

PSYCHOLOGICAL CHARACTERISTICS OF FORMATION OF IMPORTANT PROFESSIONAL QUALITIES IN FUTURE TEACHERS

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Annotation. The article is devoted to the issue of personal professionalization of future teachers, which describes the results of the study the formation of personality traits that are of professional importance in the course of education.

Keywords. Personal professionalism, professionally important qualities, retrospective self, real self, ideal self, reflexiveself.

INTRODUCTION.

The teacher is the educator of the young generation. In order to form certain personal qualities in their students, the teacher himself must have these qualities.

In determining the professionally important features of the teacher's personality can be taken as a basis for other activities of pedagogical activity, is the reflexive management of students' learning activities. In this regard, there are 4 groups of features that are of professional importance to the teacher:

1. Features related to understanding the inner world of students.
2. Ability to actively influence the student.
3. Qualities of a teacher's self-control.
4. Special knowledge that a teacher should have.

A number of research methods are used in the study of features of professional significance in pedagogical activity. These are observation, conversation, psychodiagnostic methods. Research work was carried out to study the characteristics of the formation of professionally important personality traits in future teachers. The study was attended by second and fourth year students of Nizamiy Tashkent State Pedagogical University. First, in order to determine the perceptions of the subjects about the teacher, they were given an essay on "The teacher that is in my imagination."

The results of the study show that the subjects' perceptions of the teacher model are not comprehensive. Almost half of the second and fourth year students do not consider a number of qualities necessary for the effective performance of pedagogical tasks to be of professional importance. According to them, the most important professional qualities for a teacher are to love children and their profession, as well as to have in-depth knowledge in their field.

In addition, 51.6% of respondents include a number of moral qualities inherent in the teacher, in particular, such qualities as patriotism, conscientiousness, kindness, discipline, honesty. 26.2% of the respondents said that the ability to convey knowledge to students, good relationships with people, access to students' inner world, understanding of children are personal qualities that are of professional importance for the teacher.

ANALYSIS OF THE LITERATURE ON THE SUBJECT

The results of the study show that the main source in the formation of the professional image of the teacher is the "good" and "bad" teachers observed by the subjects. In particular, the influence of "bad" teachers on "good" and "positive" teachers is significant in the formation of perceptions of the "ideal teacher". Because the negative qualities of the teacher are more noticeable than the positive qualities. Under the influence! of this, there is an idea of what personality traits a teacher does not have, that is, what features are II. contradictory for the teacher and what features are typical for the "ideal" teacher.

According to the information received, among the qualities that contradict the teacher are ignorance, indifference, nervousness, rudeness, irritability, arrogance, selective treatment of children, ie separation. They have introduced such qualities as responsibility and lack of responsibility for their work.

This means that the spiritual and moral qualities of a teacher and the qualities of a person of professional significance are not always clearly distinguished, that is, in their imagination, the spiritual, moral and professional qualities are equally important.

Based on the goals and objectives of the research, the questionnaire "Assessment of professional qualities of teachers" was used. In our opinion, this survey is very suitable for solving the tasks.

Depending on the nature of the methodology used, prospective teachers should evaluate themselves on the qualities that are of professional importance. The subjects rated their level of these qualities in 4 different positions.

These are: Retrospective "I" is the degree to which they possess these qualities when they come to work. The real "I" is the extent to which they currently possess these qualities.

III. The ideal "I" is the desire to develop these qualities in the future. Reflexive "I" is based on the opinions of classmates about how they evaluate their qualities.

The study used the method of self-assessment of future teachers in the above-mentioned 4 groups of professional significance.

EXPERIMENTAL RESEARCH.

Important personal qualities for the pedagogical profession are:

Ability to understand the inner world of students;

Communicating with people;

Ability to actively influence the student;

Communicativeness;

Balance;

Being able to convince people; Self-confidence;

Endurance and self-control; Demand;

Perseverance;

Patience;

Organizational and leadership qualities;

To be able to control one's own and others' behavior;

Flexibility of behavior;

Respect for the beliefs of others; Independence and creative thinking; Special knowledge.

According to the methodology used, these qualities were assessed on a five- point scale:

"Same" - 5b.

