



## PERSONALITY TYPES OF PHYSICAL TEACHER UPBRINGING

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### Abstract

The typological approach makes it possible to more accurately determine the subject of research, which is the system of personality traits in the aggregate of their specific and typical mental phenomena. To determine the typical personality traits of a modern physical education teacher, the typological approach of J. Holland's professional preferences was applied. This scientific theory combines the concept of personality with vocational guidance theory.

This article is about the typology of personal and professional orientations of teachers of physical education.

**Keywords:** typology, professional orientation, personality type, higher school teacher, psychological categories.

The essence of the socialization of pedagogical activity lies in the fact that, on the one hand, it is characterized by the desire for social typification, and on the other hand, to the formation of the teacher's own positions, his individuality, which is formed both under the influence of external factors in the process of socialization of the individual, and internal - natural, and can change. The main task of using typology in the research process is to identify groups of individuals with a set of similarities and differences. Subsequent analysis of the interrelationships of internal characteristics or general features of their functioning for all typical aggregates.

The typological approach makes it possible to more accurately determine the subject of research, which is the system of personality traits in the aggregate of their specific and typical mental phenomena. To determine the typical personality traits of a modern physical education teacher, the typological approach of J. Holland's professional preferences was applied. This scientific theory combines the concept of personality with vocational guidance theory.

In our opinion, the type is an ideal conditional construction, with the help of which it is possible to describe a group of people with similar professional and personal characteristics, a specific standard with which a real person relates. The type can be characterized by various psychological categories: interests, abilities, character and environment. A certain combination of typological characteristics is the result of the influence of various factors: personal, social, cultural and others. Under the





influence of these factors, the person prefers some and ignores or rejects other activities and roles. The dominant types of activity are transformed into interests and lead to the development of certain abilities.

The interests and abilities of the individual form, according to J. Holland, certain individual dispositions that determine the perception of the world around him, his feelings, thoughts and actions.

According to Holland, there are 6 types of personalities:

- Realist (R-type);
- Intellectual (I-type);
- Social (C-type);
- Conventional (K-type);
- Enterprising (P-type);
- Artistic (A-type).

For each type, there are optimal activities and sets of professions.

Different types differ in interests, abilities, dispositions and the desire to surround themselves with a certain type of objects, people, and also solve various tasks and problems that are congruent to their needs with varying degrees of success. That is, the most important role is played by the environment to which the type aspires. Professional activity is an integral part of the environment.

The environment can be homogeneous and heterogeneous, and the concept of homogeneity can also be applied to personality types and characterizes the structure of elements, components of a personality or environment. There are personalities with an equal ratio of components of different types, such personalities are called weakly differentiable, but if the components of a certain type of personality prevail, this type is called differentiable.

If we talk about the peculiarities of the professional preferences of physical education teachers, then we can distinguish all the types defined by Holland, but the social and entrepreneurial types prevail, and the conventional type is the least common. In third place is the type of realist, which is more common among coaches - men.

An interesting fact is that among the teachers of physical culture universities, a large number of representatives of the intellectual type were found. This is due to the fact that teachers of higher educational institutions are characterized by, among other things, scientific and research activities, which involves the collection, systematization, analysis of data, the implementation of abstract and complex tasks, the solution of problems through analytics, hypotheses, independent work, laboratory research, preferences reflection on action.





Least represented by conformist and artistic types. Activities that successfully lend themselves to representatives of the conformist type can be divided into the following types:

- Collection and analysis of information about physical development and physical fitness, sportsmanship of the population;
- Collection and analysis of performances of students, athletes at competitions;
- Maintaining accounting documentation;
- Independent work with information.

Many physical education teachers internally reject the above activities. But the presence of K-type people in the professional environment makes this activity structured, amenable to certain algorithms.

It should be noted that a large number of physical education teachers have a high homogeneity of qualities, are poorly differentiated by types of professional preferences.

Any typology is not able to cover the whole variety of human characters and does not set boundaries for personal growth.

The study of personality types and types of professional environment, personality traits of physical education teachers will allow:

- To use their natural abilities;
- To form an individual style of activity, compensating for the lack of development of some components by optimizing others;
- Evaluate satisfaction, motivation for achievement, striving for improvement;
- Optimize adaptation processes;
- Effectively solve similar professional tasks for people of different types.

All of the above will ultimately lead to faster professional growth.

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