



PSYCHOLOGICAL FACTORS OF THE FUTURE TEACHER'S PROFESSIONAL FORMATION

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Article history:	Abstract:
Received: 20 th October 2022 Accepted: 20 th November 2022 Published: 28 th December 2022	Currently, with the initiatives of the President, systematic work is being carried out in our country aimed at educating the young generation in a perfect manner, in order for the young generation to grow up mature in all aspects, physically healthy, with intellectual potential, and mentally mature, as well as to encourage young people according to their hard work and achievements. This article discusses about Psychological factors of the future teacher's professional formation.
Keywords: pedagogical competency, teacher's profficiency, systematic word, language development, communication skills, etc	

The search for answers to the questions of existence and the relationship between consciousness, nature and spirit eventually gave rise to many opinions, judgments and assumptions, united around two philosophical currents: idealism, when the soul is recognized as the main one over matter, and when matter is the soul of the soul. It is materialism that predetermines existence. In general, the anthropological approach is not only theoretical, but also practical in our time as an integral direction of knowledge of the whole nature of man; knowledge about a person is very important in the practice of anthropology and, first of all, in the pedagogical practice. For a teacher, knowledge about a person, as a system of self-development, constitutes the essence of his profession, without understanding, meaningful human practice is impossible. The humanitarian goal of pedagogical education includes anthropologicalization of its content, finding adequate forms, methods and techniques of professional training of future teachers. Thus, according to L. K. Rakhlevskaya, effective methods of humanization ("humanization") are anthropological and cultural approaches to the educational system. The anthropological approach includes the "humanization" of the educational system, the holistic knowledge of man and the cultural life of his life. The cultural approach allows to "grow" the culture of the inner world, first of all, the teacher, and then each student. Today, the human problem related to the hope for the spiritual regeneration of humanity, the necessary method of self-defense and the possibility of survival on earth is actively discussed in various aspects. If you look at the panorama of human discourse, there are at least three major blocks: religion, philosophy and science, each of which understands its own point of view.

The secrets of man are not fully understood by anyone. Human personality is more mysterious than the world. For N.A. Berdyaev, he is the whole world. For him, man is a microcosm, he includes everything. In fact, a person is a microcosm, and therefore creating an ideal image of him is very complex and answers only to a relative solution. For several decades, V. S. Merlin worked on the problem of personality. Based on theoretical and empirical (experimental) foundations, he sought to overcome the "fragmentation" of personality psychology, the most important department for our science. In the work "The structure of integral research of individuality" V.S. Merlin examines the system of human characteristics (from the point of view of his identity), from the biochemical characteristics of the organism to the social position of the individual in society. At the same time, he studies the entire set of individual characteristics of a person as a large hierarchical self-management system defined by the concept of "integral individuality". Biochemical properties of the nervous system, behavior, personality traits and personal status represent different hierarchical levels of this system. The development of the concept of organization of anthropological practice determines the need to change scientific research processes from objective forms to subjective values. The methodology emphasizes a number of similar methods. The following methods are described in the literature: understanding, self-report, observation, empathic listening, identification, communication, biographical method, intuition, interpretation of the inner world of another person, self-observation, reflection and others. Their use is proposed to study human abilities, to diagnose and interpret acquired knowledge in terms of life experience.

Pedagogical psychology is a field of psychology that studies the problems of education and upbringing. He studies psychological problems of development of the individual, cognitive activity and social positive qualities in a person. The

goal of pedagogical psychology is to strengthen the rational development effect of teaching based on conditions and other psychological factors. In modern psychology, electronic computing techniques, electrical and chemical tools are used to study the psyche in depth. In psychology, fierce debates continue around the method of self-observation (introspection). Some psychologists emphasize it as the main method of conducting research, while others recognize its limitations and recommend using objective methods instead. Thanks to the objective methods, the material basis of the psyche was identified, and it was proved that the causal connection of subjective conditions with the internal relations of a person is manifested in a single person and in a group. The search for answers to the questions of existence and the relationship between consciousness, nature and spirit eventually gave rise to many opinions, judgments and assumptions, united around two philosophical currents: idealism, when the soul is recognized as the main one over matter, and when matter is the soul of the soul. It is materialism that predetermines existence. In general, the anthropological approach is not only theoretical, but also practical in our time as an integral direction of knowledge of the whole nature of man; knowledge about a person is very important in the practice of anthropology and, first of all, in the pedagogical practice. Studying the scientific research of foreign psychologists, we see that they have recorded valuable scientific results on the psychological foundations of teacher professional training and the importance of socio-cultural, national-territorial and pedagogical-psychological factors affecting this process. In particular, G. Jahoda said that the influence of cultural factors on the formation of a person as a person and professional maturity is incomparable. He believes that just as fish cannot live without water, man cannot live without cultural products. Culture is the main tool between people and the environment. A person expresses his identity with the help of this tool. Culture and lifestyle dictate to its representatives (people belonging to this culture) how to behave (as a person) and what tasks and duties to perform (professional). James Marsha, a Canadian psychologist, divides the period of professional training of young men and women into four stages:

1. The stage of lack of imagination and knowledge about the profession among young people, still unclear. This stage is characterized by the fact that the individual's beliefs are not yet clear, he has not chosen a profession, and he is uncertain about who he will be.
2. The stage of finding an exact match ahead of time. An individual is characterized not by his own strength and desire, but by the opinion of another, by following another person and joining the relevant system of relations.
3. The moratorium stage is characterized by the fact that the individual is in the process of identity crisis and chooses the most suitable one among many development options.
4. The exact stage of the achieved achievement is determined by the fact that the conflict of choice has been resolved, and the individual has actually begun to manifest his identity.

