

SCIENTIFIC ETHICS AND ETIQUETTE OF UZBEK STUDENTS IN WRITING

Mutabar Kasimkhodjayeva

Uzbekistan world languages of foreign languages

Teacher of Department of Theoretical Aspects of English 3

E-mail: kmotaxon@gmail.com

Abstract The article emphasizes the importance of young teachers understanding the role of the unconscious mind in learning processes. It suggests that such knowledge can lead to healthier relationships between teachers and students, fostering empathy and tolerance. By recognizing the underlying mechanisms driving behaviour, teachers can adapt their approaches to meet students' needs effectively, creating a friendlier classroom environment conducive to learning. Human learning involves both conscious and unconscious processes, shaping perception, cognition, and behaviour. Unconscious mechanisms often guide responses without explicit awareness, influenced by automatic evaluation systems prioritizing positive assessments. Mental representations, constructed spontaneously and influenced by imagery, play a significant role in guiding thoughts and behaviours, aiding in decision-making. Psychoanalytic approaches, embracing observer subjectivity, offer insights into human activity, particularly in educational settings. Recognizing and addressing unconscious stressors are crucial for positive educational outcomes and supporting students' emotional well-being, underlining the importance of emotional intelligence in teacher-student relationships.

Keywords: *Education, young teachers, sub-consciousness, conscious awareness, psychoanalytic approaches, emotional intelligence, teacher-student relationships*

Аннотация В статье подчеркивается важность понимания молодыми учителями роли бессознания в процессах обучения. Это предполагает, что такие знания могут привести к более здоровым отношениям между учителями и учениками, способствуя сочувствию и толерантности. Признавая основные механизмы, определяющие поведение, учителя могут адаптировать свои подходы для эффективного удовлетворения потребностей учащихся, создавая более дружественную атмосферу в классе, способствующую обучению. Человеческое обучение включает в себя как сознательные, так и бессознательные процессы, формирующие восприятие, познание и поведение. Бессознательные механизмы часто направляют реакции без явного осознания, под влиянием автоматических систем оценки, отдающих приоритет положительным оценкам. Ментальные представления, созданные спонтанно и под влиянием образов, играют важную роль в управлении мыслями и поведением, помогая в принятии решений. Психоаналитические подходы, учитывающие субъективность наблюдателя, позволяют лучше понять человеческую деятельность, особенно в образовательных учреждениях. Распознавание и устранение неосознанных факторов стресса имеет

решающее значение для положительных результатов обучения и поддержки эмоционального благополучия учащихся, что подчеркивает важность эмоционального интеллекта в отношениях между учителем и учеником.

Ключевые слова: *Преподавание, молодые учителя, подсознание, сознательное осознание, психоаналитические подходы, эмоциональный интеллект, отношения учитель-ученик.*

Maqolada yosh o'qituvchilarning ta'lim jarayonlarida ong ostining rolini tushunishlari muhimligi ta'kidlangan. Bu o'z navbatida o'qituvchi va o'quvchilar o'rtasidagi munosabatlarni sog'lom muhitda: o'zaro ishonch, hurmat, tushunish, bag'rikenglik va qo'llab quvvatlash shakllanishida muhim omil ekanligi ko'rsatiladi. Ong ostining haqiqiy ishlash mexanizmlarini tushaina bila olish, o'qituvchilar o'quvchilarning ehtiyojlarini samarali qondirish, o'z yondashuvlarini moslashtira olish imkoniyatini berib, o'rganish uchun qulayroq sinf muhitini yaratadi. Insonning o'rganishi ongli va ongsiz jarayonlarni o'z ichiga oladi, idrok, bilish va xulq-atvorni shakllantiradi. Ong osti ko'pincha ijobiy baholashni birinchi o'ringa qo'yadigan avtomatik baholash tizimlari ta'sirida aniq xabardorliksiz javoblarni boshqaradi. O'z-o'zidan paydo bo'lgan va tasvirlar ta'sirida aqliy tasavvurlar fikrlar va xatti-harakatlarni boshqarishda, qaror qabul qilishda yordam berishda muhim rol o'ynaydi. Kuzatuvchi sub'ektivligini o'z ichiga olgan psixoanalitik yondashuvlar, ayniqsa, ta'lim muassasalarida inson faoliyati haqida tushuncha beradi. Ong osti stress omillarini tan olish va bartaraf etish, ijobiy ta'lim natijalari va o'quvchilarning hissiy farovonligini qo'llab-quvvatlash uchun juda muhim, bu o'qituvchi va talaba munosabatlarida hissiy intellektning muhimligini ta'kidlaydi.

