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Abstract: Students of pedagogical universities lack pedagogical identification. One of the means to overcome this problem is pedagogical practice, where students can feel themselves in the role of teachers. The results of the internship show how important the connection with the school is for the professional growth of students.

Keywords: pedagogical practice, lack of ability, mnemonic, cognitive, pedagogical observation and pedagogical tact, environmental factors.

The professional training of future teachers is closely related to the formation of a strong interest in the chosen professional activity. The interest in the profession of a teacher is understood as an emotionally expressed cognitive orientation of a person to master a pedagogical activity, the realization of his inclinations, abilities, and professional beliefs. The weak level of interest in their profession is due to a number of factors, among which it is possible to distinguish a low work culture among students, which manifests itself in the inability to rationally organize their activities, in problems with completing tasks on time, as well as in the low productivity of students' work caused by an underestimated incentive to activity. Along with this, the low prestige of the teaching profession in society plays an even greater role. The presence of interest in their profession is an important factor in the successful formation of the competitiveness of future teachers. Its decline entails a number of problems.

First of all, the future teacher finds himself in conditions where he is forced to perform tasks and assignments that are not interesting for him in advance. In such conditions, it is difficult to expect a student to be ready for innovation, and the desire to develop and introduce creative developments, methodological findings, and technologies into the educational space. Various researchers and teachers (L.S. Vygotsky, V.A. Sukhomlinsky, L.N. Tolstoy, K.D. Ushinsky, etc.) devoted their works to the issues of the creative development of future teachers.

S.V. Lavrenova notes that "today requires a deep and comprehensive understanding of the educational process of training teachers with highly developed creative potential, able to successfully adapt to constantly changing conditions, to educate the need for the development of creativity of the personality of each student" [1, p. 5].

Professional competence of teachers in modern conditions presupposes not only the possession of a set of professional knowledge, skills, and abilities and the ability to apply them in practice but the desire to independently master new pedagogical skills.

theories and techniques, a tendency to self-improvement. Future specialists in the field of education in training often face the problem of building a trajectory of professional and personal self-development, which is due to the underestimation of this important component of the professional formation of a specialist. Subject-centered attitudes toward the educational process often focus students' attention on scientific and conceptual knowledge, while the role of their personal self-development in professional the formation is erased. An important factor that can seriously hinder the implementation of the pedagogical activity of a future teacher is the lack of ability to apply knowledge about the psychological development of a person in solving pedagogical tasks. Impossible it is correct and effective to organize the educational process without having complete ideas about the peculiarities of perception, as well as mnemonic, cognitive, and other mental processes in various groups of schoolchildren differentiated by age.

Problems give rise to difficulties in the formation of a number of qualities and abilities in the teacher himself – empathic, perceptual abilities, as well as pedagogical observation and pedagogical tact.

This leads to another problem related to the inability to work in a team. It is important for a future teacher to be able to organize group activities and to be an active participant in them. The quality of

students' knowledge will depend on how competently the head will be able to organize the well-coordinated functioning of participants in the educational process.

Another difficulty in pedagogical activity can be indicated by inadequate self-esteem, which can be both overstated and understated. Self-esteem is the idea of a person about himself, his importance, and his qualities, which develops under the influence of public opinion and his own achievements. The greater the achievements, the higher the self-esteem. Low self-esteem implies a sense of superiority of others over oneself and can be formed under the influence of exogenous and endogenous causes. Such a teacher is not able to gain authority from students and maintain discipline in the classroom. There is a lack of confidence in yourself and in your activities.

Overestimated self-esteem leads to an overestimation of one's strengths and capabilities, to the appearance of ambition, which forces a person to set more complex tasks and claims to achievements. Such self-assessment contributes to the formation of self-confidence in the teacher and his actions to solve new problems. Failures at the same time are fraught with frustration, anxiety, fears, and depression.

An adequate self-assessment can be considered optimal. However, with an inadequate one, an overestimated self-esteem causes less harm than an underestimated one. The permanent impact of negative environmental factors can lead to stressful states in future teachers, the discharge from which can manifest itself in the form of unmotivated aggression and in its transfer to a third-party object. The increased level of stressful situations serves as the basis for an increase in the degree of conflict and aggressiveness. The causes of aggression can vary greatly. It is extremely important in professional activity to be able to recognize the origin of this emotion [2].

Success in work is accompanied by the presence of a high level of professional reflection in the teacher. With constant reference to one's own state, to the analysis of knowledge, feelings, values, motives, and actions, one's own shortcomings and mistakes are revealed. Reflection helps the future teacher to realize the level of his professional development. The highest level of reflection is observed in people prone to perfectionism. A low level of reflection hinders the teacher's self-development.

These problems point to the need to improve the professional training of future teachers. So, it is necessary to create such conditions in a pedagogical university that will contribute to the professional growth of future teachers, the disclosure of their creative potential, the formation of the ability to work in a team, reducing the risk of professional burnout syndrome, conflicts, professional difficulties, etc. The system of university training should prepare a teacher who is ready for scientific research, a creative approach to solving professional problems, and to the joint discovery of new knowledge with students. To solve these problems, it is necessary to introduce new organizational forms of training based on personal development, collective decision-making, active use of independent work, demonstration of professions

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50	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 02 in February-2023 https://www.gejournal.net/index.php/IJSSIR
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