



## PSYCHOLOGICAL CHARACTERISTICS OF MODERN PRIMARY SCHOOL TEACHER PROFESSIONAL TRAINING

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**Annotation:** *Prospective primary school teachers need to apply psychological research methods that claim to provide reliable results in order to reveal the deeper psychological nature and causes of the problem of professional training of students.*

**Keywords:** *Primary school teacher, profession, professional activity, professional training, professional establishment, indecision, rationality, optimism, high self-esteem, dependence on others, professional formation*

The modern school requires innovative, socially active educators who have the necessary qualities and qualities for personal and professional teaching.

The Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021 identifies "continuous improvement of the quality and level of professional skills of teachers" as one of the most important priorities for the integrated development of the higher education system" [1].

Now the task of higher education institutions is to form not only an educated person, but also a wise and well-rounded person who knows the events in advance, has the ability to make the right decisions, understands the need for self-development. is being put. In fact, only educated, mentally fit, healthy and physically strong people can walk the path of independence and development. Based on the above considerations, it can be said that the main issues are the upbringing of the younger generation, their education at the level of modern requirements, personal development, learning the secrets of the profession and preparation for everyday life. is on the agenda of the educational process.

In the practice of modern pedagogy and psychology it is felt that the development of the content of professional training of future teachers, the model of personality and the definition of professional activity, the professional imagination and thinking of the subject and the self as a teacher the attention of the scientific community to the study of cognition is growing.

We found it necessary for future primary school teachers to apply psychological research methods that claim to provide reliable results in order to reveal the deeper psychological nature and causes of the problem of professional training of students. To do this, we first used the method of the Russian scientist IM Kondakov (modified by BR Kadyrov) "Determination of professional installations." At the heart of the implementation of this methodology is the fact that the preparation and planning of individual activities leads to high results. Because every teenager should be able to make enough decisions for a career or a career choice. You need to have enough experience, knowledge, skills and abilities to make a decision. Therefore, we believe that in choosing the right profession and specialty, it is necessary to pay attention to the professional institutions of students. The methodology is available in five areas. We tried to analyze the results of research conducted on students on the methodology of identification of professional institutions for each of their indicators

and for their professional areas, the results of which are presented in Table 3. The methodology includes five factors that determine the individual's professional instability, rationality and depth in choosing a profession, optimism about the prospects of the future profession, the assessment of their capabilities in choosing a profession and the dependence of career choice on others. summed up. We know from the methodological feature that these factors describe aspects of internal preparation in the formation of students as professionals.

According to the study, we have seen that there are certain differences in the results of the vocational training process, regardless of the professional training of university students in different regions for the same specialty. The indeterminate attitude characterizes the inability of students to have a clear vision, clear plan, criteria for professional development, low self-esteem, inability to make decisions, and inability to coordinate their actions as individuals.

As the results of this study explained the instability of the students, it was found that there were discrepancies in the survey results (among university students). 13.45-0.82 (Karshi State University), 16.31-0.95 (Bukhara State University), 15.07-0.37 (SamSU), 14.94-0.71 (general average). This is due to the fact that students are more likely to choose a career, and the factors that lead them to choose a career are different. [2].

Table 1

The results of the study of students' professional institutions

University Installations	Karshi State University		BuxSU		SamSU		Average	
	X	m	X	m	X	m	X	m
Indecision	13,45	0,82	16,31	0,95	15,07	0,37	14,94	0,71

Rationality	26,34	0,21	25,12	0,42	26,47	0,51	25,97	0,38
Optimistic attitude	28,13	0,62	27,33	0,31	29,56	0,84	28,34	0,59
Appreciate your potential	27,23	0,81	27,58	0,56	26,28	0,50	27,06	0,46
Dependence on others	29,11	0,68	23,45	0,47	24,25	0,55	25,60	0,56

**Note: X is the arithmetic mean, m is the standard deviation**

In this case, the students showed an intermediate level of "indecision" in their chosen profession. This means that there is a certain insecurity in students' acquisition of a specialty. The results indicate that students may not have a clear understanding of their profession, do not yet fully understand the requirements of professional activity, and may be discouraged and have difficulty setting clear goals. The students' results on the "rationality" set were also above average. They have quantitative indicators in the range of 26.34-0.21 (Karshi State University), 25.12-0.42 (Bukhara State University), 26.47-0.51 (SamSU), 25.97-0.38 (general average). specific.

These results represent values in the same range as in the first setting. The results of the students show that they choose their careers based on the influence of others, their feelings and experiences.

Third, the assessment of values in the so-called "optimistic attitude" shows that it is much more supernatural and influenced by psychic forces. Optimistic attitude is characterized by the ability to see the future of the profession, to look at success with confidence, to rejoice in success, to decide to overcome various obstacles. Students in their majors reported significantly higher scores than the previous two settings: 28,13±0,62 (QarDU), 27,33±0,31 (BuxDU), 29,56±0,84 (SamSU), 28,34±0,59 (total average value). It is clear that the presence of an optimistic spirit, ie confidence, in students in the process of vocational education has a positive effect on their formation as professionals, leaving no room for depression. From a psychological point of view, the formation of "optimistic" attitudes and worldviews in students can be positively assessed in terms of both individual characteristics and personal qualities. In the process of professional training, the development of an optimistic attitude of the student by combining his professional and personal qualities allows the teacher to quickly and easily develop the necessary knowledge, skills and abilities[3].