Kalit so'zlar: *O'qitish, yosh o'qituvchilar, ong ost, ongli qarash, psixoanalitik yondashuvlar, emotsional intellekt, o'qituvchi va talaba munosabatlari*

Introduction Young teachers stand to gain valuable insights by learning about the unconscious mind and its impact on learning processes. Understanding this aspect of psychology can foster healthier relationships between teachers and students. It equips teachers with the knowledge to navigate challenges with greater empathy and tolerance, recognizing the underlying mechanisms driving behaviour. By grasping how the brain learns and processes information, teachers can adapt their approaches to better meet the needs of students. This knowledge promotes a friendlier and more supportive classroom environment, conducive to effective teaching and learning. Overall, integrating an understanding of the unconscious mind into teaching practices enhances both teacher effectiveness and student engagement.

Human learning involves both conscious and unconscious processes, as highlighted by Kuldass et al. (2013). These processes, operating in tandem, shape perception, cognition, and behaviour. Unconscious mechanisms often guide individuals' responses without explicit awareness, influenced by automatic evaluation systems that prioritize positive assessments. Mental representations, constructed spontaneously and influenced

by imagery, play a significant role in guiding thoughts and behaviours, aiding in information evaluation and decision-making.

Unconscious learning, crucial in acquiring conceptual knowledge, relies on visual illustrations and implicit associations to facilitate understanding. However, it poses challenges in regulating information encoding and retrieval, eluding conscious intervention.

Educational practices benefit from understanding unconscious learning processes, informing instructional design and learning strategies. Despite potential biases, psychoanalytic approaches embrace observer subjectivity, offering insights into human activity. The baby observation method facilitates inferences about hidden stresses, promoting verbal expression of implicit attitudes.

Educational institutions harbour unique stresses impacting teachers and students, influencing behaviours and interactions. Recognizing and addressing these dynamics is essential for fostering a supportive learning environment. Teachers' emotional states profoundly affect students' experiences, highlighting the importance of educators' emotional intelligence and understanding unconscious processes in teacher-student relationships.

Literature review According to Kuldass et al. (2013) human learning encompasses both conscious and unconscious processes that shape perception, cognition, and behaviour. These processes operate in tandem, with unconscious mechanisms often guiding individuals' responses and actions without their explicit awareness. Automatic evaluation systems, inherent within the human psyche, prioritize positive assessments, influencing how individuals approach or avoid certain experiences based on implicit evaluations. Mental representations, constructed spontaneously and heavily influenced by imagery, play a significant role in guiding thoughts and behaviours, even in the absence of conscious intention. These mental representations aid in information evaluation, memory consolidation, and decision-making, operating alongside conscious cognitive processes.

Unconscious learning is particularly crucial in the acquisition of conceptual knowledge, where visual illustrations and implicit associations facilitate understanding and retention. These implicit processes also influence language acquisition, social norms, and cultural beliefs, shaping individuals' understanding of the world around them. However, unconscious learning poses challenges in regulating information encoding and retrieval, often eluding conscious intervention.

Educational practices benefit from an understanding of unconscious learning processes, as they inform instructional design and learning strategies. By leveraging visual representations and implicit associations, educators can enhance students' comprehension and retention of complex concepts. Despite the complexities involved, awareness of unconscious learning mechanisms offers opportunities to optimize educational outcomes and foster deeper understanding among learners. Thus, acknowledging and harnessing the

power of unconscious learning is essential for effective teaching and learning practices in diverse educational settings.

