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PSYCHOLOGICAL COMPETENCE AS A DETERMINANT OF PROFESSIONAL SUCCESS OF A HIGHER EDUCATION **TEACHER**

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ABSTRACT

This article is devoted to identifying the content of the components and personal determinants of life plans, represented by the autonomous correlation of career, matrimonial plans and the personal growth plan of graduate students in connection with their sexual differentiation. The substantive differences in the leading motives, goals and means of the motivational and organizational component of the life plans of men and women are considered; features of the emotional-evaluative component; differences in plan subjects for men and women; differences in personal characteristics that determine the autonomy of female and male life plans.

Keywords

Motivational-organizational, emotional-evaluative components of the life plan, subject of the life plan, personal determinants of the autonomous relationship between career, matrimonial plans, personal growth plan.

INTRODUCTION

The system of higher professional education at the present stage of development of society is undergoing significant changes. To successfully implement innovations in new conditions, a

teacher must have the necessary level of professional competence and professionalism. The problem of studying the characteristics of research and the formation of components of

VOLUME 03 ISSUE 12 Pages: 284-289

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professional competence of teachers is one of the important scientific and practical problems. Of primary importance in this direction is the development of issues related to the development of professionally significant qualities necessary for a teacher to carry out professional activities.

In recent years, modern labor psychology has been enriched with many theoretical studies of professional competencies and professionally significant qualities of a teacher. Theoretical and methodological problems of professional pedagogical activity received serious coverage in the works of I.V. Vachkova, A.B. Karpova, M.M. Kashapova, B.F. Lomova, N.V. Nizhegorodtseva, V.I. Panova, Yu.K. Strelkova, L.Yu. Subbotina, M.V. Chumakova, V.D. Shadrikova . N.P. pays special attention to research on professionalism and professional competence. Ansimova, T.G. Brazhe , V.N. Vvedensky, N.V. Kuzmina, E.A. Klimov, A.K. Markova, L.M. Mitina, V.E. Orel, Yu.P. Povarenkov , N.S. Pryazhnikov R.V. Earnsteaks et al.

Professionalization acts as a specific form of labor activity of an individual during the professional stage of life, reflecting the process of his and socialization accompanying personal development. Professionalization as psychological category reflects the process of formation of specific types of work activity of an individual based on the development and structuring of a set of professionally oriented characteristics that ensure the implementation of the functions of cognition, communication and regulation in specific types of activities and at stages of the professional path.

The internal side of mastering a profession is the formation of a psychological system of activity based on the individual qualities of the subject of through their reorganization, activity restructuring, based on the motives of activity, goals and conditions.

Analysis of the state of the problem of professional training of teachers, taking into account modern requirements for professional competence, study of work experience in this direction allows us to state the successful solution of many of the tasks. At the same time, for the successful implementation of professional activities, preschool teachers need a whole range of professionally significant qualities, with personal qualities playing a special role. The problem of identifying these qualities and studying the patterns of their development is insufficiently studied.

The development strategy of the modern education system dictates the need to revise approaches to training future teachers. Serious demands are placed on a modern teacher, which require not only the presence of high academic but also the development of knowledge, professionally important qualities and psychological competence in teaching. Considering the high social significance of the teaching profession, a condition for successful professional activity will be a clear expression of motivation to work with children, as well as achieving high results in matters of training, and development of students. education Accordingly, one of the priority areas of training future teachers is the formation of their

VOLUME 03 ISSUE 12 Pages: 284-289

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psychological competence. Modernization of the system of training future teachers is focused on professional and personal development in teaching activities and the creation of conditions in which it occurs.

The results of an empirical study of psychological readiness for professional activities of a teacher are discussed from the perspective of factors of psychological readiness, emotional-value attitude and professional identity.

S.P. Sanina in her article "Formation professional readiness of students to organize ioint educational activities of iunior schoolchildren" analyzes approaches to the problem of developing the professionally important competence of primary teachers to build interaction with students and students among themselves as a joint educational activity. Particular attention in the article is paid to the important aspect of how students master the method of designing lessons.

In a joint article by E.V. Korotaeva and A.S. Andryunina examines the experience educational activities with future teachers in the format of interactive learning. The content of the interactive approach is revealed, which is based on the provisions of symbolic interactionism, which emphasizes not only unidirectional contact, but also feedback. The positive results of introducing an interactive approach in training future teachers are demonstrated.

Achieving subject-specific educational results by students is one of the most important tasks of a teacher's professional activity. In the article

"Psychological and pedagogical techniques for on the mistakes of working vounger schoolchildren when mastering mathematical concepts" V.L. Sokolov presents the results of the developed methodology for developing students' initial ideas to scientific concepts, including examining the causes of errors made by junior schoolchildren when mastering mathematical concepts, and describing methods for working on errors.

A.A. Adaskina in her article examines the features of preparing bachelors—future primary school teachers—to teach literature using the system of developmental education. The article presents the reading attitudes of students, which complicate the competent analysis of literary texts and the competent teaching of literary reading. The author analyzes the forms of work within the framework of studying methodology of primary literary education, associated with the formation of an attitude towards teaching literature as a subject of the aesthetic cycle.