She has to adapt her dream to reality, to her daily life. It is important for students to understand that an optimistic attitude or professional ideals alone is not enough in their careers, and therefore to study patiently, relentlessly research, acquire perfect knowledge, and always be courageous for professional suitability and maturity.

Psychological analysis of students' assessment of their abilities in choosing a profession shows that an individual's overconfidence in the world of professions is explained by the fact that he overestimates his personal abilities, regardless of the circumstances under the influence of emotions. Performance in this area is not always positive. The results show that the test takers were in a much

better mood, even when they "overestimated their potential." They also repeated the traditional situation with the values of this installation.  $27.23 \pm 0.81$  (QarSU),  $27.58 \pm 0.56$  (BuxSU),  $26.28 \pm 0.50$  (SamSU),  $27.06 \pm 0.46$  (total average value) is an above-average result, indicating a claim for a higher value across the columns.

These results show that students have a well-developed reflection, a need to develop a sense of self-worth and social partnership, and that there is reason to believe that over-optimism and ideals can become the norm. In some cases, there was a lack of confidence in connecting activities with others, hesitation in assessing opportunities, lack of independence, and emotional sensitivity. This is reflected in the students' "dependence on others" approach:  $29.11 - 0.68$  (QarSU),  $23.45 - 0.47$  (BuxSU),  $24.25 - 0.55$  (SamSU),  $25.60 - 0.56$  (total average value). However, one of the main conditions of the higher education process is that students are focused on independent learning, and their dependence on others from the very beginning of the educational process indicates the gradual growth of independence-oriented activities. will give. It is important for educators to keep in mind that professional attitudes also change depending on the student's level of professional development. This is because these settings determine the state of training as a specialist. For the same reason, the ability of students to organize their activities consciously and correctly helps them to easily achieve the intended results[4]. In the correlation between professional institutions, only reliability and negative coefficients prevailed (Table 2).

Table 2

**Correlation coefficients between professional institutions**

Installations	Indecision	Rational	Optimistic attitude	Opportunity high evaluation of	Dependence on others
Indecision	1	-0,225*	-0,378*	-0,471**	0,243*
Rationality		1	-0,071	0,321*	-0,362*
Optimistic attitude			1	0,111	-0,247*
Appreciate your potential				1	-0,481**
Dependence on others					1

\* $p < 0,05$ , \*\* $p < 0,001$

We believe that this correlation analysis clarifies our views and serves as a basis for finding solutions to problems and drawing scientific conclusions. “Uncertainty” in students’ professional settings resulted in negative correlation coefficients with the remaining institutions (“rationality” ( $r = -0.225, p < 0.05$ ), optimistic attitude ( $r = -0.378, p < 0.01$ ), o High self-esteem ( $r = -0.471, p < 0.01$ ). and a lack of hope and confidence in implementation, performance, and the future, leading to inability to properly assess their capabilities and come to the wrong conclusions. have to analyze these results.

The rationality is negative, but reliable, with "high self-esteem" ( $r = -0.321, p < 0.05$ ) and "dependence on others" ( $r = -0.362, p < 0.05$ ). formed coefficients. This suggests that students' being "rational in their choice of career" can lead them to be more honest and confident in their abilities, not to overemphasize their abilities, and to be independent and independent in their thinking. This is due to the fact that they did not take into account their abilities in choosing a profession, allowed superficiality, acted under the influence of others and did not make independent decisions.

The “optimistic attitude” approach had a negative coefficient of reliability with the “dependence on others” approach ( $r = -0.247, p < 0.05$ ). The indicator indicates that the reliability of the data obtained is consistent with the conclusions drawn from simple observations. Because a person who knows the prospects of the profession, is confident in his own capabilities and conditions, will certainly not be dependent on others, but will have his own independent opinion and decision in choosing a profession. On the contrary, the increase in "dependence on others" has led to a lack of optimism. At the same time, the discrepancies in students' career choices and professions today, and the delays in their formation, indicate that the relationship between professional institutions and personal values in the selection process is inconsistent.

	Installations	External control	Internal control
Installations			
Indecision	Indecision.	-0,112	0,096
Rationality	Rationality	-0,135	0,025
Optimistic attitude	Optimistic attitude	-0,039	0,362*
Appreciate your potential	Self-confidence	-0,311*	0,348*

Dependence on others	Dependence on others	0,009	-0,011
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In a sense, the issue of the relationship between motives and institutions plays a leading role in the professional development of students. While motives are the driving force behind a career, professional institutions are used to make decisions about the choice of a profession, the identity of the individual, and so on.

The results of the correlation analysis between the two aspects that are important for professional development are shown in Table 3.

\* $p < 0,05$

The organization and management of a person's activities in complex situations is inextricably linked to the student's subjective control over his or her emotional and volitional aspects, his or her ability to control his or her behavior, and his or her behavior. These results are also important and do not indicate a link between students' professional attitudes and subjective capabilities.

From the professional institutions of students, "Self-confidence", "external control" ( $r = -0.311$ ,  $p < 0.05$ ) and "internal control" ( $r = 0.348$ ,  $p < 0.05$ ) formed a correlation. The state of formation of external locus control in them shows that they can weaken self-confidence, inability to properly assess their capabilities, the link between the institution of "self-confidence" and "internal subjective control" The increase in self-confidence in the subjects of education, the tendency to independently perform their actions, the ability to rationally assess their capabilities, the ability to create a link between the goal and the activity.

This confirms that the formation of "internal control" in them is an important factor for professional and personal development. The mismatch between students' professional interests, professional motives, and professional values has also had an impact on their professional institutions that determine their professional preparation.

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