'I think so' -4b.

"It's hard to say" - 3b.

"I don't think so" - 2b.

"Not exactly so" - 1b.

The results of the study are presented in Table 1.

According to 4 groups of adjectives results

Table 1

groups	Attributes	Retrospecti ve "I"		Real "I"		Ideal "I"		Reflexive "I"	
		1-g.	2-g.	1-g.	2-g.	1-g.	2-g.	1-g.	2-g.
I.	Understanding the inner world of students	74.0	57.0	89.2	78.2	93.4	75.6	67.1	68.3
II.	Actively influences students get	67.9	55.5	74.9	53.2	85.1	68.4	66.4	58.3
III.	Manage your emotional state	76.7	58.2	88.7	67.2	91.1	63.2	69.9	48.8
IV.	Special knowledge	90.3	79.7	98.2	63.8	99.3	63.7	87.7	68.3

The data show that the test takers highly value the availability of knowledge in their chosen field among the professionally important features of the teacher's personality. 87.8% of the subjects of the 1st group (2nd year) and 76.6% of the subjects of the 2nd group (4th year) have special knowledge. From this it can be concluded that most of the subjects fit the "ideal teacher" in their imagination. Because, as they say, the most important characteristic of an "ideal teacher" is a comprehensive and in-depth knowledge.

Subjects of both groups believe that they have a high level of professionalism in the management of their emotional state. 64.7% of group 1 subjects and 54.7% of group 2 subjects had this feature when they first started their

careers (retrospective "I"). One of the characteristics associated with the ability to manage their emotional state - self-confidence (group 1 - 91%, group 2 - 71.3%), tolerance (82.4% and 64.5 %) were rated high enough by the subjects.

According to the data obtained, according to the level of availability, the next priority can be given to the features associated with the understanding of the inner world of students. 74% of group 1 subjects and 57% of group 2 subjects think that they have this category of features. The reason why group 2 test takers rated themselves lower than group 1 test takers was that they tested themselves pedagogically in practice, so they looked at themselves critically based on their abilities, objective, adequate assessment.

Among the features of this group, the ability to communicate emotionally was rated higher than others (group 1 - 91%, group 2 - 69.3%). Also, the data show that the ability to understand the inner world of students, which is one of the most important features of pedagogical activity, is not highly valued in the retrospective "I". 34.6% of the 1st group of subjects and 32.8% of the 2nd group of subjects said that they had this quality when they came to study. Currently, 78.6% of group 1 and 75.4% of group 2 subjects have this feature.

Based on the results, it can be concluded that in the process of preparation for pedagogical activity, as students grow older, they develop special skills and abilities. At the same time, in this process there is an opportunity for the formation of certain personal qualities necessary for the pedagogical profession, that is, for personal professionalization.

According to the results of the study, the last place was taken by the features associated with the ability to actively influence students. Among the features of this group are persuasiveness (group 1 - 74.9%, group 2 - 53.2%), independent and creative thinking (group 1 - 77.9% and group 2 - 62.3%), diligence. (Group 1 81.2% and Group 2 78.6% 0, and balance (Group 1 72.5% and Group 2 59.8%) were rated higher by the subjects than the others (Table 2).

COMMENTARY OF RESULTS.

As mentioned above, in the study, the subjects evaluated the given **Self-assessment of test giving** qualities in retrospective "I" and the real "I", as well as expressed their attitude to their further development, ie the ideal "I". There is a difference between the answers of the 1st group and the 2nd group. For example, while the 1st group of subjects wanted to develop their knowledge in their field first, the 2nd group of subjects wanted to develop more features related to understanding the of students.

