

**METHODS OF FORMATION OF PROFESSIONAL QUALITIES OF STUDENTS
IN PREPARATION FOR PROFESSIONAL ACTIVITY**

Abdullayeva Nigina Khamidovna

Bukhara State Technical University

Annotation: *The article reveals the factors and conditions in the educational space of the university that contribute to self-realization, self-development of the student's personality, self-knowledge based on pedagogical reflection, the formation of professional qualities of future teachers, high-quality preparation of students for professional activity in a competitive environment. Studying the conditions and factors of the formation of professional qualities of a future teacher, the author concludes that the reflexive processes of the teacher play an important role. Problematic situations and tasks created in the teacher's practice require the teacher to be able to find effective ways to solve them, make a correct assessment based on a competent analysis of himself and other participants in the situation, look for adequate solutions to problematic situations, awareness and prediction of pedagogical actions, without losing authority among students, colleagues and parents.*

Key words: *the educational environment of the university, the professional qualities of the future teacher, the method.*

Аннотация: *В статье раскрываются факторы и условия в образовательном пространстве вуза, способствующие самореализации, саморазвитию личности студента, самопознанию, основанных на педагогической рефлексии, формированию профессиональных качеств будущих педагогов, качественной подготовке студентов к профессиональной деятельности в условиях конкурентной среды. Изучая условия и факторы формирования профессиональных качеств будущего учителя, автором делается вывод о том, что большую роль играют рефлексивные процессы учителя. Созданные в практической деятельности учителя проблемные ситуации, проблемные задачи требуют от педагога умения находить эффективные пути их решения, давать правильную оценку на основе грамотного анализ себя и других участников ситуации, искать адекватные варианты решения проблемных ситуаций, осознания и прогноза педагогических действий, не теряя авторитет у учеников, коллег и родителей.*

Ключевые слова: *образовательная среда вуза, профессиональные качества будущего педагога, метод*

INTRODUCTION

In modern social conditions, new priorities have emerged in the state educational policy regarding the professional education of teachers. A modern teacher should be qualified, responsible, competent, ready for prolonged professional growth and mobility. Modern dynamically changing conditions of society impose requirements for the training of highly qualified teachers at the stage of study in the educational environment of the

university. The professional development of a future teacher is possible when creating effective conditions in the educational space of the university that promote self-realization, self-development of the student's personality, and self-knowledge based on pedagogical reflection. In the process of studying at the university, a student's professional development takes place, in which professional self-awareness plays an essential role as a necessary condition for the creative realization by the future teacher of his professional and personal goals and value system. Professional self-awareness is the process of cognizing one's own self, forming subjective ideas about one's abilities and capabilities, attitudes towards one's personality, developing regulation in professional activities, and pedagogical communication. The student's professional self-awareness is dynamically changing in the process of professionalization. The progressive development of professional self-awareness is characterized by an increase in the number of positive qualities in the process of professional training of a student, which actively form the consciousness of a future teacher. The formation of a student's professional self-awareness occurs when they relate themselves to the professional community. In the professional development of a future teacher, the dominant role is played by the desire to become a professional, which is facilitated by the development of an internal locus of professional control, which consists in finding the cause of success or failure, in oneself or in the profession; awareness of professionally significant traits and qualities, in a holistic vision of the image of "I" as a professional. As a number of studies show, a future teacher with a low level of self-awareness in behavior does not activate professional motivation, motives in professional activity, in professional communication. In future teaching, such a teacher will be passive, non-initiative, prone to personal destruction. At the stage of studying at the university, it is necessary to form a high level of self-awareness in the student, a system of progressive motives that are based on a hierarchy of spiritual values. The future teacher himself should be focused on permanent professional growth, personal improvement, and creativity. The development of professional qualities in a student is associated with the influence of an external assessment of the future professional qualities of a teacher by university teachers, the student himself, the influence of his own value orientations and expectations. The determining mechanism for the development of professional qualities is reflection as a significant professional quality that has a special place in the communication process. A modern school needs a highly professional teacher. Modern schoolchildren place quite high demands on teachers, trying to evaluate not only the acquired professional knowledge, skills and abilities. Students evaluate the level of the teacher's key competencies and the modernity of his education. Quite often, an obstacle to a student's professional development is his inability to adequately assess the level of his professional competence. Only a student who is guided by the highest criteria in the future professional field is capable of self-improvement.

