

# Psychological Features Of Forming Professional Skills In Future Teachers

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## Annotation

This article highlights the psychological features of the formation of professional skills in future teachers, analyzes the processes of formation of professional skills, abilities, self-awareness of the individual, and professional growth. The importance of the educational environment, psychological diagnostics, and training in the formation of professional skills is also described. Based on the research results, recommendations aimed at improving the professional training of future teachers have been developed.

**Keywords:** future teacher, professional skills, qualifications, abilities, psychological factors, personal growth, psychological training.

The effectiveness of the reforms being implemented in the field of education is directly related to the level of internal need for the teaching profession, professional motivation, and dedication to one's profession. A person oriented towards the teaching profession approaches their professional activity creatively, responsibly, and socially mature. Therefore, the psychological formation of the professional orientation of future teachers is a guarantee of their future professional success.

The Decree of the President of the Republic of Uzbekistan "On Measures for Further Improvement of the Education System, Improvement of Professional Qualifications and Enhancement of the Status of Teachers" also emphasizes the need to strengthen the psychological training of future teachers and the formation of their professional motivation. This requires the formation of a conscious, passionate, and responsible approach to the teaching profession in educational institutions.

In the formation of professional skills in future teachers, it is advisable to teach in-depth disciplines that serve to enrich scientific views in the areas of educational psychology, professional pedagogy, and personality psychology. It also offers new theoretical foundations on the role of motivational, emotional, and reflexive components in the process of professional formation of the teacher's personality.

Professional skills of a future teacher are a psychological state that ensures a person's conscious striving for pedagogical activity, understanding the essence of their profession, and a positive attitude towards professional values. A number of psychological conditions and practical approaches play an important role in the formation of this quality.

## Psychological conditions

### The presence of a motivational environment.

The formation of professional orientation in students is primarily associated with the awakening of their inner motives. Understanding the social significance of the teaching profession, the essence of humanism, forms a motivational environment.

### Professional self-awareness (identification) process.

When a student begins to imagine himself as a teacher in the future, he accepts his professional role and begins to adapt his psychological system in this direction. This process is closely related to the formation of the "professional Self-concept."

### Opportunity for reflection and self-assessment.

If a future teacher develops a willingness to analyze their activities, identify their strengths and weaknesses, and work on themselves, this will become a stable factor in professional orientation.

### Socio-psychological support environment.

A positive atmosphere in the teaching staff, positive feedback from mentors, teachers, and peers strengthen the student's confidence in their profession.

#### **Emotional stability and stress resistance.**

For a teacher who faces various complex situations in professional activity, it is important to develop emotional stability. This situation deepens professional orientation.

#### **Practical approaches**

##### **Professional trainings and psychological sessions.**

For the development of professional skills in students, it is effective to use special training programs, role-playing games, modeling of professional situations, and methods of analyzing problem situations.

##### **Mentorship and the "mentor-student" system.**

Working together with experienced teachers during the internship process, observing their professional examples accelerates the process of professional self-awareness in students. [2].

##### **Implementation of a reflexive approach.**

It is necessary to form in students the habit of analyzing their activities after the lesson, working on themselves based on such questions as "what did I learn today?," "what were the achievements or mistakes?"

##### **Use of psychological diagnostic tools.**

To determine the level of professional orientation, motivation tests, questionnaires of professional interests, and personality orientation diagnostics are used.

##### **Person-centered learning approach.**

It is necessary to develop appropriate professional development strategies, taking into account the individual psychological characteristics of each student.

The conducted analysis shows that:

- The formation of professional skills occurs through the stages of psychological maturity and professional self-awareness of the teacher's personality.
- Professional skills of future teachers are determined by their motivation in the educational process, communicative culture, and the ability for reflexive thinking.
- With the help of psychodiagnostic and training methods, students' professional motives, values, and attitudes towards the profession are deeply analyzed, and the possibility of their conscious development is created.

The research results confirm that if the psychological conditions in educational institutions are properly organized, future teachers will significantly strengthen their professional orientation, dedication to their profession, and a sense of pedagogical responsibility.

The following suggestions and recommendations for the formation of professional skills can be given:

1. It is necessary to regularly conduct special psychological trainings, seminars, and interactive classes aimed at forming professional orientation in the areas of pedagogical education.
2. For the formation of a positive attitude towards the teaching profession among students, it is advisable to include in the curriculum such modules as "Professional Self-Awareness" and "Psychology of the Teacher's Personality."
3. A psychodiagnostic system for assessing professional orientation should be introduced in each higher educational institution, and mechanisms for individual work with students should be developed.
4. When preparing future teachers for professional activity, the content of experimental practices should be enriched and analyzed from a psychological point of view.
5. It is important to create a system of motivational incentives for the formation of a person devoted to the teaching profession, open to innovation, and socially active.
6. In order for students to fully realize their professional potential, it is recommended to strengthen the activities of mentoring, consulting, and psychological support centers.
7. Psychological service employees should regularly organize preventive classes aimed at preventing cases of professional stress, fatigue, and decreased motivation.

#### **Conclusion**

The formation of professional skills in future teachers is not only pedagogical training, but also the process of personal growth, self-awareness, and professional identification. The application of scientifically based

psychological approaches, diagnostic and training technologies makes it possible to educate the personality of a teacher as a more harmonious, responsible, and loving person.

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