

Social-Psychological Characteristics Of Professional Self-Development Of Future Teachers

Shakarboeva Shakhnoza Abdulakimovna
Jizzakh State Pedagogical University
Teacher of the Department of General Psychology

Abstract: This article is devoted to the topic of socio-psychological aspects of educating future teachers to work on themselves. Also, in the text of the article, issues such as psychological foundations, social psychological determinants, professional motives formed in teachers, tolerance and empathic abilities are widely covered.

Keywords: Teacher, education, pedagogical activity, work on oneself, tolerance, empathic ability, success motives, knowledge, competence, profession, self-development

A theoretical, practical, methodical approach to the professional training of future pedagogues, as well as the improvement of the conditions and methods of special training, the determination of the professional knowledge, skills and abilities necessary for the success of future pedagogues, and the ability to work independently are the main problems of our time.

Therefore, it is important to identify the socio-psychological aspects of educating successful and creative teachers and to evaluate them. introduction of new psychodiagnostic methods, increasing the activity of students and young people in the development of science, and developing advanced innovative mechanisms that serve to increase their intellectual potential.

Also, in the research of socio-psychological aspects of self-education, first of all, it is necessary to increase the role of advanced psychodiagnostic methods and questionnaires, to modernize the methodological support for the problem, to introduce local methods and personal questionnaires based on new innovative approaches and to raise it to a new quality level. In order for the teacher to educate himself, he must first study himself deeply, and be able to see the achievements and shortcomings of his work. It is also necessary for self-study and understanding of another person. It is impossible to study oneself as a person without studying the achievements of others and without comparing oneself with others. The characteristic of self-awareness and self-evaluation is formed in the process of relations with other people, during joint activities.

Pedagogical task is not only to show the range of voluntary qualities, but also to reveal their internal connection with important moral principles, to help the student who seeks to educate his own will, to show which methods of developing voluntary qualities are less effective and which ones do not seriously help. First of all, the teacher should learn what qualities of pedagogical ability he has. A teacher who has a great love for pedagogical activity works wholeheartedly and does not tolerate any formalism. A teacher who loves his profession constantly improves his ideological and political level and expands the range of knowledge, works diligently on deep knowledge of his subject. It is known that humanity has so many potentials for perfection that it can be achieved by patiently working on itself in the pursuit of its goals, and it should set historical self-education as an honorable task. Russian pedagogue A.B. Lunacharsky said: "A teacher should form the ideal of humanity." It is the formation of the beautiful qualities of humanity that forms the foundation of the professional training of every pedagogue. On this foundation, the professional skills of the pedagogue can grow day by day due to work on himself. Otto Yulevich Schmidt uses every minute of his life productively. He was engaged in self-education and proved that human possibilities are wide. K. D. Ushinsky achieved the following through self-education.

- calmness;
- confidence and correctness in words;
- approach the behavior with consideration;
- persistence;

- not to speak a word about oneself without reason;
- use only necessary things;
- reporting to oneself for each past day;
- never be proud;

Self-education begins with analyzing one's own work and improving one's personality. The teacher uses the following methods in working on himself, self-education: Self-knowledge:

- a) self-observation;
- b) analyze his actions;
- c) self-examination;
- g) to be able to understand the opinion of his comrades;

Self-assessment:

- a) self-observation;
- b) giving a characteristic to oneself;
- c) self-esteem;

Self-discipline encourages initiative and independence. He teaches to analyze his personal qualities, to think about his actions. For self-control, he monitors his behavior, discipline, the increase of his positive habits and vice versa, the decrease of his negative habits. Self-evaluation helps the teacher to assess his own capabilities and self-satisfaction. Along with self-education, the teacher constantly works on himself, constantly develops his ideological and political consciousness and improves his pedagogical skills. An advanced teacher always strives to learn new things in the field of pedagogy, to use the experiences of other teachers and to use his own experiences, and to generalize his personal experiences. If a person is sought after, works on his abilities, perfects his good qualities, his reputation and position will rise to that level and he will always be in the public eye. The teacher should cultivate observation and care in himself. The teacher's independent knowledge acquisition and professional development is one of the necessary conditions.

East thinkers have truthfully said that a teacher can be a teacher only if he studies, and if he stops studying, then his enthusiasm will also fade away. The motivation for professional self-improvement of future teachers is a set of all motives and conditions that determine, direct and regulate the process of professional self-improvement of professionals. Therefore, the system of relationships that determines the motivation for professional self-development of future teachers includes three criteria:

- 1) a person's attitude to his professional activity;
- 2) his attitude as a specialist;
- 3) attitude to self-improvement in the professional field.

Researches have shown that different factors influence the activity of self-work and creative work: age and personality characteristics, social status and level of professional status. In the psychological and pedagogic literature, several main directions of effective influence are distinguished in order to educate teachers to work on themselves. The first direction is the formation of a positive motivational attitude to professional improvement. The purpose of this direction is to form the initial potential readiness of the specialist for a positive perception of his professional activity, the desire to manifest himself in it at the first opportunity, interest and desire.

The analysis of the theoretical data on the problem confirms that the following factors hinder future teachers' successful work:

- Ignorance of the psychological mechanisms of self-awareness;
- Ignorance of the content, structure and logic of the process of professional self-improvement;
- Lack of knowledge of basic methods and methods of self-development;
- Psychological unpreparedness for education, fear of new things, lack of desire to criticize and difficulties in personal development;
- Lack of experience in solving specific tasks of personal self-development.

Another important condition for eliminating the above factors is to encourage the work of teachers. Because studies have shown that a person who does not respond to his work loses interest in it over time. There are two ways to further strengthen the activity of working on oneself: positive (reward) and negative

(punishment). In conclusion, it can be said that the use of active methods in higher education is a necessary condition for the training of highly qualified specialists and leads to many positive results. At the same time, such conditions provide a wide opportunity to form knowledge, skills and competencies by involving future teachers in active learning activities. Ultimately, all the information about the field becomes the personal knowledge of the students.

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