

METHODS OF DEVELOPING PSYCHOLOGICAL READINESS FOR THE PROFESSIONAL ACTIVITY OF TEACHERS

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Annotation

This article pays special attention to the important aspects of psychological preparation of students for the teaching profession, their self-regulation and the issues of professional and personal development. Serious attention is paid not only to the study of knowledge, professional skills and qualifications in pedagogical activity, but also to the development of personality activity.

Keywords: teaching profession, psychological readiness, pedagogical competence, professional development, self-awareness, "ideal teacher", psychological training.

INTRODUCTION

In the current rapidly changing environment, social, economic and political problems require modern knowledge, professional qualifications and skills from future professionals. We see that the professional activity of a specialist is becoming more complex day by day, every day new requirements are put on the employee. In this regard, new requirements are being formed in principle for the activities of higher education institutions.

One of the most important problems in modern society is the problem of developing students' readiness for professional activity in higher educational institutions. It still takes a lot of time for university graduates to get used to a particular place of work. For this reason, it is important to study the features of psychological readiness of a young specialist for professional activity. Psychologist Scientist Ya. L. Kolominsky proposed to consider the phenomenon of readiness as a specific result of individual development [3]. L.V. Legnina defines readiness as a set of formed relationships that allow a specialist to perform a certain set of labor functions [5]. O. B. Dmitrieva understands psychological readiness for professional activity as a body of knowledge, abilities and qualifications that allow a graduate to carry out their professional activity at the level of modern requirements of science and technology [1]. The concept of psychological readiness for professional activity is related to the concept of psychological readiness for action and work. S. L. Rubinstein wrote that any activity of a person arises from him as a person and as the subject of this activity. He believes that the unity of activity, with its initial motives and ultimate goals, becomes the motivations and goals of the individual. We follow the point of view of S. L. Rubinstein, who argues that by studying the psychological

side of activity, we learn the psychological essence of the individual in the process of activity [6].

V.F. Zhukova believes that psychological preparation for activities allows a person to effectively and efficiently perform his professional tasks with the use of available knowledge, skills and abilities, activating his personal qualities [2]. In this regard, since the beginning of the 21st century, the problem of psychological preparation for various types of activities has become urgent in world psychology.

The training of the future modern teacher is inextricably linked with the formation (mastery) of professionally oriented relationships, personal characteristics, motivations and conditions of physical and psychological preparation for professional activity. The formation of psychological preparation for professional activity is carried out on the following conditions:

- activation of the student's desire to master the necessary professional competencies;
- enrichment of the experience of modern teacher-student relationships;
- formation of the student's self-image as a subject of professional activity;
- development of the ability to self-control, self-regulation in the process of professional communication and behavior.

Thus, the formation of psychological preparation for activities in the process of professional training is associated with the formation of professionally oriented relationships, motives, personality characteristics, assessment of the conditions of professional training, the formation of professional competencies (practical experience, knowledge, skills), mastering the methods of acting in various life situations and activities, as well as the rational acquisition of practical experience.

It is more expedient if we follow also the position of E. A. Koksheneva, who identified three groups of factors [4]:

1. Socioeconomic factors:

- the state of the labor market in the region, everything that affects a person's capacity to work;
- prestige of society and the requirement for education and profession in a particular region;
- demand for specialists in the region;
- parents' social status and education level;
- The family's financial ability to pay for education.

2. Psychological factors:

- motives influencing the choice of a profession;
- a person's desire and aspiration to succeed in his/her career;
- the expediency of individual behavior arising under the influence of a stable system of conscious value directions;
- emotional and voluntary states affecting the formation of psychological readiness of students for future professional activity;

- willful qualities, with the help of which the future specialist will be able to acquire the necessary knowledge, abilities and qualifications;

- personal qualities that affect the development of professional activity of the future specialist.

3. Organizational and pedagogical factors:

- quality of the educational process;

- quality of teaching;

- the quality of the system of relations between teachers and students.

As psychological conditions for the formation of psychological readiness of students for professional activities in the context of psychological and pedagogical education, we can highlight the following:

- motivation of the student in educational activities, his interest, aspiration, mastery of knowledge, possession of professional secrets, devotion to educational activities;

- activity of cognitive processes: thinking, memory, perception, imagination, attention, speech and high degree of their development;

- presence of necessary and strong willful qualities: persistence, courage, awareness, responsibility and discipline;

- ability to communicate with other people throughout educational activity;

- formation of generalized psychological actions (analysis, synthesis, comparison, classification, systematization, etc.).

Organizational and methodological conditions include:

- educational activity - the use of various means of transferring knowledge, skills and qualifications (computer, video equipment), methods (excursions, interviews), forms (lectures, seminars, work in microgroups);

- Educational activity – various sources (articles, manuals, monographs), teaching aids (Internet), memorization techniques and others;

- flexibility of teaching - change of different tools, methods, methods, forms of training, taking into account implementation;

- individual approach and the reliance on pedagogical innovations (non-traditional forms of education);

- use modern technical training equipment;

- the optimal choice of training material (a balance between accessibility and an adequacy of complexity). Training sessions form students' readiness for professional activity, scientific outlook, modern system of professional knowledge and contribute to the development of creative abilities.

The formation of psychological preparation of students for professional activities at different stages of higher education institutions should be considered as a continuous and complex process. The psychological preparation of students for professional activity is formed in the

process of studying at the university, undergoes positive qualitative and quantitative changes. It provides an effective solution of educational and professional problems of various complexities and content of pedagogical activity.

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