

Status of religious studies specialists: characteristics and factors of formation

Ra`no Mirsamikova¹

ANNOTATION

The article analyzed the pedagogical factors of the formation of authority in the personality of a religious teacher. In particular, it reflected the research of world scientists on the construction of authorization of the teacher's character and theoretical views and empirical research results concerning this topic. In this regard, pedagogical conclusions and recommendations were developed to increase the teacher's personality's authority.

Key words: Pedagogical personality, Authority, Competence, True self-esteem, False authority, Personal competence, Role component, Social competence, Value competence, Cultural competence, Right decision of profession.

INTRODUCTION

In recent years, large-scale work was being carried out to modernize higher and secondary unique education systems, develop science, and introduce modern forms and teaching technologies. Over the past period, based on the needs of the real sector of the economy and the social sphere, new, including leading foreign higher education institutions had been established in the regions. Modern educational stages had been introduced, and training in high-demand bachelor's and master's degrees had been launched. Simultaneously, the rapid socio-political, socio-economic, and other reforms in our country made it one of the priorities to train qualified personnel who would be able to take responsibility for Uzbekistan's future and make a worthy contribution to the country's development. In particular, it was no coincidence that the main task of radical improvement of higher and secondary special, vocational education was the training of modern and independent-minded, highly spiritual and moral, educated and highly qualified personnel 1).

At the initiative of the President of the Republic of Uzbekistan Shavlat Mirziyoyev, large-scale work was being carried out to restore and develop religious values, and great attention was being paid to scientific, creative, and religious education. For example, the historic Decree of the President of the Republic of Uzbekistan dated April 16, 2018, "On measures to improve the activities of the religious and enlightenment sphere radically," opened the door to many opportunities for further development of religious and national values, in-depth study of religious, enlightenment heritage and analysis, with particular emphasis on the proper continuation of their scientific traditions.

¹Independent researcher, International Islamic Academy of Uzbekistan, Tashkent, Uzbekistan E-mail: Author.uzb@mail.ru ORCID: 0000-0002-1721-6137

Creating the necessary conditions for the young generation to acquire modern knowledge and grow up with high spirituality was consistently continued. The role of teachers and educators was crucial in the comprehensive upbringing and development of the younger generation. In turn, the President of the Republic Of Uzbekistan in his speech on August 23, 2019, about education and reforms: "The development of school education should become a nationwide movement" and reflecting on the ongoing reforms in the country to modify the school education system, the great enlightened ancestor Mahmudhoja Behbudi saying about education "The school is the greatest building in the world" was mentioned.

MATERIALS AND METHODS

In this regard, in recent years in Uzbekistan, special attention was paid to empirical research on the development of the field of religion, in particular, the role and status of teachers in the dissemination of this science to society. This issue required an interdisciplinary approach, combining theoretical and secular knowledge in theory and practical pedagogical competencies coverage. In the current era of globalization, religious studies' pedagogical aspects required that issues related to religion and social consciousness, national mental characteristics, and youth policy covered various factors such as new context, creative thinking, and legal democratic principles. This was because a theologian is a person who conveyed to the audience the aspect of traditional religion, which was integrated into the mental and cultural life of society, together with its historical roots, based on a comprehensive strategic analysis. The above modern pedagogical aspects were formed based on integral historical evolution in Eastern pedagogy and were developed as a scientific heritage of thinkers in "Teacher-Student."

For example, the greater the value of a teacher's respect for scholars, the greater the demand for their personality and activities. In particular, it required madrasah teachers to be knowledgeable, virtuous, wise, humble, and spiritually pure. He expressed his views on this subject as follows: "A Mudarris (teacher) should not be greedy, should not try to teach ignorant knowledge, should not be eager to teach for arrogance, and should not gossip and gossip for the sake of someone. If he fears immorality and avoids ignorance, not only: knowing himself as a scholar, how many ignorant people can do all sorts of evil deeds, but also honest: if doing things happens to him and not doing what he does becomes a rule and a habit for him. He is not a teacher, and he is a disseminator of bad habits". Alisher Navoi criticized ignorant, fanatical, and illiberal teachers and their behavior. In particular, "Mahbub-ul-Qulub" focused on schoolchildren and the content of their activities, praised the work of teachers as well as the right to coach, but condemned their harshness, ignorance, and greed: "His work is beyond the reach of man, the man not even a giant can do that. A strong man was powerless to save a young child. And he teaches a bunch of kids science and etiquette, no matter what. There is also the fact that there will be a little ingenuity in that gang, what will happen if hundreds of hardships come from it. In any case, young children have a lot of rights, and even if a student achieves a kingdom, it is worthwhile to assist him (the teacher)" (3).

