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YOSH YETAKCHINING RAHBARLIKKA XOS PSIXOLOGIK JIHATLARI

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Annotatsiya: Bugungi kunda zamonaviy liderlar kamayib borayotganligi hammamizga ma'lum shuning uchun yosh zamonaviy liderlarni yetkazib chiqarish dolzarblik kasb etmoqda. Har bir sohada liderlarni izlab topish va ularni qo'llab-qo'vvatlab turish lozim. Chunki bugungi kun jamiyatiga har doimgidanda ko'proq mukammal shaxslar kerak.

Kalit so'zlar: E'tiqod, qadriyat, liderlik, faoliyat, kirishimlilik, zehnllilik, ishonch, tartiblilik, tashabbuskorlik, kuzatuvchanlik, mustaqillik, qunt-matonatlilik, tashabbus.

Yosh yetakchi - o'ziga tengdosh shaxslar manfaatlari uchun qonun doirasida faol ish yuritishni anglatadi. Yetakchi o'z kuchiga ishongan, jasur va xarizmatik inson bo'lishi lozim. U, hatto, yosh avlodning himoyachisi bo'la oladi. Odatda, yosh yetakchilar tengdoshlari orasida ajralib turadigan yorqin xislatlarga ega shaxslardir. Ular nafaqat tengdoshlarini o'ziga jalb qila oladi, balki o'zidan katta yoshdagilar bilan ham tez til topisha oladi. Bunday yetakchi

tengdoshlaridan ko‘ra ko‘proq ma’lumotga ega bo‘ladi, bu esa unga muhim masalalarni hal etish imkonini beradi.

Zamonaviy psixologiya fani yosh yetakchiga xos bo‘lgan jihatlarni 3 toifaga bo‘ladi:

1) jamoa manfaatining ustuvorligi;

2) kasbiy mohirlik, ya’ni har qanday muammoli vaziyatda qiyinchilikni o‘z bo‘yniga olish va ishni hal etishda tashabbuskor bo‘lish;

3) emotsional, ya’ni hissiy jalb etuvchanlik. Tavakkalchilik va dadillik - yetakchilikning ajralmas jihati. Boshqa jihatdan, haddan tashqari dadillik va beboshlik (hamma narsa mumkin deb o‘ylashlik) o‘spiringa belgilangan axloqiy chegaralar (ichkilikbozlik, giyohvandlik va h.k.) ni bosib o‘tish ehtimolini yuzaga keltiradi.

Mazkur jihatlar, xislatlar majmuasining izchilligi o‘z mantiqiga ega. Jamiyatning intellektual ma’naviy darajasi qanchalik yuqori bo‘lsa, qonunlarning o‘rni va roli muttasil orta boradi. Shu boisdan ham atoqli nemis sotsiologi Zimmel fikricha, “Odamlarni ularning taraqqiyot darajasiga ko‘ra uch xil boshqarish mavjud. Ba’zilarni, shaxsiy namunalar, ko‘rsatmalar bilan, boshqalarni urf-odatlar, rasm-rusum va an’analar bilan boshqarish, eng rivojlanganlarni esa faqat qonunlar vositasida boshqarish mumkin”. [1]

“Yetakchilik” tushunchasini tahlil qilishda xilma-xil nazariyalar mavjud. Jumladan, A.Bagardus, F.Grinstayn, R.Stogdillarning xislatlar nazariyasi shular jumlasidan. Mazkur olimlar yetakchilarning aqli, kuch-quvvati, salomatligi va hokazolarga alohida e’tibor qaratadilar. Bu xislatlarga ega shaxsni ular yetakchi, deb hisoblashadi.

