

# TO PREDICT PREDICTORS THAT DETERMINE THE LEVEL OF PROFESSIONAL TRAINING OF TEACHER EDUCATION STUDENTS

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**Abstract.** The content of this article is aimed at predicting predictors that determine the level of professional training of students in teacher education. At the same time, it was determined that the constant value for predicting the degree of ability of students at a number of universities to improve the predictors that need to be formed into a teacher-trainer in the process of pedagogical professional training. The results of the study were analyzed psychologically.

The successful development of skills necessary for professional activity, professional maturity is perceived as a result of abilities and a positive relationship between personal qualities. In the process of professional maturity, the formation of professional abilities is ensured by the totality of a person's individual characteristics. The transition to professional activity is a step-by-step process, and the transition from education to independent professional activity is an important aspect of every person's life.

The professional orientation of a teacher's personality is often firmly connected with his personal development and manifests itself in a harmonious state. To assess his professional maturity, it is necessary to highlight a number of aspects of his activity. The growth of social demands determines the place of the profession and specialist in the life of society. For this reason, it is necessary today to use the terms "significant" and "obsolete profession". The same point of view and worldview continue to guide young people in choosing a profession. For our research, taking these requirements into account serves to identify the causes of imbalance in career choice and develop recommendations for its prevention.

**Key words:** pedagogical direction, student, professional training, communication, organization, subject focus, intelligence, support, attitude, predictors, forecasting.

It is known that every person wants to live in prosperity and well-supplied conditions. For this reason, people strive to engage in labor activities that serve to ensure a comfortable life and try to acquire professions and specialties that make it possible to acquire material wealth. In some cases, a person does not have enough opportunities to choose a certain profession and occupy it. Choosing a profession that does not correspond to a person's interests and psychological capabilities naturally has a negative impact on his development as a person. From this point of view, the relationship between a person's chosen profession and his personality is a very urgent issue. Below we will analyze the views and researches of psychologists on this issue.

It is known that the professional formation of a person consists of four main stages, which can include the following: a) formation of professional aspirations; b) professional education; c) professional adjustment; g) partial and full dedication of a person in professional activity. In accordance with these stages, the process of professional self-determination also takes place.



The process of professional self-determination is adequately covered in the psychological literature, especially psychologists pay special attention to the stages of the formation of professional aspiration and career choice.

There are various approaches, scientific conclusions and special methodology in researching professional activity as a subject of psychological-pedagogical research. The scientists who embody it are E.F. Ser, Ye.A. Klimov, I.M. Kondakov, V.V. Suvorova, T.V. Kudryavsev, A.K. Markova [2,3]. Most of the scientific studies in this field note that professional development is a long-term and multi-stage process. Also, in these studies, there is an opinion that each stage has a mental renewal that serves to effectively manage labor activities.

Successful development of skills necessary for professional activity as a relationship of positive interactions of personal qualities, professional maturity is perceived as a result of abilities. In the process of professional development, the formation of professional abilities is ensured by the complex of individual characteristics of a person. The transition to professional activity is a multi-stage process, and the transition from education to independent professional activity is an important aspect of every person.

The professional direction of the teacher's personality is often strongly connected with his personal development, and is manifested in a harmonious state. In order to assess his professional maturity, it is necessary to distinguish a number of aspects of activity [1]

The growth of social demands determines the place of the profession and specialists in the life of society. For this reason, today it is necessary to use the term "significant" and "obsolete profession". The same point of view and worldview continues to lead young people in their career choices. We believe that taking into account these requirements, our research will serve to identify the causes of the imbalances in the choice of profession and to develop recommendations for its prevention.

F.S. Acknowledging the importance of professional experience in becoming a specialist, Ismagilova puts forward a number of positive comments. In his opinion, "the professional experience of a specialist is characterized by the fact that he feels a desire for new technological changes today and replaces them with the old ones. This is a recurring problem that requires practice. Professional experience is a criterion used to select a specialist for a certain profession. But the important thing is the person himself. Because the loss of one's job or its guarantor is the person himself.