" Haq yolinda kim sanga bir harf o`qutmish ranj ila,

Aylamak bo`lmas ado oning haqin yuz ganj ila"

Meaning: (Who in the way of truth has taught you a letter with resentment, It is impossible to turn it around with a hundred goodwill).

RESULTS AND DISCUSSION

It is known that the results of the activities of the educator depended on the achievements and successes they had achieved. From this point of view, it was natural that the teacher had a special place, position, prestige in the educational process. In turn, the educational process's success was explained by the organization, management, organization of the educational system, and the conscious influence on the student's personality.

The above-mentioned eastern approach was also reflected in Western research. These scientific works of literature reflected Eastern and Western techniques' harmony in the manifestation of the teacher's demand for authority. At this point, it was essential first to understand the content of the concept of authority. The idea of authority was used in a broad and narrow sense. In the general sense, prestige (authority) was participation in social relations, which was seen as a form of existence. In contrast, in the narrow sense, it was used as a system representing the social morality of a particular person.

The concept of prestige was a universally accepted human quality; the ability of an individual to influence people was to believe that his ideas and activities would be widely used, respected, trusted, his mind, will, values, ability to do good, devote all his energy to the common good. Authority was a concept (Latin: authority, influence) that referred to the encouragement of an individual or a group of individuals to think following their will without force. The term's origin dated back to the ancient Roman Empire, where, unlike other governing bodies, the senate's dignity was called "authority."

From the XII to the XX centuries in this direction, J. A. Comenius, J. Locke, I. F. Gerbart did not see the problem of authority as a force that effectively influences the learning and development of students, but primarily through the use of force, coercion, intimidation of holders. Authority was one of the first to be considered as a basis of trust and respect, rather than pressure, coercion, blind obedience, and educator humanist Yakush Korchak focused on the first half of the XX century. Russian philosopher and pedagogue V.V Zelensky argued that the authority is to create favorable conditions for more productive work with students and inspire them to use creative force. A.S. Makarenko, on the other hand, expressed the opinion that the authority is to take into account the idea of adults without any evidence [4]. I.P. Andriati considered authority as the ability to direct the actions of another person in the way he wants through thinking and logic [5]. According to N.A. Moreva, authority is considered a person's deep knowledge, competence, achievements, and respect based on the individual himself [5].

N.D Levitov emphasized that the interaction with a teacher who has authority among students was emotionally rich and colorful. N.D Levitov distinguished the following stages of authority in pedagogical activity:

The first stage - the primary source of pedagogical information;

The second stage - pedagogical referent;

The third stage - pedagogical authority.

Indeed, absolute authority was achieved only through labor. There was also the idea that the position of a teacher in itself brings authority to a person. But this was far from the truth. Without a stable positional authority, an understanding of a person's voluntary professionalism would

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require developing their qualities as a person. Every educator strived for authority but could only have false authority without wanting to work on himself. For the first time in the history of pedagogy, A.S Makarenko divided pedagogical authority into true and false authority [6]. Actual authority was one, while false authority was manifested in many forms. False reputation was based on teachers listening to students because they were afraid of the result. In the process, students become intractable from year to year.

Manifestations of a false reputation in a teacher

False reputation				
Gaining a false reputation through pressure	Having a pedant reputation	Gaining prestige through service	Resonant reputation	Gaining prestige by keeping distance

Gaining a false reputation through pressure was achieved under the constant fear of being punished by students, for fear of being left in the public eye. In recent years, such students developed cowardice, laziness, an aggressive attitude towards adults, and disrespect for teachers. Besides rudeness, the nervous system's constant pressure created a negative attitude in the student to the educational institution, the learning process.

In gaining a pedant's reputation, the teacher saw the students as insignificant, as no one needs them. He was always trying to find flaws. The students of such a teacher did not believe in their strength and rudely disrupted the order during the group's half-lesson, and half of them sit in fear and anxiety.

Gaining prestige through the office was a prevalent type of authority. This type of authority was especially prevalent among young educators. Because in young teachers opinion students who show kindness would be noticed. But in reality, the situation turned out to be the opposite. Students responded to the teacher's kindness with indifference, disrespect and even laughed at him.

