



## **RELATIONSHIPS "TEACHER-STUDENT" - AS THE MAIN CONDITION IN PERSONALITY DEVELOPMENT**

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***Annotasiya:*** *I would like to pay special attention to the key type of relationship - the teacher and the student, as well as the fundamental element of the transfer and acquisition of knowledge, but also the very disclosure of psychological well-being in an antisocial person. Not only academic performance, but also education, socialization, and development and, to a large extent, the student largely depends on the method of presenting educational material and assessing the assimilation of it by students.*

***Key words:*** *system, mechanism, teachers, knowledge, psychological, well-being, personality, academic performance, education.*

The problem of the relationship between a teacher and a student is a traditional psychological and pedagogical problem, which has been the subject of research by many domestic and foreign scientists. At the same time, in the current educational situation, this problem has become especially relevant due to the growth of children's 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 various types. In other words, the school is like a huge social mechanism, the characteristics of which depend on smaller links - leadership, teachers, groups of students, thematic subgroups (sections, circles, councils, etc.), each of which has its own distinctive features. I would like to pay special attention to the key type of relationship - the teacher and the student, as well as the fundamental element of the transfer and acquisition of knowledge, but also the very disclosure of psychological well-being in an antisocial person. Not only academic performance, but also education, socialization, and development and, to a large extent, the student largely depends on the method of presenting educational material and assessing the assimilation of it by students.

Sergei Zinovievich Kazarnovsky, Honored Teacher of Russia, director of the Education Center No. 686 of the Class Center, argued that if a teacher is not able to agree with a child and calls his parents, then something is wrong with his profession. From these words, we understand that the main tasks of a teacher, as a teacher, are to adapt the student to social life as much as possible, provide him with a fundamental set of knowledge, and also determine personal qualities in order to help the student find his special, unique place in society. At the beginning of communication, the most important thing is to impartially get to know each other, discard negative stereotypes, imposed opinions, and try to develop an independent point of view about the person with whom you will have to deal. This is not an easy task for both the teacher and the student; therefore, the sooner you can find a common language and understanding, the sooner the goals set in the learning process will be achieved. Each student is individual, so there can be no single approach when working with students. To most effectively build communication, the teacher must be able to build relationships both with an individual student and with a class or stream as a whole; pay attention to whether the subject being taught is profile for the student; take into account the quantitative relationships between students on various grounds - gender, age, nationality and many others; determine the motivation, the degree of learning in the subject being studied. Despite the fact that the purpose of the teacher, as well as the student, is at first glance the same, it is still possible to single out a number of special main directions in communication with students, in each of which these two elements of the relationship are given a certain role and place.



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First of all, the teacher is in the position of mentor to 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 the educational material. The unity of the educational process is determined at the level of the goal. Important questions need to be asked: does the student have goals (what ones?), does the student know how to learn, and is there autonomy in the educational process? To begin with, we need to agree on these goals in order to give accurate answers to these questions. But in turn, the student understands that the teacher is more important, that he must be listened to and his opinion taken into account; unquestioningly accept on faith everything that the teacher says; feel protected by him. This is the main type of relationship that is familiar to everyone.

In order to find a suitable "key" to the knowledge 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, inducing trust. By right, we can assume that the code of teacher ethics should be written: a teacher is an artistic profession. Every person is born with a sense of dignity. And any process of familiarization with life, training, education is to some extent a process of coercion. How to force without detracting from 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 correctly. Communication without interest in the child and without love for him is nothing but harmful communication. The great Polish teacher Janusz Korczak called for raising a child by himself, and not by what the parents did not become. He urged that parents should not demand gratitude for everything they do. If you do not demand it, then gratitude will be much more honest. Janusz Korczak taught that one should not take out one's grievances on a child, and urged to appreciate his problems. All the child is concerned about is serious problems for him, despite the fact that for the parent they may seem ridiculous. His ideology is pedagogically based on love for the child and help in his self-realization. Oddly enough, the teacher can "throw the mantle" over himself to outline the image of a friend for the student. This type of relationship projects that the student treats the teacher as a friend or as a supporter of identical worldviews. This implies that the main communication is directed not only from teacher to student, as object to subject, but also in the opposite direction. In this case, the student, for example, can express his ideas or experiences to the teacher, and thereby give wide freedom to mutual dialogue (which is part of the communicative proxemics, and gives freedom to the social nature of a person, namely: interaction); Over time, Western phenomena increasingly flow into the domestic understanding of teacher education. Nowadays, a teacher can play the role of a tutor (organizer of project training) in the educational process of a child who, following the rules of the scientific methodology for the development of emotional intelligence in relation to a prosperous relationship environment, will be able to influence the success of learning, i.e. to form selectivity, teaching technique and motivate students to educational content, subjects and more. Can a teacher be a colleague of a student? Such a relationship implies equality in dialogue and various educational issues. It is worth noting that neither a teacher nor a student can exist without each other, therefore their existence within the educational institution is interdependent. Communication with each individual student is reflected in the entire education system within one educational institution. Therefore, a teacher, both a competent specialist in a certain discipline and a teacher, needs to tirelessly monitor not only his communication with students, but also the communication of the students themselves with each other. Thus, pursuing the goals of an adaptive transaction among students, i.e. interaction between everyone.

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