Modern Activity Styles of Teachers

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Abstract: The article presents the results of a study of the styles of activity of teachers of professional colleges. The data of factor analysis between the indicators of the used research methods are presented and the identified 8 styles of activity typical for teachers of professional colleges are described.

Keywords: teacher, style, communication style, management, activity styles, personal qualities.

The problem of the style of activity is one of the important directions in the study of optimization and success of activities.

Features of the style are studied in many types of activities: educational activities, sports activities, labor activities. Different types of style are considered: cognitive, lifestyle, behavior style, individual activity style, individual self-regulation style, individual emotional style, etc., the conditionality of the individual style is substantiated by the interaction of the multilevel properties of the integral individuality. Research is being conducted on the problem of developing the style of educational activity. At the same time, in a number of type’s of labor activity, the study of the structure and development of style remains an urgent task.

Studies have been carried out characterizing the influence of the teacher on the personality of his students. In this regard, there is growing interest in the study of the style of activity (MS) of teachers. The main issues of diabetes are highlighted in the works of E.A. Klimova (1969), V.S. Merlin (1977,1986), E.P. Ilyina (1988), V.A. Tolochek (1992-2000), M.R. Schukin (1995) and other researchers.

The greatest difficulty is the study of the individual style of activity in the profession of a teacher, since the objective conditions of activity are extremely non-standard. A significant contribution to the development of this problem was made by N.I. Petrova, Z.N. Vyatkina, A.K. Markova, A.Ya. Nikonova, N.A. Aminov and others. They studied various aspects of the style: structure, typology, process of formation [2].

The activities of teachers are diverse; it manifests a variety of abilities, which depend on various typological features.

Consideration of the latter is important in the formation of the style of activity of pedagogues.


1. Emotionally improvisational.
2. Emotionally methodical.
3. Reasonably improvisational.
4. Reasonably-methodical. [8].

V. N. Kelasyev (1971) discovered differences in the behavior of masters of vocational schools depending on extraversion and introversion. The extrovert applies direct, direct control over the activities and behavior of students, the group is constantly exposed to active impact from the side. The basis of this kind of management is the high need for communication and motor activity of the master. Introverts have a weaker moment of direct interaction, but they still
achieve the same final results. The reason is that introverts master more carefully plan the organization of the educational process and educational influences, pay more attention to the impact on students of various indirect methods. It was also revealed that teachers who are characterized by high anxiety are more responsive to the needs and interests of students [1], [5], [6], [7].

Summarizing a number of studies on the severity of this or other style of activity for teachers with different typological features of the manifestation of the properties of the nervous system (E.P. Ilyin 2004), we can distinguish styles that characterize preparation for the lesson, styles of students' motivation to learn, styles of teaching material presentation, styles guides, styles of knowledge assessment, etc. [4].

To a certain extent, the generalized styles of teachers’ activities that characterize the preparation and conduct of the lesson are the styles highlighted by N.I. Petrova (1970) and Z.N. Vyatkina (1976): organizational-communica  
tive, structurally-organizational, and constructive-communicative [10].

But a number of issues, in particular regarding the style of activity of a teacher in a professional college, are extremely poorly studied today. We believe that new data on various aspects of this problem will be important for social psychology.

In 2007-2018 we conducted a complex study in this area. For the examination of teachers, the following methods were used:

1. Observations of teachers of a vocational college;
2. The methodology of studying the style of teacher activity (K. Markova, A.Ya. Nikonov);
3. Methodology for the diagnosis of self-management style;
4. 16 factor personality questionnaire R. Kettela;
5. Analysis of the teacher’s communication on the Flanders system;
6. The educational strategy of the "Cluster".

Using the complex of the above methods, we studied the style of activity, leadership style, the style of communication between the teacher and students, the opinions of teachers and students about each other, the level of communication between teachers and students of professional colleges.

The factor analysis of empirical material was performed.

In psychological research, factor analysis presents a system of models and methods for transforming an initial set of attributes into a simpler and more meaningful form. It is based on the assumption that the observed behavior of the test subject can be explained using a small number of hidden characteristics called factors [9].

“The task of factor analysis is to determine the concept, number and nature of the most significant and relatively independent functional characteristics of a phenomenon, its meters or basic parameters that is factors” [3].

In our work, the initial parameters are the quantities characterizing the results of the subjects performing the proposed tests. Having a correlation matrix, with the help of a special program, we converted it into a factorial one and using the centric method, identified the factors that most actively influencing on the individual psychological characteristics of the personality of teachers in a professional college. Each factor was named by us according to its main features, individual psychological characteristics of the personality of teachers of a professional college.

As a result of factor analysis between the indicators of various research methods, a factor was obtained that we called the factor of the effective style of the activity of teachers of a professional college. It included indicators with high factorial "weights" at a significance level from $p = 0.005$ to $p = 0.001$.
So, we named the first factor as a factor of the “effective style of the teacher’s activity”, it is characterized by the following personality characteristics: high creative potential (M); democratic management style (Dem.); a fairly high level of sociability (A); energy, cheerfulness (F); social activity, risk appetite (N); diplomacy in communication (N); artistry in behavior (I); vulnerability, sensitivity, anxiety (O); high level of self-control, fulfillment of social requirements, purposefulness, desire for leadership (Q3); increased motivation, anxiety (Q4) (Table 1). For this teacher, the styles of activity studied by us (besides democratic) are not typical for him; he developed his own style of activity, which makes him a successful teacher in a professional college.