Resonant prestige - in which the teacher constantly tried to "teach the mind" to gain authority. In this case, students soon get tired and bored of the constant "education" and might even laugh at the teacher.

Gaining prestige by keeping the distance - the educator always tried to maintain distance with students. He only communicated with them formally, trying to leave a vague and inaccessible impression as a result.

True prestige was a type of authority in which students were treated like little friends of the teacher and act together on all fronts. It is important to note that a teacher who did not have a reputation could never be an educator. A.S Makarenko emphasized that the teacher's character, his personality qualities were an essential educational factor in the educational process. Therefore, some educators had developed solid willpower qualities, which were a bright manifestation of social activism. Teachers in this category did all the work themselves, putting pressure on their aspirations and activism in unexpected situations. In the learning process, such students remained

spectators. Some, on the contrary, were mild, and they could not even demand a simple order from the students.

Every profession required certain qualities from a person. The teaching profession's uniqueness was that the pedagogical personality was continually evolving and working with changing children, adolescents, and young people. Accordingly, the teacher's authority could be conditionally divided into two main components: professional and personal components. An integral part of a teacher's reputation included the quality of love for children in pedagogical activities. In every profession, a person's love for their field is crucial. It was useless to expect results from this activity in a situation when a person did not like his field and was not satisfied with it. The educator must love not only his profession but also the children.

Pedagogical prestige consisted of the teacher's general level of culture, that was, skillful use of speech, rational use of facial expressions and gestures, and clean, beautiful dress. A teacher's appearance and behavior, culture were critical in achieving authority. A teacher's reputation's professional component included qualities such as professional knowledge, pedagogical tact, and teacher-student interaction. First, a reputable teacher would be in-depth knowledge of their field. Must be familiar with the methodology of each science. In particular, students respected a teacher who skillfully conveys their knowledge to the student, rather than a teacher who knew his or her profession well.

Depending on the goals and objectives of the pedagogical activity, the following levels of teacher's reputation differ:

Positional, in which the type of prestige that determined the formal level of the teacher, arising from the functional responsibilities;

Functional, i.e., a type of reputation that reflected the informal level of the teacher, determined by the teacher based on the level of professionalism;

Personal - this was also an informal level of prestige, which included the educator's personal qualities concerned with the qualities listed above.

It was known that the conventional scientific sources, according to the analysis of the literature, the structure of pedagogical authority consisted of the following components.

The structure of the teacher's reputation according to I.P.Andriadi, I.I.Efremov, N.A. Moreva [7]

The structure of pedagogical prestige	
Professional component	Individual component
Social component	Rolli component
Valuable component	Cultural component

Professional component - social erudition, methodological skills, technological versatility, in-depth knowledge of science, the breadth of worldview of its teaching methods;

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The personal component - the driving force of authority, the teacher's views, individuality, activity, honesty;

Value component - the teacher was the carrier of the system of values, the carrier of aesthetic, moral and other values;

Cultural component - included communication, behavior, interests, pedagogical tact, etc .;

Social component - professional stereotypes, the prestige of the profession, the social significance.

It should be noted that the reputation of the teacher was influential in the educational process. Therefore, the following ideas about the teacher's role in the educational process were put forward by research scholars. In particular, according to I.O. Pirogov, the relationship between teacher and student should be based on respect and trust, and it was said that intimidation and punishment were inappropriate [8]. A.S Makarenko argued that an educator who did not have a reputation would not be an educator [9]. Indeed, in the process of teaching and educating, no result could be achieved without prestige. The dominance of the teacher had been seen as a responsibility to the child's destiny. But this dominance must be based on creativity, not destruction. It was known that the thoughts and ideas of a respectable person were accepted faster and easier. Well-known academician, medical scientist I.O Kassirsky said to his students: "If you give an aspirin to a patient - it's a medication if I give it - it's a drug and my reputation."

At this point, psychologists have identified certain stages of pedagogical prestige:

In the first stage, the teacher embodied the necessary information as the primary source.

In the second stage, the teacher was evaluated as a referent; that is, the students took into account his opinion and sometimes opposed it.

In the third stage, considered the teacher as a person of prestige. This stage was qualitatively more efficient than the above two stages. A reputable teacher earned the trust of students.