The studies of A. Maslow, K. Rogers, who approached the issues of professional training and organization of pedagogical activities from a humanistic point of view, are noteworthy: in their opinion, the teacher should not forget to increase the activity of students in the educational process, solve the problems independently it is necessary to teach solving problems, to help the student to show his identity based on his initiative and creativity. For this, the teacher must fully possess personality and professional qualities and qualities. According to another theoretician, Gisela Leibouvi-Vif, the formation of the occupation of students is related to the formation of a sense of obligation and responsibility in them. If these qualities and experiences are fully formed in them, nothing can be an obstacle to acquiring knowledge or professional development. Leavitt and Teshlar study the effectiveness of one-way and two-way communication in teacher-student cooperation and point out that one-way communication is less effective than two-way communication, even if it allows saving the time of information transfer. According to them, during one-way communication, the listener cannot understand the speaker correctly and completely, because this situation does not allow the listener to ask questions, express his opinion or express his dissatisfaction. For example, when the teacher gives a lecture and the audience writes a summary, silence and order prevail in the auditorium. However, if the teacher does not try to get answers from the students, he cannot know how well the students have mastered the material. In two-way communication, the speaker receives an immediate response. Based on them, the teacher makes it possible to interpret the places that are not understood with special determination. Thus, mistakes and shortcomings in understanding are eliminated. If unclear terms are used in the lecture, in this case, the listeners have the opportunity to ask, and the meanings of the unknown words are quickly explained. In this case, the listener feels confident, because he can solve any difficulties or doubts that arise with the help of a question. Therefore, two-way communication has several advantages over one-way communication.

P. Lipman, an American scientist and a member of the group for creating philosophy teaching programs at school, says that the school age period expands the possibilities of forms of education. It offers a voluntary and value-based cognitive approach to education rather than coercion. Analyzing the negative consequences of coercion in teaching them, it shows the benefits of free will and value-based education and its effectiveness in educating students. In his research, Dj. Levy puts forward positive ideas about the causes of conflicts in the student community, ways to learn and prevent them, and ways to create a healthy psychological environment in the community. In his opinion, during the teacher's professional training, it is important to develop the ability to understand the conflicts inherent in educational processes, as well as to develop the skills of learning the causes of conflicts and finding effective means of eliminating or managing them. He said that it is necessary to reflect issues (questions) related to the origin and causes of conflicts on the one hand, and issues (questions) related to conflict prevention, resolution and management on the other hand. The leading and very complex aspect of professional preparation is the specialist's professional psychological preparation. It is determined by the level of preparedness of the specialist's psychological capabilities (forces) to perform

professional tasks. B.G. Anan'ev, A.V. Dmitriev, I.S. Kon, V.T. Lisovsky, Z.F. Esareva and others studied the problems of professional training taking into account the characteristics of young people in their research. According to the information of the researchers of the B.G. Anan'ev Scientific School, the intellectual structure of the student age is characterized by its complexity, variability and individuality. This means that educational tasks are always aimed at understanding, understanding (thinking), memorizing, memorizing and applying at the same time. According to the author's scientific analysis, the main activity of a student as a subject of educational activity is determined by two types of motives (motivational force for activity) - the motive of achieving the goal and the motives of knowledge. The motive of knowledge is the basis of educational activity and corresponds to the nature of thinking and mental activity. It appears in problematic situations, develops in the interaction and correct relationship between the student and the teacher. The motivation to achieve the goal in education is inextricably linked (depends) on knowledge and professional motivations. In his research, V.T. Lisovsky studies the attitude of students to study during the period of professional training. The author notes that 37.5 percent of students strive to study well, 53.6 percent of students do not always strive to study well, and 8 percent of students do not strive to study well. He said that the most important task for professors and teachers of higher educational institutions is to form the student as an active subject of educational activities. This, in turn, creates the need to teach the student to plan his work and organize his educational activities. Disadvantages of teachers: soft-tongued or unable to speak well, introvert, sullen, self-absorbed, uncommunicative, physically disabled, lazy, indifference to someone's pain, are like selfishness.

In Uzbekistan, which is developing, a lot of attention is being paid to the field of education. The new version of the Law on Education, adopted on September 23, 2020, brought great changes to the education system. Article 35 of this law states that "In the curriculum, as a rule, the schedule of the educational process, the beginning, duration and periodicity of education, academic years, quarters, semesters, practice, vacations and attestation, the number of allocated weeks, "subjects to be studied (modules) and hours allocated to them (credits) and other necessary parameters are reflected". It is said that the procedure and organization of trainees' internship is determined by competent state administration bodies in the field of education. In order for students to master their professional skills perfectly, they must undergo training and production practices in the curricula and training programs of certain subjects. Pedagogical practice is the main and important part of the professional training system of the future specialist. Pedagogical practice is a process that connects the student's theoretical education and future independent activity and ensures the formation of professional skills and qualifications, and is considered a preliminary experimental school. Pedagogical practice is the main part of the educational and pedagogical process in training future teachers. Pedagogical practice is carried out in accordance with the model and working curriculum. The content of pedagogical practice depends on the type of practice and corresponds to the program developed in the department. Pedagogical practice is organized separately from educational activities. The purpose of pedagogical practice is to prepare future teachers for professional activities, to test their acquired knowledge in practice, to feel the responsibility of pedagogical activity and to form the ability to work on themselves, as well as to improve the work of experienced teachers. consists of learning.

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