Yana bir yondashuv - vaziyatli yetakchilik nazariyasi bo‘lib, asoschilari: A.Taninbaun, A.Shmit, M.Fidler, A.Blonshar, E.Rum va boshqalar. Mazkur nazariyaga ko‘ra, yetakchini asosan ma’lum bir vaziyat shakllantiradi. Hozirda shaxs strukturasi ifodalovchi turlicha ta’riflar mavjud. Ulardan eng ahamiyatlisi sifatida quyidagini aytish mumkin: shaxs ruhiyati, ichki dunyosi pastdan yuqoriga o‘tib boruvchi piramida shaklida namoyon bo‘ladi.

Shaxsning ijtimoiy-psixologik strukturasi.

Bunday piramidaning tarkibiy qismlarini qatlamlar deb qabul qilsak, yuqoridagi tarkib o‘zidan pastdagi qatlamlardan tashkil topadi. Demak, ushbu tizimning birinchi pog‘onasida turgan “xatti-harakat” deb ataluvchi qatlam birlamchi hisoblanadi, uning asosida shaxsning yuksak tarkibiy sifatleri shakllana boshlaydi. Yuqori pog‘onada turuvchi tuzilmalarning sifati va ifodalanishi pastki o‘rindagi qatlamlarning sifat, mohiyati bilan bevosita va uzviy bog‘liq bo‘ladi. Shu nuqtai nazardan, insonda avval pastki qatlamlar (xatti-harakat va ko‘rsatma)

shakllanadi, so‘ngra ular qadriyatlarining shakllanishiga asos bo‘ladi, qadriyatlar negizida esa insonning e’tiqodi shakllanadi, e’tiqodlar majmuasi insonning yuksak vazifalari orqali birlashadi. Piramida shaklida tasvirlangan shaxs tizimining asosiy psixologik mazmuni shundan iboratki, qatlamlar o‘rtasidagi bunday bog‘liqlik inson faoliyatiga ma’no kiritadi, hatto inson ichki dunyosini bir butun, yaxlit tarzda tushunish imkonini beradi. Bunda komil inson hayotidagi hamma qatlamlar bir-biri bilan o‘zaro uyg‘unlashgan holda namoyon bo‘ladi. Demak, uning amalga oshirayotgan ishlari qadriyatlarga mos keladi, e’tiqodi va hayotidagi asosiy maqsadi bo‘lmish - yuksak vazifa (missiya)siga qarshi chiqmaydi. Yosh yetakchini sinchkovlik bilan kuzatish orqali uning shaxsidagi qatlamlar o‘rtasida uyg‘unlik yoki ziddiyatni ilg‘ash mumkin.

Psixologiya fanida yetakchi shaxsning yetakchilik xislatlarini shakllantirish bo‘yicha “Xislatlar nazariyasi” ta’limoti muhim ahamiyat kasb etadi. Unga ko‘ra, yetakchida mujassamlashgan bir necha xislatlar mavjud, ushbu xislatlar majmuasi shaxsning o‘zgalarga ta’sir etish qobiliyatini belgilaydi.

Yoshlar o‘rtasida muloqotga kirishishda o‘zaro samarali tashqi faoliyatning 4 qoidasiga amal qilish lozim:

- insonning nuqtai nazarini hurmat qilish;
- samimiylik;
- insonning his-tuyg‘ulari va xulq-atvorini tushunish;
- muloqotdagi aniqlik va lo‘ndalik.

Yosh rahbarlar muhokama va qaror qabul qilish jarayonida yuksak aqliy salohiyatga ega bo'lishlari kerak. Ular tashabbuskor, muayyan siyosiy va ijtimoiy mavqega ega, ishga aloqador tanish-bilishlari ko'p, intuitsiya (ichki his-tuyg'u, sezgi)si rivojlangan va tashkilot faoliyati yo'nalishini tezda tushunishlari kerak. Bunday salohiyat kutilmagan vaziyatni tahlil etishda, muammoni to'g'ri hal qilish jarayonida bir necha vazifani bir vaqtning o'zida boshqarish zaruratidan kelib chiqadi. Masalan, tashkilotchilik, masalaga oid yechimni taklif etish, guruh manfaatlari haqida g'amxo'rlik va h.k.

