and social importance, as well as depicting the features of the educational process. From this it is revealed that social activity is a direct way to influence the environment and the personality of the student.

As professionally important quality of a teacher, the activity is a complex structure consisting of an understanding of the need of commitment, the theoretical and practical skills required to implement it, as well as of the reasons that point to specific actions. The manner of the author, the structural basis of social activity is a scientific-materialistic knowledge of the world, based on the theory and practice of the pedagogical process.
As we can see, the value and meaning of the activity determines unique features, depicting the complex of philosophical, psychological, pedagogical and methodological skills.

One of the features inherent in the pedagogical process is a pedagogical culture that we see in the various tasks to build the student's personality. For reflecting of professional values in pedagogical culture A.A Moldazhanova thinks necessary to explain the differences and similarities in terms such as "culture", "professional culture" and "pedagogical culture."

**Conclusion**

Analysis of the literature enables the author to understand the culture of personality, its high level of development of significant strength, as well as methods of their creation and use of the material and spiritual wealth. Each specialist in professional activities, showing the result of significant force of his personality and finding a piece of knowledge, reaches a certain level of high art.

In this regard, according to the author, the general culture is a source of significant additions of development, humanitarian foundations, and professional culture and serves as their sales volume in professional practice. Hence, the author considers the meaning of pedagogical culture associated with the knowledge of the pedagogical process. Based on this, the author understands the culture of teaching as an interactive professional trait expressed in the acquisition and implementation of social experience gained in the practice of communicating with well-behaved people.

Thus, determining the interactions and relationships as central to the task of the pedagogical process, we have identified various professionally important qualities; each of them defines the features inherent in the whole educational process. This, first of all, shows their integrity, unity and dialectical relationship.

If we look at the professional and important qualities of the object of teachers' activity, we see that in the very process of teaching the teacher puts such requirements as: visual, informed understanding, collectivist, social activity, teaching and interpersonal skills.

Each professionally important quality characterizes the relationship between student and teacher. The result of the relationship with the students is indicated, in our opinion, by the positive attitude of the teacher directed on the student's personality. This completely characterizes this relationship.

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**References**


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