



## **CHANCES IN PEDAGOGY AND PSYCHOLOGY FOR FUTURE TEACHERS TO STRENGTHEN THEIR PROFESSIONAL PERSPECTIVES**

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<b>Received:</b> September 10 <sup>th</sup> 2022 <b>Accepted:</b> October 10 <sup>th</sup> 2022 <b>Published:</b> November 14 <sup>th</sup> 2022	Both teachers and students agree that learning is a memorable part of life. Anyone who has attained professionalism in any sector will first receive training as a teacher. As a result, one of today's most urgent challenges is the need to teach competent and outstanding individuals in the field of pedagogy. The construction of pedagogical and psychological chances during the teacher-training process is specifically discussed by the author in this essay.
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Motivational and social elements, the substance of which includes information, knowledge, and the fundamentals of science that are gained in the field of general education, have an impact on the socio-theoretical training of students in pedagogical higher education institutions. The principles of the educational process, the educational content and the documents that describe its essential forms, methods, and teaching tools, as well as knowledge of the age and unique characteristics of the student and their psychological state, serve as the foundation for the pedagogical and psychological training of students. The degree of the acquisition's professional knowledge, abilities, and skills determines it.

The proper organization and management of teacher and student activities, the proper direction of students' learning activities, teaching, the degree of mastery of skills in the efficient use of forms, methods, and tools of control and evaluation in the field of science, training, and subject are all referred to as key components in this case. The capacity to actively master and use these innovations is one of the contemporary needs for the process of professional adaptation of upcoming instructors.

Occupational psychology is the study of an individual's professional growth, wherein the individual's development is regarded as a professional formation. The person's psychomotor, motivational, and cognitive traits are taken into consideration as well as his professional accomplishments, the relationship between the person and his profession, and an analysis of the universe of professional tasks and vocations. Occupational psychology is the study of the value of professional activity for an individual, the construction of their professional identity, the growth of their professional imagination, their professional maturity, and how this affects their quality of life. The analysis of professional activity, the study of professional goals and challenges, and the creation of professional

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To educate pupils to think and convey their information, prospective teachers must be knowledgeable about the human psychology, the details of mental activity, and the peculiarities of schoolchildren their age. The uniqueness of the child's emotional-volitional area and the maintenance of interest in the topic are all psychological sciences-related concerns. Prospective teachers learn theoretical information about people, their inner worlds, psychological processes, and traits while taking the course "General Psychology." This knowledge is complemented by an understanding of the individual and his inner world, which shapes the future teacher's development of a "I" image as though it were natural. The logical proposal of psychological and pedagogical sciences is a methodological discipline intended to ensure the integration of linked scientific



knowledge in the analysis and justification of successful teaching strategies at every stage, in every unique circumstance.

It should be highlighted that the process of acquiring professional knowledge is the end result of educational activity in higher education institutions. A well-prepared expert could, however, occasionally not be ready for the job at hand. Pedagogical action cannot be beneficial or unsuccessful in this situation. It goes without saying that a specialist's professional training calls for not only the required level of specialized knowledge, but also psychological training, self-management and orientation toward the desired activity, management of the educational process, and professional, spiritual, and physical capabilities in the required circumstances. the development of professional competences and skills connected to the capacity to concentrate on problem-solving and process adaptability. Because these abilities and competencies are thought to be essential elements in the process of prospective teachers' professional adaptation.

Professional competencies and abilities are an automatic means of converting one's acquired professional knowledge into real-world behaviors that occur during practical activities. Modernizing the educational system at higher education institutions to meet social demands, democratic ideals, and the production expert qualification requirements is one of the most important concerns. Their personal orientation and professional motivation, which hastens students' transition to the selected field of study, is one of the most important sociopsychological elements in future teachers' professional orientation. The development of professional characteristics, which is a crucial component in the successful implementation of professional activities, is one of the most crucial responsibilities in the field of research. Professional qualities, such as being purposeful, perseverant, able to focus, diligent, observe, and develop pedagogical tact and pedagogical imagination, are important factors in the success of pedagogical activity. Other professional qualities include social activity, initiative, and setting a good personal example, which directly contributes to the further enrichment of universal and national values. The development of professional abilities enables teachers to successfully carry out pedagogical tasks, provide emotional cohesion with their pupils, establish a communicative system for the class, and create a good environment.

Future teachers' current employment is a crucial component of their professional development. In actuality, professional abilities and competencies acquired through professional activities are summed up

as work experience. However, prospective professionals, particularly future teachers, lack of work experience demonstrates that they have not yet put their existing professional knowledge to the test in practice and do not have a good understanding of the conditions of genuine professional activity. This hinders the formation of professional future ambitions, the creation of ideal practical conditions for the educational process based on individual capabilities, and educational content and methodological factors. Therefore, the creation and use of efficient methodological elements that integrate theory and practice in the process of future teachers' professional adaptation results in the development of work experience in students, as well as an increase in the level of active approach.

One requirement for professional adaptation is that future teachers fully align their professional knowledge, skills, and talents with the efficacy of their work, as well as their professional (spiritual, personal, and physical) possibilities and qualities. The individual's uniqueness is considered as one of the key elements in this approach. The process of future teachers' professional adaptation is influenced by four sets of elements, according to some psychological and educational literature. The first set of variables is socioeconomic, which provides young individuals entering society at various stages of development with a variety of possibilities to make the most of their current assets. First of all, this type of professions, their changes, and prospects for development, are related to the need of society for this or that specialist.

The capacity to actively master and use these innovations is one of the contemporary needs for the process of professional adaptation of upcoming instructors. One of the requirements for professional training is innovative training, which is determined by the development of an axiological, creative, and reflective approach to pedagogical activity, the establishment of a culture of collaborative creativity in the classroom, the use of cutting-edge technologies in the teaching process, and active motivation for innovative activities. The identification of a group of prerequisites for the acquisition and complete application of professional knowledge, skills, and competences in the aforementioned domains is a crucial component of the process of professional adaptation of aspiring teachers. Because a supportive and goal-oriented educational environment makes it easier to attain the intended outcome of the process.

The development of a person's professional training is initially influenced by the concepts and vision they hold for their profession. This is followed by the



explanation of how well-versed they are in their field, how well-rounded they are in terms of their knowledge, skills, and abilities, and how much they have adapted to their field. The future specialist's level of professional competence in the context of objective and subjective education, mastery of the needs of future professional activity, and adaptation to the activity's process is referred to as vocational adaptation.

**CONCLUSION.** The foundation of their current practical training is the initial possible preparation of future teachers for professional action. Therefore, it is essential to develop in students the professional knowledge, skills, and abilities required for carrying out professional activities during the process of developing vocational training at educational institutions. Vocational knowledge consists of the information and acquired theoretical knowledge required for the tasks carried out in a particular line of employment. The fact that the professional knowledge that future teachers must acquire is based on the specifics of the qualification standards for the quality of the individual is a crucial factor in assessing the efficiency of the process of professional adaptation.

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