“Dominantlik” so'zi bir necha ma'noni bildiradi. Rahbarlik mavzusidan kelib chiqilsa, “o'zgalarga ta'sir etish” degan ma'noni anglatadi. Yuqorida ta'kidlangan ma'nodagi “ta'sir etish” iborasi hissiyot tufayli o'zgalarni o'ziga jalb eta bilish, o'zaro munosabat natijasida o'ziga nisbatan xayrixohlik tuyg'usini shakllantirishni anglatadi. Chunki tashkilotning ilg'or faoliyati uchun rahbar zimmasidagi majburiyat va vakolatlarning o'zi yetarli emas. Boshqarav sohasi mutaxassislari G.Kuns va S.Donnelning fikricha, “Agar xodimlar rahbariyat tomonidan o'rnatilgan tartib-qoidalargagina rioya etib mehnat qilganlarida, ular imkoniyatlarini 60-65 % ishlata olar va o'z majburiyatlarini bajarib, ishdan bo'shamaslikka bahona topar edilar. Rahbarga xos fazilatlardan yana biri vazminlik va sabr-bardoshlilik. Ma'lumki, rahbar turli dunyoqarashga ega bo'lgan odamlar bilan ishlaydi. Binobarin, o'zaro kundalik muloqotda unga atrofdagilarning salbiy yoki ijobiy his-tuyg'ulari tez «yuqishi» mumkin. Shuning uchun rahbar ziddiyatli vaziyatlarda boshqalarning ta'siriga berilmaslik, balki og'ir-bosiqlik bilan, oqilona qaror qabul qilish bilan ta'sir eta olishi kerak. Shaxsning bu fazilati, bir tomondan, tug'ma bo'lsa, ikkinchi tomondan esa hayotiy amaliy tajribaga bog'liq. [2]

Boshqaruv faoliyatini samarali olib borish uchun rahbarga zarur fazilatlardan yana biri - maqsadga intilish. Rahbar o'z oldiga aniq maqsad qo'ya olishi va uni bajarishga intilishi shart. Insonga xos intilishni 2 toifaga bo'lish mumkin: birinchisi, maqsadga intilish bo'lsa, ikkinchisi, mag'lubiyatdan qochish.

Inqirozli holat yuzaga kelganda, ba'zi rahbarlar mazkur holatni hal etish orqali muvaffaqiyatga erishish haqida o'ylasa, boshqalar esa o'zini o'ylab, iloji boricha “ofat” dan qochadi. Bu bir xil vaziyatga 2 xil yondashuv bo'lib, uning egalari turlicha harakterdagi insonlar hisoblanadi. Boshqaruvni samarali olib boruvchi rahbar birinchi toifaga mansub bo'lgani sababli, u muammolarni tezda hal etadi va o'z maqsadi sari yanada oldinga intiladi. Bunday toifadagi rahbar ba'zan tavakkal ham qilishi hech gap emas. Kezi kelganda, u katta (strategik) maqsadni bo'laklarga bo'lib, har bir kichik maqsad ortida turgan natijani oldindan tasavvur etadi. Biroq, bunday usulni hamisha amalga oshirish oson ish emas. Binobarin, rahbar tavakkal ish qila oladigan va xavf-xatardan qo'rqmaydigan bo'lishi lozim. Mashhur biznesmen va menejer Li Yakokkaning ta'kidlashicha: “Ba'zida tavakkal ham ma'qul, lekin yo'l qo'yilgan xatolarni o'z vaqtida tuzatib ketish lozim”¹. Maqsadga erishish ishtiyoqi bilan yashaydigan rahbar doimo o'z faoliyat natijalari haqida to'liq xabardor bo'lishni istaydi. Bunda mehnat bilan bog'liq vaziyatda faoliyati bo'yicha ma'lumot olishi unga tahlil etish imkonini beradi. Shu toifaga mansub shaxslardan birining aytishicha: “Men uchun biznes faqatgina boyish vositasi emas, boylik orttirish men uchun hech qachon maqsadga aylanmagan. Biznes shuning uchun ham menga rohatbaxshki, u har kuni cheksiz muammolarni hal qilish maqsadida aql-idrokimni bir nuqtaga jamlashga undaydi”. Albatta, bunday yondashuv ko'pgina tadbirkorlarga xos bo'lib, o'z maqsadi yo'lida ular uchun pul katta ahamiyatga ega emas.