Observing unconscious processes in human subjects involves navigating potential biases, with traditional psychological methods aiming to objectify investigations. (Hinshelwood, Robert. 2009). Psychoanalytic approaches, however, embrace observer subjectivity, offering insight into human activity. The baby observation method, pioneered by Esther Bick, combines direct observation with subjective experience, facilitating inferences about dynamics. Adaptations of this method, applied in organizational settings, aim to uncover hidden stresses and promote verbal expression of implicit attitudes.

Educational institutions harbour unique stresses affecting teachers and students, impacting behaviours and interactions within the learning environment. At the primary school level, maintaining order often overshadows social development, leading to controlling teaching approaches. In sixth-form College, teachers may focus on high-performing students, neglecting others and fostering idealization dynamics.

Both teachers and students experience stress in the learning environment, manifesting as unconscious anxieties that hinder learning. Students may fear disrupting their sense of self or envy knowledgeable teachers, while teachers face pressure from increasing demands for accountability.

Overall, the educational environment is characterized by unconscious stressors influencing behaviours and interactions. Recognizing and addressing these dynamics is crucial for fostering a supportive and effective learning environment.

As Gölbaşı et al. (2017) explore the intricate dynamics of teacher-student relationships, emphasizing the profound impact of educators' emotional states on students' learning experiences. Teachers, often serving as parental and superego figures, can evoke past negative experiences in students, influencing their reactions and learning. Understanding these dynamics is essential for fostering motivation, readiness, and reducing anxiety for learning. Moreover, educators should be attuned to their own emotions and those of their students, engaging in both conscious and unconscious communication.

Robertson (1999) outlines various unconscious processes within teacher-student relationships, shedding light on students' reactions, defensive behaviours, and fear dynamics. Tieman (2013) observes defence mechanisms like denial and displacement in educational settings, highlighting the impact of parental imposition on children's perceptions of authority figures.

To cultivate a supportive learning environment, teachers can adopt an accepting attitude by gaining insight into their unconscious through self-interrogation and seeking support from school counsellors or psychologists. Creating a loving and nurturing environment akin to a healthy maternal relationship is crucial for students' emotional development, with supervision and psychological support aiding teachers in this endeavour.

Britzman (2014) underscores the significance of silence and the underlying meanings behind teacher and student behaviours, suggesting that educators' unconscious actions come at a cost for students. Similarly, emotional absence from teachers can have a persecutory effect on students, highlighting the importance of acknowledgment and validation in the classroom.

Overall, understanding and addressing the complexities of teacher-student relationships and educators' emotional intelligence are vital for fostering positive educational outcomes and supporting students' emotional well-being.

Discussion The subject of "Integrated Skills in Teaching English" plays an important role in developing young teachers' practical lessons with real pupils at school. This year during the practical lessons at the local school most of the young teachers came across with psychological problems that they couldn't understand. For example, two students had problems having good relations with same-gender pupils while the opposite gender accepted young teachers. When I explained that teenagers subconsciously protect their territory and teachers being subconsciously prone to work with opposite gender rather than with same-gender pupils was causing disobedience among same-gender pupils. The solution was paying friendlier attention to the same-gender pupils talking about teenagers' trendy topics that let them accept the young teachers as one of their own.

Another such sample of subconscious mind was when young teachers were fully ready to their lessons but classroom management was very poor they got really frustrated. Here they could see the role of sub-consciousness and the body language lessons' effect that they were not paying due attention.

Moreover, there were some new teachers at school who were struggling with classroom management skills. When it was discussed rising of teachers' voice arguing with teenager means the failure for teachers and keeping coolness is important in any conversation. Here doing it is more difficult than saying as anyone can get emotional in such situations but having consciousness on can help control sub consciousness.