The opinion of a teacher who fell into this category is undoubtedly accepted as correct. Tips were sawed as a motivating force and expected a positive outcome at the end of the work. Such interactions led to emotional intimacy and led to the strength of student relationships. Achieving and maintaining a reputation required a lot of work from the teacher. It took hard work every day, every hour, every second to maintain a reputation. The teacher must constantly be striving not to lose his reputation, being continually searching for himself. Similarly, we could distinguish two conditions for the formation of pedagogical reputation:

1. Choosing the right profession.
2. Acquisition of pedagogical skills, self-education in the educational institution, work on oneself.

In the first phase of the pedagogical reputation study, students were asked to write essays on topics such as "My favorite teacher," "What a real teacher should be," and "What character traits in a teacher I would like to have." In the second stage, the method "Complete would conduct the sentence." And read: "I love my teacher because he is ...".

Analyzing the essays collected based on experience, students emphasized the qualities of kindness, gentleness, intelligence, love for children in the teacher, anger, "shouting," and others.

Simultaneously, the teacher told the students not to shout, that their words and actions should be mutually compatible, and that they should keep their promises. According to the results of the method "Complete the sentence" used in the study, 45 out of 52 students showed that the teacher should be kind, fair, have sufficient knowledge in the subject, be enthusiastic and make lessons enjoyable.

Table 2**Indicators of teacher authority in primary school students**

№	Criteria	In %
1	Kind	95%
2	Patient	83%
3	Loves the children	64%
4	Fair	57%
5	Good-natured	51%
6	An interesting tutor	36%
7	Good explanatory	21%
8	Well-educated	10%
9	Demanding	7%
10	Tidy	3%

The table results showed that for students of small school age, the individual component played an essential role in the teacher's pedagogical reputation. According to the children, the teacher should find a common language with the student, explain his profession, a subject well, and be a good teacher. On the other hand, adolescents emphasized that it was important for a teacher to know his profession well, but the teacher's appearance and the dress did not matter. Most importantly, if the best teacher could make the subject interesting, they would actively participate in the lesson.

Table 3**Adolescents' views on the authority of the teacher's personality**

№	Criteria	In %
1	Good explanatory	78%
2	Good knowledge of science	72%
3	Loves the children	63%
4	Kind	57%

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5	Fair	43%
6	Patient	32%
7	Good-natured	26%
8	Demanding	20%
9	Strict	12%
10	Well-educated	6%

According to high school students, a teacher should have a thorough knowledge of the subject, as well as be able to explain the topic well. For them, the most unpleasant thing about a teacher was that he/she shouted and pretended to be the smartest of them all.

Table 4

Criteria of teacher personal authority by high school students

№	Criteria	In %
1	Knows his/her subject	89%
2	Explain the subject well	86%
3	An interesting explanatory	73%
4	Demanding	68%
5	Fair	52%
6	Loves the children	49%
7	Strict	34%
8	Patient	25%
9	Kind	12%
10	Teacher dress code	8%

At the same time, it was worth noting the following positive effects of the teacher's reputation in the educational process:

- Optimized learning activities, because it saved time, speeded up communication with the help of direct authority in telling the content of the learning material, allocated time to master the material;
- Focused on getting acquainted with scientific problems and gathering more information;
- Slow down meant not rushing to the novelty, i.e., being superficial because it had not been sufficiently proven. Ensured orderliness in mutual relations.

Indeed, a teacher's true reputation not only had a positive impact on the learning process in the first place, but also had a significant impact on student performance. In this context, it was useful to know the basic conditions for deciding the true reputation of a teacher:

- The stage of choosing a teaching profession;
- To have the pedagogical skills necessary for the pedagogical profession. The teaching skills and qualifications should be acquired gradually and the process should be based on certain laws.
- Pedagogical practice.

CONCLUSION

From the practice results, one could note that if passed these stages step by step, the teacher's professional development would be successful. At the same time, a person who wanted to become a teacher must also have communicative skills. Pedagogical communication involved several stages:

The first stage was through the study of communication, in which a person observed reflection, that was, understanding, controlling his behavior, inner feelings, and external manifestations.

The second stage was the study of the student's intellectual, emotional, purposeful, and moral characteristics and the stimulation of their activities.

The third stage involved not only comprehending the communication but also being able to influence the learners skillfully.

Based on the above, the following conclusions could be made about the strengthening of the reputation of the teacher:

- The formation of the reputation of the teacher is inextricably linked with time and required a certain logic;
- Reputation was inextricably linked with professional maturity, personality traits, level of education;
- This was achieved through a combination of professional and personal components in ensuring the sustainability of the teacher's reputation.

CONFLICT OF INTERESTS AND CONTRIBUTION OF AUTHORS

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