Rahbarning obro'sini oshiradigan, qiyin vaziyatda uni asosiy maqsad yo'lidan yetaklaydigan fazilatlardan yana biri - mustaqillik. Rahbar o'z mushohadasi va shaxsiy qarashiga ega bo'lib, mustaqil qaror qabul qilishi shart. To'g'ri, yetakchi o'z hamkasblariga, shuningdek, maslahatchilarining fikrlarini inobatga olishi kerak, lekin qaror va uning ijrosi rahbar zimmasiga yuklatiladi. Shu nuqtai nazardan fikrlash va xatti-harakatlardagi mustaqillik samarali boshqaruvning asosiy omillaridan biridir.

Samarali boshqaruv uchun yana bir zaruriy xislat bu - mas'uliyat. Ma'lumki, hech bir inson yuqorida aytilgan xislatlar bilan birga tug'ilmaydi. Bular inson yashash tarzining

mahsulidir. Bunday xislatlarning rahbar faoliyatida namoyon bo'lishi shaxsdan muntazam tartib, o'z ustida ishlash, o'zini anglash, individual "men"ni va unga amal qilishni talab qiladi.

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MODERN INNOVATIVE METHODS OF TEACHING PSYCHOLOGY

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Abstract. *One of the actual tasks in the methodology of teaching psychology is the transition to an innovative path of development. To implement innovative activities, specialists are needed who have the methods, means and forms of managing innovative processes. This article is devoted to the consideration of innovative technologies in psychology in higher educational institutions.*

Keywords: *method, conversation, explanation, problem-based learning, verbal learning.*

Currently, the problem of innovative searches in the educational process has become particularly relevant. Global educational trends, called "Megatrends", are characterized, first of all, by such features as: mass character and continuity of education; orientation of training to the student's personality; development of creativity and ability to generate innovations; active development of human methods of cognitive activity. Active methods of teaching at the University, first of all, mean new forms, methods and means of teaching, called: problem lectures, seminars, discussions, business games, methods of mathematical modeling. As well as comprehensive course and diploma design, production practice, etc.

As in other disciplines, when developing methods of teaching psychology, one should take into account the fact that the student is both an object and a subject. If the teacher does not cause the students to have a goal that is adequate to their goal, then the act of training will not be able to take place and the method of influence will not achieve the desired result. At the same time, the student's goal should not coincide with the teacher's goal, it should only correspond to it. The teaching of psychology is based, first of all, on the teaching methods known in the world pedagogical practice [2].

Updating the content of education, developing new training technologies allow us to solve such important tasks of professional training as acquiring deep and versatile knowledge; developing analytical abilities and critical thinking of future specialists; developing the ability to quickly and effectively solve emerging professional problems; developing a sense of responsibility for their actions; developing self-analysis and awareness of their own capabilities; awakening creativity, initiative, imagination; developing sociability; formation of a global vision of the world [5].

In this regard, the indisputability of using innovation as the basis for achieving the above-mentioned goals and solving these tasks, as well as the strategic competitive advantage of an educational institution, does not require special evidence. Over the past decades, research has been conducted to create a system of training with guaranteed high performance, which involves the development and implementation of innovative training technologies: personal-oriented, interactive, modular, reflexive-creative, information and computer training, etc. [1, p. 9].

Teaching psychology in higher education in the context of an innovative model of education is becoming more and more difficult. Modern teachers should not only be competent in the field of their specialty and ready to share a deep knowledge of the subject taught, but also