Discussion and results

In the context of the modern educational process at the university, a combination of fundamental education, deep learning of the basics of professional activity and professional activity is of great importance in the formation of professional activity of teachers and students, especially in the training of teaching staff. Modern society has defined criteria for

evaluating pedagogical activity. It is quite difficult to assess how well a teacher meets these criteria. The professional development of a future teacher is determined by many factors. Among such factors, the dominant role is assigned to the future teacher's desire for professional growth and the development of professionally significant personal qualities. A theoretical analysis of the problem has shown the importance of the relationship between professional orientation and professional behavior in the structure of future professional work. Professional orientation is usually considered as an individual's awareness of his professional inclinations and interests, and consists in the adequacy of self-assessment of his own capabilities and abilities in the chosen profession during the period of career choice, that is, career guidance. The formation of a "life type" is based on a person's behavior style, the desire to identify with a professional group, which leaves its mark on the lifestyle. It is important enough that natural inclinations contribute to the development of professional qualities. At the learning stage, the behavior style of the future teacher is dynamically changing. The expansion of professional self-awareness is facilitated by an increase in the signs of professional activity reflected in the professional's mind, contributing to overcoming stereotypical self-awareness. Professional self-awareness dynamically correlates with the unconscious, which is manifested in the impulsive actions of the future teacher, his internal conflicts between perceived professional values. Considering the formation of professional qualities of a future teacher, we focused on the student's awareness of himself in three component spaces of future pedagogical work, each of which shows the uniqueness of his personality: the system of professional activity, the system of pedagogical communication and the system of personal characteristics. The structure of a future teacher's professional self-awareness consists of cognitive, affective, and behavioral components. We assessed the cognitive component in the structure of professional training as a set of cognitive functions aimed at self-knowledge of a student in the process of studying at a university. The result of analytical and synthetic activity, which includes the process of comprehension, analysis, and reflection, is the student's knowledge system about himself, an induced representation in the image of the Self". The image of the "I" of a future teacher is projected and developed in pedagogical practice, in pedagogical communication and personal development. Considering the affective component of the future teacher's professional development, we identify three types of relationships that affect the effectiveness of pedagogical work.: own pedagogical actions; interpersonal relationships; professionally significant qualities. The affective substructure of the future teacher's professional self-awareness includes his self-esteem. Considering the behavioral component of a future teacher's professional development, we highlight self-knowledge, personal qualities, professional competence, features of interpersonal interaction with students, and the development of an emotional and value-based attitude towards oneself. The satisfaction of a future teacher with the choice of his profession at the stage of university studies is interpreted as meeting the student's expectations in the motivational and value sphere of success in future teaching activities. We believe that students with adequate self-esteem, positive thinking, faith and confidence in professional competence can achieve success in teaching. In our research, we have obtained reliable results,

experimentally confirmed that the holistic "self-image" of a future teacher includes a dominant system of value orientations that promotes awareness of the goals of professional activity, aimed at finding ways and means of developing professional self-awareness. In the works of researchers analyzing the pedagogical difficulties of teachers, the most common analysis of personality deformations and destructions associated with procrastination, lack of professional motivation, low level of financial support, insufficient self-control and self-correction of pedagogical work. Professional destructions also include a low level of education and competence of the teacher, insufficient completeness and consistency of his psychological knowledge, insufficient reflection and low criticality towards himself and the results of his teaching activities, inability to analyze the causes of his failures. All this must be taken into account at the stage of a student's education in the educational environment of a university. One of the central problems of a modern teacher is a lack of understanding of the individual characteristics of students, the inability to influence the student, to understand and realize the causes of problems in teaching and educating students. Quite often, in case of difficulties, the teacher resorts to uncorrected methods, uses psychological defense mechanisms that do not lead to a constructive way out. The teacher is fixed on a rigid attitude, does not use personal potential and resources, does not focus on his own pedagogical experience, the resource of his personality in teaching and communication. Constructive overcoming of pedagogical difficulties is facilitated by a high level of self-esteem, self-awareness and self-control at the stage of university studies. Analyzing the destructive factors of the future teacher's professional development, the researchers identify the reasons for the low level of professional self-awareness, which lie in the lack of formation of pedagogical motivation. At the stage of professional choice, the future teacher was not guided by his pedagogical vocation, the choice of the teaching profession was accidental, therefore, in his professional behavior he is guided by unstable, unsystematic motivation. Such a teacher adapts to professional activity, for him work becomes a means of survival, the emotional state is subject to frustration, which characterizes the teacher as a passive, non-initiative worker. If the choice of a teacher's profession is highly motivated and conscious, which contributes to the development of a high level of professional self-awareness, then pedagogical work reflects stable pedagogical motives. Such a teacher is dominated by true spiritual values. A student with a high level of motivation for success in his future professional activity is focused on permanent professional self-improvement, creativity, and the development of the potential of each child's personality. Such teachers become subjects of their own motivation. In search of effective means of forming professionally important qualities of future teachers in a university setting, we have developed trainings taking into account all the components of professional self-awareness proposed in Russian science. In our program for the development of the cognitive component, techniques are proposed aimed at forming, clarifying and expanding the student's knowledge and ideas about their individual typological characteristics, about the image of the "I" as a person and a future professional. We have selected effective technologies for the development of the affective component of professional activity, which are aimed at a positive self-attitude, an adequate assessment of one's own capabilities and

