



PSYCHOLOGICAL MECHANISMS FOR THE PROFESSIONAL DEVELOPMENT OF HIGHER EDUCATION TEACHERS

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Abstract

The article outlines an analysis of conceptual approaches to the development of the problem of psychological safety of the teacher and ideas about the teacher's necessary professional qualities and abilities, the psychological characteristics of preventing it.

Keywords: teaching profession, pedagogical and psychological abilities, profession, professional development, professionalization, psychological health, trust, responsibility, well-being, professional perfection, self-awareness.

Introduction

There is a special emphasis on organizing the teaching process in our country based on modern requirements, including ensuring the incompatibility of the higher education system in pedagogical directions, integrating the content of teaching, and preparing highly qualified personnel through the introduction of modern teaching technologies. The concept of developing the system of higher education in the Republic of Uzbekistan by 2030 sets out the important task of "promoting mutually beneficial cooperation of education with manufacturing enterprises and research institutes". This prohibits future teachers in higher education from developing their professional competencies by developing their beliefs in the profession based on integration of disciplines in the pedagogical direction.

Implementation of the National Training Programme in our country

In the process, the teacher's responsibility to society in educating and educating the younger generation will continue to increase. Additional but relatively stable requirements for pedagogy include inclusion, art, joyful behavior, good discernment, and so on. Although these characteristics do not occupy the most basic place, they help greatly for the teacher's activities. The main and secondary pedagogical properties are collected, identifying a teacher's personality, and by the power of these aspects, each teacher is portrayed as a wonderful and unique person. The most important of the requirements imposed by the public is that the teacher's personality and profession are directed to his or her qualities.

Today, higher education teachers need to approach young people with special emphasis on improving the level of vocational training of professionals in providing comprehensive education and practical assistance. Teachers of higher education help students identify





their needs, their educational goals, skills and knowledge and accordingly conduct the learning process, solving problems by organizing what interactive methods and materials to work on, and what goals to achieve.

(Matthew 24:14; 28:19, 20) In today's world, the demands of society's teachers are increasing day by day, and the task of properly addressing these requirements depends on high-level teachers. The task of the teacher is to teach students how to acquire professional knowledge, to develop students' academic activities and thinking in classrooms. The teacher teaches the student intellectual and professional activities and participates in the intellectual and moral development of the student. The teacher acts as a preserver and carrier of the diverse social blessings of the whole nation, their everyday, cultural, moral, intellectual and spiritual values. Having accumulated and mastered these values, he, according to his ability, brings them to the younger generation. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

(Matthew 24:14; 28:19, 20) Therefore, when it comes to the professional development of higher education teachers in cultivating high-level standards in our society, the spiritual, intellectual, and physical abilities of an expert are highly developed.

Currently, at a time when science and technology are rapidly developing, highly qualified teachers focus on scientific-based evidence and scientific research with a clear measurement that serves to promote professionalism.

Professional maturity is the conformity of a person's professional development to the level usually achieved by people of his age, the main signs of professional maturity: interest in acquiring professional knowledge; the desire to find new information, to have professional values and to harmonize with the activities of abilities.

Pedagogy is a skilled organizer, an employee who can implement the issue of scientific organization of work. He works with people, runs society, relies on team experience, listens to the advice of his peers, takes a critical approach to the achievements achieved. Such a person is highly civilized, broadly thoughtful, entrepreneurial, master of his work, a true visitor to society.

To organize educational processes in higher education on a scientific basis, to provide future teachers with modern approaches to ensuring the quality and effectiveness of pedagogical processes, to have high moral qualities, to have a rich philosophical and spiritual outlook, psychological, pedagogical and organizational-technological potential, collecting information, analyzing, objective evaluation, processing and exchanging information, ensuring the activity and coordination of teachers' activities in problematic situations arising in pedagogical processes, having the ability to foresee the effectiveness of





the educational process based on preliminary identification of factors that have a negative impact on the effectiveness of pedagogical processes and student activity, and the activities of subjects of the educational process. A teacher with the necessary knowledge, skills, and skills in organizing and managing, coordinating, and maintaining activity on a scientific basis can be described as a teacher with professional competence.

In recent decades, rapid changes in the socio-cultural, economic, and political life of society have required the development of the professional competence of future teachers, including:

- expansion of the professional spheres;
- to deepen human mobility in various professional fields, including pedagogical fields;
- the emergence of modern teaching technologies and the need to master the skills to apply them in the learning process.

One of the most important conditions for the stability and successful development of the higher education system is the process of preparing professional personnel. Currently, the professional activities of teachers are carried out in difficult and conflicting conditions, one of the reasons is that there is a discrepancy between the level of professionalism of the teacher, the cultural level, the level of life and the level of authority required to suit the real opportunities that society provides to achieve them. Therefore, in the preparation of future teachers, integrated personnel based on professional competence and socio-economic conditions are tasked with creating pedagogical potential.

An analysis of the development of student personality during a study conducted by psychologist B.V. Kaygorodov showed that first of all, students try to determine their place in society, adapt to a new life, take an active position in a variety of social relationships, where their "me" acts, on the same basis as others, self-awareness in this society

to help develop a new level. The process of developing the future teacher's beliefs in the profession is primarily closely related to pedagogical practice. This was first of all taken to students during theoretical training

to test pedagogical experience in real practice in pedagogical relationships, to link their capabilities and abilities to the requirements imposed on the teacher in this respect, and to implement their problems. During pedagogical practice, it is important that the ideal teacher does not coincide with the "model" (professional and personal activities) and the "original" process.

As a result of understanding theoretical ideas about an ideal teacher and self-evaluation based on their observations, self-analysis and the results of their professional activities, the student develops an image of an "optimal" teacher, or image that matches the capabilities of a certain person. All this creates a favorable environment for students to develop their beliefs in the profession, identify and solve problems of professional and personal self-





improvement. In higher education institutions, psychology has not adequately revealed the psychological foundations of personal and professional self-improvement of prospective teachers, and the lack of a conceptual model, as well as the personal and the lack of positive and negative manifestations of professional activities. The psychological adaptation of future teachers in the modern education system (psychological, vocational) as well as the process of studying personal processes related to the problem of developing their beliefs in the profession will increase the complexity of this problem.

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