Rapid changes in today's technology radically change the content of professional work and call for a new look at the roots of the relationship between the past, present and future of professional consciousness.

Russian psychology was one of the first to study labor. L.S. Vygotsky, S.L. Rubinstein, A.N. Leontev, B.M. Teplov, B.G. Anan'ev, A.V. Zaporozh'ye, B.F. Lomov and others devoted to the consideration of general psychological problems of activity laid the foundation and developed ideas about the psychological structure of activity, its morphology, structure, control mechanisms and learning principles. Later, the practical aspects of labor activity, namely professional orientation, professional selection, professional training, activity planning and other similar issues began to be developed intensively (V.D. Shadrikov, D.A. Oshanin, A.A. Krylov, S.A. Konopkin, V.P. Zinchenko, N.D. Zavalova, Ye. A. Klimov, G.M. Zarakovsky, G.S. Sukhodolsky, etc. [6,7].

One of the directions of studying the specific psychological features of professional activity, which combines the general psychological issues of the theory of activity, as well as its practical aspects, was the development of the professional fitness of the labor subject. This direction, first of all, considers the individual-psychological differences reflected in the development of the characteristics and qualities of a person at the stages of life and career paths, the nature and level of manifestation of professional characteristics, the structure and dynamics of professional motivation. It is the state of these psychological characteristics and qualities that determine the success of professional training, adaptation to activities, formation and manifestation of oneself as a professional, and solving issues related to specific activities. This ultimately determines the compliance (validity) of the subject with the requirements of the activity. Secondly, an important aspect of the problem of professional suitability is the essence of a specific activity to which the subject belongs, its content, means and conditions in the system of requirements for the subject, the nature of changes in the components of this activity with the development of professions, the level of objective and subjective importance of labor tasks, etc. Thirdly, professional suitability is manifested in the intermediate or final results of preparation and real activity (success, productivity, reliability, etc.), and these results acquire the meaning of evaluation for the subject when they collide with their standard, normative indicators. Their importance is, on the one hand, due to the role of evaluations (objective and subject) in the management of activities based on the addition of a feedback mechanism, and on the other hand, - the impact of these evaluations on various social, economic, professional and life aspects of a concrete subject and it is determined by the impact it has on other issues related to his activity, his readiness, perspective and professionalism.

B.F. In the process of studying activity in psychology, Lomov focuses on the necessity of researching its subject, means, and conditions as much as is necessary to understand the subject's processes, state, and characteristics. He stated that "psychic phenomena that arise and develop during the performance of an activity by an individual are often considered as its product...the real product of any activity, including individual activity, is changed during its performance (although indirectly in - through the activities of other people) is a material or ideal object. [4, p. 203]. The assessment of this object (its quality, size, etc.), its social and individual value, usefulness, significance for professionalization, etc., serve as a criterion for professional suitability and level of subject's professionalism.

Psychology studies the role and place of the system of subjective reflection of reality in the activity of an individual (or a group of people). "On the one hand, he considers activity as a determinant of the system of mental processes, states and characteristics of the subject. On the other hand, he studies the influence of this system on the efficiency and quality of activity, that is, he considers mental phenomena as a factor of activity" [4, p. 205].

### **Research results**

In the course of the research, it was possible to determine what the main directions of activity are aimed at during the professional training of students of the pedagogical direction and the peculiarities of their changes according to the course stages of the students. Let's try to prove the initial prognostic hypothesis that the professional training of students of the pedagogical field depends on how the educational process is organized in higher education institutions. In fact, the general goal of the process of training specialists depends on the professional rules

and requirements for mastering knowledge defined in the State Education Standards. However, this is based on guiding and specific goals, that is, cognitive and affective (behavioral) goals that are determined in the educational process. These aspects also complicate the psychological analysis of the state of professional training of specialists. According to the analysis of the results of the methods we used in the research, which aspects of the influence of local conditions on the professional training of pedagogical students need to be studied more? Therefore, let's turn to the results of this study (Table 1).

