



PSYCHOLOGICAL CHARACTERISTICS OF FORMING
PROFESSIONAL QUALITIES IN FUTURE TEACHERS

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Abstract: *This article focuses on and analyzes the psychological characteristics of the formation of professional qualities in future teachers.*

Key words: *student, future teacher, professional qualities, personal and professional development, pedagogical and psychological characteristics, volitional qualities, spiritual and moral qualities, speech and communication abilities.*

Аннотация: *В статье рассматриваются и анализируются психологические особенности формирования профессиональных качеств будущих учителей.*

Ключевые слова: *студент, будущий учитель, профессиональные качества, личностно-профессиональное становление, педагогико-психологические характеристики, волевые качества, духовно-нравственные качества, речевые и коммуникативные способности.*

The psychological qualities inherent in an individual play a leading role in both biological development and personal-professional formation. Therefore, one of the main objectives of the educational process is to cultivate specific moral and ethical traits in a person, to study their existing psychological qualities in a certain direction, and to ensure that these traits are shaped into positive characteristics.

Professional-pedagogical activity, which is based on the personal abilities of a specialist, requires a future teacher to be physically strong, possess a firm character, and have strong willpower. In addition, the ability to maintain sustained attention, notice even the simplest situations, control the continuity of educational activities, understand their essence correctly, effectively utilize the impact of situations with positive content, make wise and decisive decisions in conflict situations and resolve them, critically assess the nature of personal approaches to such situations, possess self-confidence, create a healthy environment among the team, gain respect among





children and colleagues, and achieve specific success in their personal-professional activities are all necessary.

A future teacher must also demonstrate creative qualities, possess a broad worldview and thinking, rich imagination, strong memory, creative ability, and a high level of emotional self-regulation. The role of pedagogical practice in the manifestation and stabilization of these qualities is invaluable. Active participation of students in pedagogical practice, familiarity with the work of experienced educators, and mastering the secrets of their professional and personal skills form a solid foundation for development. For students, learning from advanced experience allows them to assess their professional level and identify their shortcomings.

When organizing pedagogical activities aimed at ensuring the professional-personal readiness of future teachers, paying close attention to the study of students' personal capacities, as well as their psychological and physiological characteristics, leads to positive outcomes.

In our view, the intellectual, moral, and volitional qualities that must be reflected in a student's personality include the following:

1. **Volitional qualities** – decisiveness, courage, enthusiasm, bravery, boldness, discipline, strong willpower, the ability to assess situations correctly and make rational decisions, patience, composure, humaneness, kindness, compassion, independence, physical fitness, activeness, perseverance, endurance, resilience, dynamism, and similar traits.

2. **Intellectual qualities** – erudition, the ability to evaluate situations promptly and accurately, creativity, reasoning ability, strong memory, independent thinking, the speed of thought, the ability to draw logical conclusions, and sustained attention.

3. **Aesthetic qualities** – the ability to perceive beauty, cleanliness, neatness, attractiveness, maintaining good posture, possessing expressive speech, emotionality, creativity, broad thinking, rich imagination, and so on.

4. **Communicative qualities** – truthfulness, politeness, quick-wittedness, sincerity, the ability to listen to others, having independent opinions, working for the benefit of others, selflessness, compassion, nobility, open-mindedness, freedom, emotional expressiveness, and others.

Considering today's requirements, students studying in higher pedagogical educational institutions should possess the following qualities:

1. Social and ideological maturity.
2. Deep knowledge in their area of specialization.
3. Possession of moral and ethical virtues.
4. Developed speech and communication skills.





5. Social activity.

A teacher, who is entrusted with the task of shaping a well-rounded individual, must first and foremost possess professional competence, skills, and qualities, along with educational and cultural proficiency. In higher pedagogical education institutions, the process of professional and personal development begins with the establishment of communicative skills and pedagogical mastery.

The modern concept of higher pedagogical education primarily demands the acquisition of knowledge that ensures future teachers have deep scientific and professional preparation. It also requires the creation of necessary conditions for the development of their creative and intellectual potential.

Therefore, studying the theoretical aspects of shaping the personality of a future teacher and providing education and upbringing that align with modern demands is one of the pressing tasks of the science of pedagogy. In preparing future preschool education teachers for professional activity, it is essential to draw upon the rich educational and intellectual heritage left by our ancestors.

The spiritual riches passed down from our ancestors — such as the respect for human beings, the shaping of the worldview of the younger generation, and the encouragement to sincerely love one's profession — can serve as a fundamental source in preparing future preschool educators for their pedagogical activities. Studying the scientific and creative contributions of our ancestors carries significant scientific and practical value for preschool teachers. The rare works inherited from the past emphasize the great scholars of the East and their passionate pursuit of professional excellence, deep knowledge in their chosen field, and continuous development of personal and professional qualities.

Therefore, in preparing future teachers for their professional activities, it is critically important to foster their pedagogical mastery, regularly analyze their level of professional readiness, and provide timely pedagogical guidance and recommendations.

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