From table 1 it can be seen that in the personality structure of the teacher, which is presented in the second factor the most pronounced one is to be the factor Q4 (.737, p = 0.001), which gave us the opportunity to define this factor as “alarming”.

The personality of the teacher, which is characterized by an “alarming” management style, is characterized by the following personal qualities: democratic management style; independence in one’s judgments and behavior, perseverance (E); discipline, high moral stability, responsibility, attentiveness to people (G); incredulity, fixation on failures (L); imbalance, daydreaming, impracticality, passion for one’s ideas (M); vulnerability, sensitivity, tendency to guilt, sensitivity to remarks (O). It is also characterized by low communicative qualities (A); low self-control of behavior (Q3); high rates of emotional instability (C), which indicates neurotic symptoms of personality.

The third factor is called in our studies as “flexible style”. It is typical for a teacher in a professional college with a flexible style of activity to use in the professional activity all the studied styles of the teacher’s activity, such as: emotional - improvisational style (EIS), emotional - methodical style (EMC), reasoning - improvisational (RIS), reasoning - methodical style (RMS). The most pronounced features of these styles are presented in a teacher with a flexible style of activity as follows: high level of knowledge, artistry, ability to interestingly teach the educational material, exactingness, attention to students, sociability, high level of responsibility. Of the factors of R. Kettell, the factor Q3 is distinguished, which means the presence in the given style of activity of the teacher of a high level of self-control of behavior.

The fourth factor was called in our studies as a “dominant” style, which is characteristic of a teacher with such personal qualities that suppress the people around him with their assertiveness, self-confidence, independence of judgment and behavior (E). It is factor E that received the greatest weight in the personality structure of a given style of teacher’s activity. This teacher is characterized by an authoritarian management style, as well as an emotional-improvisational style of activity (EIS). He is characterized by high intelligence (B); emotional stability (C); impatience, exactingness, intuitiveness (I).

The fifth factor is called by us as a factor of “emotional stability”. For a teacher with an emotionally stable style of activity the following personal qualities are characteristic: a high level of emotional stability (C); democratic management style; emotional-methodical style (EMC); reasoning-methodical style (RMS); sociability, sociability (A); high intelligence (B); discipline, high morality, responsibility, attention to people (G).

The sixth factor is the structure of the teacher’s personality, whose indicators of the liberal, democratic styles of the teacher’s activity and factor F according to the R. Kettell test are most pronounced, which gave us the reason to name this factor as “social”. The following psychological features are characteristic of the personality of a teacher with a social style of activity: high liberal and democratic leadership styles, which means that the teacher seeks to shift some of his management functions to his subordinates, which indicates trust in the group, to provide independence to subordinates, to fully develop their initiative, provide them with moral support, study the individual psychological qualities of the individual and the socio-psychological processes of the team, warn about conflicts and create a friendly atmosphere; this teacher has cheerfulness, sociability, energy, flexibility in relations with people (F); and a
sufficiently high level of self-sufficiency (independence) (Q2).

The seventh factor in the personality structure of teachers of a professional college characterizes the personality as distant in relations with subordinates in all selected indicators. The personality of the teacher with this style of activity is called a teacher with a distant style of activity. The following psychological features are characteristic for a teacher with a distant style of activity: high indicators of a liberal style of activity, which means minimal interference in the activities of subordinates, lack of clarity in the distribution of duties, weak exactingness and responsibility, self-exclusion from management, lack of activity goals and specific plans. In the structure of the personality of a teacher with a distant style of activity, this management style occupies the largest place among other factorial weights.

The eighth factor is the personality structure of the teacher with a pronounced authoritarian management style, which gave reason to name the distinguished style of activity as domineering.

In the personality structure of a teacher with an imperious style of activity, the following psychological qualities of the personality are most characteristic: pronounced leadership qualities, desire for one-man authority, energy and rigidity in the requirements for subordinates, inability to take into account the initiative of subordinates, unwillingness to provide subordinates with independence, abuse of punishment, neglect of public opinion. In this personality structure, factors G and L according to R. Kettell received rather high weights. These factors characterize the personality of the teacher with an imperious style of activity as persistent, compulsory, disciplined, collected, highly moral, responsible, demanding of order (G) as well as distrustful of people, irritable, tyrant, with high self-esteem, a tendency to rivalry, arrogance (L).

The proposed typology of styles of activity of teachers of a professional college does not pretend to be completed, but is only a general contribution to the construction of a number of numerous classifications of styles of activity of teachers. In our opinion this classification which we proposed in the research process is the subject of further study, in the course of which it would be possible to give not only a personal characteristic of a particular style, but also to determine the characteristics of the methods and methods of behavior of teachers implemented directly in their leadership activities.

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