

Psychological and Pedagogical Features of The Activity of a Teacher in A Higher Education Institution

Tillashayxova Xosiyat Azamatovna

Doctor of Psychological Sciences, Acting Professor, Head of the Department of “Psychology” at National Pedagogical University of Uzbekistan

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Abstract: This article examines the psychological and pedagogical features of the activity of a teacher in the system of higher education.

Keywords: Teacher, higher education, educational psychology.

Introduction: A progressively developing modern society requires highly qualified specialists of various professions. This, in turn, is determined by the activity of teachers of graduating departments, who, due to their professional activity, must possess a number of psychological and pedagogical features for fruitful work with students.

The purpose of the article is to reveal the psychological and pedagogical features of the activity of a teacher in higher education. The pedagogical process is the main means of interaction between the teacher and students. It can be argued that the main role in the development of the student's personality during professional training belongs to the teacher.

To work with an audience, a teacher must possess a culture of speech and have clear diction, but this does not mean that it is necessary to “voice” continuous texts of other authors. First, he must pass this information through the prism of his own consciousness and be able to objectively express his point of view, leaving students the opportunity to express their opinion. For this, the teacher must have well-developed logical thinking, the ability to identify the main idea and see logical connections between the objects under consideration.

Kindness, empathy, respect and approval of students' initiative must certainly be inherent in a university teacher. Distinctive features of the teacher's personality also include interest and love for pedagogical work, positive motivation, and the

presence of organizational abilities.

For the correct organization and stimulation of students to achieve a certain level of knowledge acquisition and mastering of activity skills, the teacher must be demanding and be able to objectively assess students' achievements.

According to O. P. Shrein, a modern higher school teacher must be united in four persons: a teacher, an educator, a scientist and a manager. A good teacher must know not only a specific academic subject, but also freely navigate other scientific fields.

One of the features of a teacher keeping up with the times is the use of innovative technologies and new modern methods in educational and upbringing activities, which indicates the self-development and self-improvement of the teacher.

The personality-developing direction in educational psychology assumes that the teacher must not only interest, engage, and create optimal conditions for the development of positive educational and cognitive motivation of each student, but also be able to acquire new knowledge and experience himself. Such a teacher will be able to make the pedagogical process most effective.

Let us consider below interactive methods in the work of a higher school teacher: radical, combinatorial and modifying methods. Another classification includes discussion, game and training methods.

The tasks of interactive forms of learning are to interest

the student, effectively present the material, make students find ways to solve the problem themselves, teach them to accept other points of view in team practice, form their own objective point of view, and help them realize their own role and competence.

Common interactive forms of teacher work with students include round tables, brainstorming, case-study, master classes, work in small groups, cognitive games, the use of external resources and opportunities, social projects and forms of learning beyond the classroom, interactive lectures using media materials, dialogue according to the Socratic method, joint discussion of complex and controversial issues and problems, the "decision tree", "debriefing", "negotiations and mediation", "ladders and snakes", trainings, and others.

The integration of interactive forms into teaching is one of the most effective ways of teaching students in a modern educational institution, where the teacher not only shows his competence and erudition, but also shows his ability to engage students in new forms of educational and cognitive activity.

Pair or individual activity is organized, the ability to create projects is developed, business or role-playing games are conducted, and work with documents and other sources of information is carried out. The teacher creates an atmosphere that helps participants in educational activity take part in business interactions, mutually evaluate and control each other.

Thus, a higher school teacher must possess a set of qualities available to few. Such psychological and pedagogical features are not found in any other profession, which requires not only certain natural abilities, but also genuine pedagogical talent, as well as great desire and a huge amount of time. Based on this, it can be confidently said that a teacher is a person with a capital letter.

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