potentials. To develop the behavioral component of consolidating the idea of one's own Self-concept, assessing behavior in specific situations of pedagogical communication, we have developed exercises to develop self-regulation skills in pedagogical activity. We have not found a universal classification of factors that would affect the development of professional qualities of a future teacher, justifiably assuming that they are laid down during adolescence when receiving professional education, which means that learning is a factor. In many psychological and pedagogical studies, the authors divide the conditions and factors of a future teacher's professional development into external and internal ones. Internal factors include the motivational and value orientation of the teacher, expectations from himself as a professional, expectations of the teacher from professional work, internal attitudes and motives to improve himself, satisfaction with his teaching activities. Many researchers consider the professional environment, working conditions in specific educational institutions, social conditions in society, attitudes towards the profession from other people, the financial well-being of teachers, and government incentives to work as external factors and conditions. Studying the conditions and factors of the formation of professional qualities of a future teacher, we drew attention to the study of the specifics of the reflexive processes of the teacher, their conditioning by the variety of real-practical situations in pedagogical activity. Problematic situations and tasks created in the teacher's practice require the teacher to be able to find effective ways to solve them, make a correct assessment based on a competent analysis of himself and other participants in the situation, look for adequate solutions to problematic situations, awareness and prediction of pedagogical actions, without losing authority among students, colleagues and parents. Introspection of the future teacher contributes to the development of skills to properly evaluate oneself, evaluate the possibilities and options for pedagogical actions, and take into account the peculiarities of one's own "portrait" in the eyes of students. Many studies have shown a discrepancy between the teacher's self-esteem and the external assessment of students, colleagues, and parents, which indicates a low level of development of the teacher's reflexive skills, and shows the inadequacy of the teacher's professional self-awareness. In a number of experimental studies, it has been revealed that the level of reflexive skills largely depends not on the teacher's teaching experience, but on his pedagogical skills, which makes it possible to develop reflexive skills at student age [4].

Conclusion

With the formation of the necessary level of motivational and value attitude of the future teacher to pedagogical activity, new opportunities arise for purposeful joint creative work in connection with the formation of a mechanism of self-education; the development of the level of pedagogical skills and the possibility of direct direct comprehension and formation of the main directions, goals, principles, norms of behavior and ideals that characterize the personality of a teacher of a modern educational institution. Pedagogical values serve as the basis for the formation of professional dimensions, determine the orientation of the individual, in which the realization of the motivational and value attitude of the individual to pedagogical activity takes place. The core of collective creativity for the development of pedagogical skills and the formation of the motivational and value attitude

of future teachers to practical professional activity is the inclusion of students in the system of teacher-educator training. It should be borne in mind that it is within the framework of collective creativity that the process of directly enriching each participant (student and teacher) with their own experiences of civic attitude towards their own lives and towards themselves takes place. The use of various methods of educational interaction and cooperation between teachers and students, the students themselves, from the very beginning of training allows us to significantly intensify the preparation of future teachers for independent practical creative, pedagogical activities. Knowledge and pedagogical skills in the framework of practical and laboratory classes at the University are acquired mainly when solving creative pedagogical tasks with increasing complexity and penetration of the goals and meanings of activity. As a rule, algorithmic, semi-heuristic and heuristic subjects contribute to collective creativity. Among the methods of solving creative problems, such as "Brainstorming" are most effectively and most often used and give the greatest pedagogical effect. It can be considered as an extremely fast way of generating ideas through brainstorming, which can serve as the basis for a serious search for solutions; - "Synectics" - (combining heterogeneous elements, the method was developed by W. J. Gordon). This is an advanced method of brainstorming groups of people of different abilities and inclinations who meet in order to obtain creative solutions by generating unique ideas, training the imagination and combining incompatible elements. - The "CAM" method (acting competition, developed and described by V.L. Levy) is a kind of creative transformation training through plastic surgery, monologues, dialogues, gestures, dance and vocals. Experimental work programs of elective courses, special seminars and special courses are being developed to organize the educational process within the framework of this system. Programs should provide for classroom activities and creative activities in the context of practices like collective creative activities in the joint creative activities of teachers and students. Thus, collective creativity acts as a method of learning and as a subject of assimilation. Such an organization of joint creative activity allows not only to carry out scientific and methodological training of university students, but also to combine theory with the practice of pedagogical creativity, thereby forming the pedagogical skills of students and their motivational and value attitude to the future profession.

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