One of the central tasks of pedagogical activity is education aimed at achieving personal educational results of students in educational and extracurricular activities. In the article "Educational activities as a resource for preserving and strengthening the psychological well-being of junior schoolchildren" M.A. Egorova and A.M. Terekhova analyzes the risks of psychological well-being due to being in unfavorable life circumstances, as well as the negative consequences of uncontrolled digitalization of the environment. The advantages

VOLUME 03 ISSUE 12 Pages: 284-289

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of a system-activity approach to organizing educational work at school are presented.

N.P. Murzin and E.V. Cherdyntseva in her article presents a solution to the problem of designing means for assessing professional competencies of future teachers of primary general education according to the educational activity module of the "Core of Higher Pedagogical Education". Prospects for further activities are outlined to determine the levels of development of competencies in the educational activity module of future primary school teachers based on the creation of competency -oriented professional tasks.

An important professional competence of a modern teacher is the ability to organize educational activities for children disabilities. Article by M.V. Yenzhevskaya contains an overview of the principles of organizing the educational process for children with disabilities. A competency-based model of organizing the educational process in primary school for students with disabilities is presented, which allows us to exclude predictors and triggers of microsocial exclusions.

The ability to organize joint educational activities is a significant competency of a modern teacher. In an article by a team of authors I.V. Voronkova, M.D. Rastorgueva and M.O. Enukova presents the of communicative competencies, features educational motivation and emotional attitude to learning of junior schoolchildren studying in different didactic systems: in the Elkonin-Davydov developmental education system and in the traditional education system. The results of the empirical study allow us to assert that the developmental education system makes it possible to the greatest extent to create conditions for the development of the capabilities of younger schoolchildren: problem situations are created in the lessons, by engaging in which children realize their needs for independent acquisition of knowledge and in interaction with both the teacher and their peers.

Taking this classification as a basis, we will make some adjustments to it: we will consider design and constructive skills as one group, since they perform one common function - anticipating the expected result. From communication skills, we will separate information skills into a separate group. The matter of communication, the transfer of social experience to the younger generation is so complex that it can be considered as an independent phenomenon. The third group of requirements for the personality of a future teacher consists of problems of the development of mental processes. The central problem of the intellectual self-education of the future teacher is the development of his qualities of pedagogical thinking. At the same time, such thinking procedures appear as the analysis of specific pedagogical situations, the identification of pedagogical problems in given specific conditions, the development of options for solving problems, etc. The teacher has to solve problems of different types: strategic, tactical and operational. The first of them are related to the general prospects of educational and educational work. The action of the second is limited in time,

VOLUME 03 ISSUE 12 Pages: 284-289

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thev are stage-by-stage. Still others momentary, arising in short-term situations. However, no matter what problems the teacher solves, he uses certain methods and skills, which in turn represent specific mental actions expressed in the categories of pedagogical thinking. Changes in personality coincide with the changes it makes in the outside world. Without organizing conscious and active activities to change the surrounding life for the better, it is impossible to achieve genuine results in education. The strategic thinking of a teacher streamlines all his activities. The second level of pedagogical thinking is characterized by the teacher's ability to materialize his pedagogical ideas into unique technological designs. Without the development of such structures and technologies of the pedagogical process, the teacher dooms his work to random success, and most often to failure. It is too early to say that we can quite satisfactorily develop the technology of the pedagogical process. In practice, the teacher does this to the extent that his intuition tells him. Pedagogical science is indebted to the teacher and in this regard, unfortunately, in pedagogical work people often get down to business based on common goals - slogans, without knowing what means to achieve them, that is, they act by trial and error. Pedagogical thinking at this tactical level is manifested in the ability to develop educational tasks or create educational situations, draw up maps that can be used to practice skills in students. No less important is the third level - the level of the teacher's operational thinking. He has his own difficulties. They are determined by the infinite variety of specific

conditions of pedagogical activity; the teacher needs both knowledge of the general laws of the pedagogical process and the ability to apply these laws to individual and particular phenomena. And this precisely requires independent creative thinking, manifested in the teacher's ability to achieve expedient achievements. In pedagogical process, nothing is repeated exactly, nothing can be finally decided according to preprepared instructions, although behind each variant of a pedagogical act there is a certain generalized pedagogical scheme. As you can see, the content of intellectual self-education necessarily includes the development of the ability for pedagogical analysis and synthesis, the development of such qualities of thinking as criticality, independence, breadth, flexibility, activity, efficiency, as well as the development of observation, pedagogical memory and creative imagination. Equally essential for pedagogical activity are the emotional and volitional qualities of the teacher's personality, since the specificity of pedagogical work is managing the activities of other people and influencing the psyche of another person. With all the differences in the types of nervous system and temperament, character and abilities, the teacher must be distinguished by high emotional sensitivity to the personality of another person and have a strong morally educated will. However, we must keep in mind that the emotional-volitional sphere is the most individually diverse; it arises in a specific situation, under the influence of specific conditions and factors. Obviously, the task is to ensure that both the feelings and will of the teacher are formed, first of all, morally, so that

VOLUME 03 ISSUE 12 Pages: 284-289

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

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they are in the power of consciousness, determined by the social orientation of the teacher's personality, and therefore it is necessary that all feelings, and with them the volitional qualities: basic purposefulness, perseverance, discipline, patience and others, so important in the work of a teacher, were a constant object of self-improvement.

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