Self-assessment of test takers in four position giving result

Table 2

№	Qualities of a teacher of professional significance	Retrospective "I"		Real "I"		Ideal "I"		Reflexive "I"	
		1-g.	2-g.	1-g.	2-g.	1-g.	2-g.	1-g.	2-g.
1.	Understanding the inner world of students	34.6	32.8	78.6	75.4	90.2	88.3	67.0	68.4
2.	Communicate with others	91	68.4	91	69.3	96.7	93.7	68.2	60.4
3.	Be able to actively influence the student	70.0	55.5	79.2	70.3	88.0	79.4	66.5	58.3
4.	Communicative ness	58.7	50.2	88.4	72.3	94.8	92.6	60.5	55.0
5.	Respect for the beliefs and convictions of others	70.4	65.6	74.8	69.8	92.5	87.4	74.0	66.5

6.	Being able to convince people	74.9	53.2	82.3	73.5	94.9	88.7	80.5	53.4
7.	Self-confidence	91.0	75.4	94.3	88.3	97.5	92.4	92.2	74.5
8.	Tolerance and self-control	82.4	64.5	92.6	86.4	94.3	93.6	87.2	60.7
9.	Demanding	80.8	60.3	88.8	80.2	98.2	90.7	82.8	70.3
10.	Perseverance	83.5	72.4	91.1	88.7	94.4	92.4	85.3	74.9
11.	Entrepreneurship	68.9	62.8	77.3	72.8	88.9	84.8	69.8	68.2
12.	Enthusiasm	81.2	78.6	94.2	88.4	96.1	92.3	80.2	78.4
13.	Patience	84.8	80.4	79.4	78.3	89.4	88.2	88.4	74.0
14.	Organizational and leadership qualities	88.4	82.5	90.8	87.5	94.2	92.4	84.8	85.1
15.	Be able to control the behavior of yourself and others	75.7	58.3	85.5	76.9	95.7	86.3	69.9	48.0
16.	Flexibility of behavior	67.0	62.7	80.7	77.2	90.5	86.0	70.2	68.0
17.	Balance	72.5	59.8	84.4	82.6	94.8	92.6	74.8	70.1
18.	Independence and creative thinking	77.9	62.3	88.8	81.7	98.4	92.5	74.9	69.5
19.	Special knowledge	90.3	79.7	87.8	76.6	99.2	98.7	87.7	68.4

As shown in Table 1, 93.4% of group 1 subjects had features related to understanding the inner world of students; 91.1% of the features associated with the management of their emotional state; 85.1% want to develop the skills associated with the ability to actively influence students. Features related to active influence on 68.4% of group 2 subjects; 63.2% want to develop the qualities associated with the ability to manage their emotional state.

This means that future teachers, in addition to having a certain level of professional qualities that determine the effectiveness of their work, also intend to further develop these qualities.

The study also collected information on how classmates rated their subjects on these characteristics. The results showed that in both groups of subjects, the opinions of their colleagues about the characteristics given to them were much lower than the self-assessment. For example, 66.4% of group 1 test takers said that their colleagues believe that they have features that are associated with active influence on students.

48.8% of group 2 test takers said that their colleagues thought that they had features in the category of emotional stability. This can be seen in the other categories of properties, as described in Table 1.

This means that in order to effectively perform their duties, the future teacher must have certain characteristics that are of professional importance. During the pedagogical activity and through constant work on the teacher, the teacher can form and develop these qualities.

Now we should consider the analysis of Table 2. The results of the study show that teachers tend to

overestimate themselves in many of the recommended features. This shows that they are not critical enough. Among the proposed features, the subjects rated themselves on the volitional qualities of the person. For example, 94.3% of respondents (group 1) and 88.3% of group 2 respondents expressed confidence in themselves. Strength beyond this feature - 91.1 and 88.7%; diligence - 94.2 and 88.3 percent; Tolerance and self-control - 92.6% and 88.3% of respondents believe that they have it (Table 2, real "I").

CONCLUSION

Among the qualities of professional importance, future teachers expressed their desire for further development, noting that they have special knowledge (Table 2, ideal "I").

The work of a teacher is a creative work that requires extensive and comprehensive knowledge. However, pedagogical activity is not limited to knowledge. It is possible to have a lot of knowledge in his field of science and other areas, but if he can not convey this knowledge to the hearts of students - such a teacher can not be a real teacher.

Thus, pedagogical activity is not only a comprehensive knowledge, but also a personal professional of professional importance, associated with the ability to convey this knowledge to students, to establish the right relationship with them, to find a way to the hearts of students and it is also requires the presence of qualities.

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