Table 1

**Features determining the level of professional training of students of pedagogical education**

University	Installations									
	ommunication-manliness		Organization		Orientation to the subject		Intelligence		Support motive	
	x	δ	x	δ	x	δ	x	δ	x	δ
<b>CSPU</b>	4,52	0,85	3,42	0,34	5,25	0,58	3,30	0,78	5,08	<b>0,73</b>
<b>TerSU</b>	5,27	0,86	5,06	0,53	6,28	0,43	3,60	0,62	5,08	<b>0,61</b>
<b>GulSU</b>	<b>5,12</b>	<b>0,37</b>	<b>4,38</b>	<b>0,51</b>	<b>5,46</b>	<b>0,84</b>	<b>3,34</b>	<b>0,50</b>	<b>6,16</b>	<b>0,60</b>

According to the results of the research, it can be observed that there are relative differences between the local conditions of the organization of higher education in the leading areas of pedagogical activity in the process of professional training of students. Because, although the homogeneity of the requirements set in the State educational standards, the organization of the educational process and the educational criteria in the process of training specialists shows that the differences have not become sharp, but the assimilation of knowledge, professional visions and specialty-specific confirms that the formation of educational skills depends more on the personal development of the student. Almost according to the results of the research, the main evaluation criteria of the methodology, i.e. "communication", "organization", "subject orientation", "intelligence", "motivation of support" in several higher educational institutions of our republic. We can say that generality was observed in the process of professional training of teachers, that is, all the results are neither high nor low. A clear example of this is the fact that they represent a higher than average value. But their specific aspects are observed in the differences between these types of activities.

According to the students of Chirchik State Pedagogical University, the leading activity direction for a pedagogue is "subject orientation" ( $5.25 \pm 0.58$ ) and "motivation to support" ( $5.08 \pm 0.73$ ). Based on the opinions of these students, the pedagogical activity, first of all, allows pedagogues to draw conclusions about mastering the subjects and mastering the leading skills and competencies.



"Subject orientation" ( $6.28 \pm 0.43$ ) was considered the leading activity direction in the grades of students of Termiz State University. The differences in the evaluations given by the students of the pedagogy department on the following institutions are also unique, and for the students of the pedagogy department, it is better to have harmony rather than differentiation in other areas of activity. as: "communication" ( $5.27 \pm 0.86$ ), "organization" ( $5.06 \pm 0.53$ ), "intelligence" ( $5.60 \pm 0.62$ ), "support motive" ( $5.08 \pm 0.61$ ). Such an idea means the need to develop professional qualities and personality development of students in the process of education. As can be seen from the results, it can be concluded that the process of professional training of pedagogical specialists in these higher education institutions is well established.

In contrast to the above two higher educational institutions, the leadership of "motivation of support" (6.16 points) stands out among the students of the pedagogy department of Gulistan State University. It can be seen from this that the role of "motivation of support" plays a decisive role in the successful implementation of pedagogical activities for the teacher, because in this activity, the teacher's cooperation with his students, the educational process proper organization, interpersonal relations, empathy, competitiveness are important.

Thus, professional fitness can be considered both as a systematic quality that characterizes the level of productivity and success of the activity required of an individual and performed by him, and as a systematic quality of his subject's achievement of the given norms of activity and their implementation. It follows from this that the study of the laws of mental determination of the process of formation and manifestation of professional fitness is related to the research results and to the research of the activity itself and its subject, their interdependence and interaction, which should be based on the forms of dependence, the nature of development, diagnosis and prediction of their mutual adaptation.

Predictors such as communicativeness, organization, subject orientation, intelligence, and support were found to be of primary importance in predicting the extent to which students are able to develop the predictors that should be formed in the pedagogue-coach in the process of pedagogical professional training.

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