All in all, education of sub consciousness is essential for young teachers as they face psychological challenges while developing practical lessons. These challenges include difficulties in bonding with students, managing classrooms effectively, and maintaining composure in emotional situations, highlighting the importance of understanding subconscious behaviours and practicing conscious awareness.

Result Understanding the role of the unconscious mind in learning processes can significantly impact teacher-student relationships. By cultivating empathy and tolerance, teachers create a supportive environment where students feel valued and understood, fostering healthier interactions.

Moreover, this understanding empowers teachers to adapt their teaching practices to meet students' individual needs effectively. Tailoring approaches based on the underlying mechanisms of behavior enhances teaching strategies, resulting in improved learning experiences for students.

Recognizing the influence of unconscious processes also contributes to a more welcoming classroom environment. When students feel understood and supported, they are more likely to engage actively in learning activities, leading to a friendlier and more inclusive atmosphere.

Additionally, insights into unconscious learning processes enable educators to optimize instructional design and learning strategies. This optimization enhances comprehension, retention, and application of knowledge, ultimately improving learning outcomes for students.

Lastly, emphasizing emotional intelligence in teacher-student relationships promotes overall student well-being and development. Addressing unconscious stressors supports students' emotional growth and success, fostering a positive and nurturing educational environment.

Conclusion Young teachers can enhance their teaching practices by understanding the role of the unconscious mind in learning processes. This knowledge enables them to foster healthier relationships with students, promoting empathy and tolerance. By recognizing the underlying mechanisms guiding behaviour, teachers can adapt their approaches to meet students' needs effectively. Understanding how the brain learns and processes information creates a friendlier classroom environment conducive to learning.

Human learning involves both conscious and unconscious processes, shaping perception, cognition, and behaviour. Unconscious mechanisms often guide responses without explicit awareness, influenced by automatic evaluation systems prioritizing positive assessments. Mental representations, constructed spontaneously and influenced by imagery, play a significant role in guiding thoughts and behaviours, aiding in decision-making.

Educators must navigate potential biases when observing unconscious processes. Psychoanalytic approaches embrace observer subjectivity, offering insights into human activity. The baby observation method facilitates inferences about hidden stresses, promoting verbal expression of implicit attitudes.

Recognizing and addressing unconscious stressors in educational environments is crucial for fostering a supportive learning environment. Teachers' emotional states profoundly affect students' experiences, emphasizing the importance of emotional intelligence in teacher-student relationships. Understanding and addressing these complexities are essential for positive educational outcomes and supporting students' emotional well-being.

REFERENCES:

1. Diamond, M. J. (2014). Analytic mind use and intersychic communication: Driving force in analytic technique, pathway to unconscious mental life. *The Psychoanalytic Quarterly*, 83(3), 525-563. <https://doi.org/10.1002/j.2167-4086.2014.00106.x>

2. Gölbashi, Elçin & Önder, Alev. (2017). The Role of Unconscious Awareness of Teachers within Teacher-child Relationship. *Journal of Education and Training Studies*, 5. 132. [10.11114/jets.v5i8.2482](https://doi.org/10.11114/jets.v5i8.2482).
3. Hinshelwood, Robert. (2009). Do Unconscious Processes Affect Educational Institutions?. *Clinical child psychology and psychiatry*, 14. 509-22. [10.1177/1359104509338880](https://doi.org/10.1177/1359104509338880).
4. Kuldass, S., Ismail, H. N., Hashim, S., & Bakar, Z. A. (2013). Unconscious learning processes: mental integration of verbal and pictorial instructional materials. *SpringerPlus*, 2(1), 105. <https://doi.org/10.1186/2193-1801-2-105>
5. Robertson, D. L. (1999). Unconscious displacements in college teacher and student relationships: Conceptualizing, identifying, and managing transference. *Innovative Higher Education*, 23(3). <https://doi.org/10.1023/A:1022990316742>
6. Tieman, J. S. (2013). Miss Freud returns to the classroom. *Schools: Studies in Education*, 10(1), 91-110. <https://doi.org/10.1086/670002>