

POSSIBILITIES OF USING PSYCHOLOGICAL TRAINING IN PREPARING FUTURE TEACHERS FOR PROFESSIONAL ACTIVITIES

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ABSTRACT

In this article, as an example, the advantages and possibilities of using psychological training in preparing future teachers for professional activity, as well as the procedure for conducting a communicative training program, are given. The article also provides information on knowledge, skills and abilities, indicating the state of professional training of the future teacher. The student's state of readiness for professional activity is manifested in his good knowledge of pedagogy and psychology, a responsible approach to the chosen profession, the ability to plan the educational and methodological process, good knowledge of modern information technologies and the ability to easily apply them in practice. The use of psychological trainings in the process of preparing students for professional activity makes it possible to increase students' communication skills, the ability to convey their thoughts to the interlocutor, respect for the interlocutor's opinion, oratorical skills, charisma, the ability to manage the audience and the ability to adapt.

Keywords: *future teacher, training, skill, professional activity, communication skills, communicative trainings, charisma, pedagogical activity.*

INTRODUCTION

Considered in the world as the main driving force for the development of education and activities that allow achieving the Goals of Sustainable Development, the issue of assessing the professional competence and communicative competence of teaching staff at various stages of their professional activity is becoming one of the most important problems. In particular, the change in the form of education in educational institutions, the need to work in new conditions and environments led to an increase in demand for the professional activities of teachers, an increase in their functional responsibilities, the need to expand professional and communicative competencies.

All over the world, research is being conducted aimed at preparing teachers for professional activity and increasing their authority in society, the formation of competencies related to professional and pedagogical activities. In particular, the results of research aimed at the problems of preparing future teachers for professional activity, the formation of their necessary professional qualities and skills, the development of professional competence, as well as the formation of professional competence of teachers, their preparation for professional activity are of great importance. At the same time, the priority areas for the development of professional and communicative competence of future teachers are the quality of education, the need to clarify the content of general and special competencies, instrumental, interpersonal and systemic competencies.

In the new concept of education until 2030, adopted by international organizations and developed countries, "education is the main driving force of progress and an important activity leading to the achievement of Sustainable Development Goals." [9]. It should be noted that in the world special attention is paid to the issue of assessing the professional competence of teachers at different stages of their professional activity. One of the first studies conducted in the world on this issue is the "Holmes Group Project" [8] presented at the Faculty of Education at Harvard University. The first stage of this comprehensive study, called "teachers of tomorrow", [5] was aimed at preparing teachers for professional activity and searching for measures to increase their authority in society. All over the world, similar studies are still ongoing. And today, one of the most important factors in

reforming the education system is the preparation of teachers for professional activities, including interethnic cultural, social, economic, and political relations.

“The formation of professionally necessary qualities in future teachers and preparation for professional activity is the main task of higher education, which is considered a complex and time-consuming process” [2]. In today's era of progress, it is not enough to be gifted in the same field as in the previous century to succeed in something. To become a mature master of his profession – a professional, it is necessary to master many other skills. President of the Republic of Uzbekistan Sh.M.Mirziyoyev on May 24, 2019 at the National University of Uzbekistan during a meeting with heads of higher educational institutions and research centers, academicians, scientists, young researchers. “...we need quality, not quantity. And for this it is necessary to thoroughly study foreign experience. Whichever country pays special attention to personnel training, that one wins. Our most important task is to develop a system of educating specialists based on scientifically based experience... It is necessary to strengthen the work on the search and purposeful education of talented youth. When we do science and education correctly, all areas are developed by qualified specialists themselves” [4] So, we can say that the issue of qualified personnel is an urgent issue of today.

Materiallar va o'rganishlar

Bugungi kunda “zamonaviy oliy ta'lim tizimida pedagog mutaxassislarini tayyorlash borasida ta'lim jarayonlarini loyihalashtirish ko'nikmasini rivojlantiradigan psixologik-pedagogik va kasbiy-ijodiy yo'nalishlarni integratsiyalash negizida bo'lajak o'qituvchining professional-kommunikativ kompetentligini shakllantirishga alohida e'tibor berilmoqda” [1].

MATERIALS AND RESEARCH

Today, special attention is paid to the formation of professional and communicative competence of the future teacher on the basis of the integration of pedagogical and professional-creative directions that develop the ability to design educational processes in relation to the training of teachers in the modern system of higher education” [1]

The readiness of the future teacher for professional activity is manifested in knowledge:

- good knowledge of pedagogy and psychology;
- responsible approach to their activities;
- planning of the educational and methodological process;
- performance evaluation and feedback;
- formation of students' motivation for learning activities;
- good knowledge of modern information technologies”;[3]
- introduction of innovations into the educational environment;
- know your science perfectly;
- good knowledge of one of the foreign languages.

In the book by the American educator Alex Moore “What will be a good teacher?” [7] he puts forward the idea of the charismatic competence of the teacher. “This usually implies that a teacher may find himself in a situation based on his personal life experience or social circumstances. As well as the pedagogical features inherent in a charismatic teacher: erudite self-expression, the ability to speak, when to hear and when to ask questions, effective communication, the ability to express their opinions and requirements and suggestions, their opinion about government decisions and orders, communicative, competitive, flexible, influential, a novice researcher with a theoretical education, a good conversationalist, who can naturally react to any reaction,

pedagogically interprets that his self-consciousness consists of such things as. Another important consideration about a charismatic teacher is that he will be introductory. A teacher involved in a relationship relies on easily recognizable, slightly imitated communication and presentation skills, rather than an unknown person.

The use of dialogue seminars and psychological trainings in the preparation of future teachers for professional activity guarantees high results in the organization of interesting and non-standard educational and extracurricular work, improves the quality of education, interest and motivation of students. At the same time, the use of psychological trainings requires the teacher to have knowledge of pedagogical, psychological and methodological, interpersonal, communicative competence and teaching methods.

Nevertheless, let's focus on the concept of training. The word Train comes from the English word "train" and has several meanings. It has the meanings of "teach", "educate", "practice or develop experience". On the other hand, communicative training is training aimed at developing communication skills with people. Communicative training develops the skills of exchanging information with other people, creating conditions for the most effective transfer of information.

For successful communication, a person must master two main areas of communication: external and internal, that is, first a person must learn to understand himself, hear himself, negotiate with himself, manage himself, and then establish contact with other people. Therefore, communicative training is, firstly, psychological in nature, and secondly, technological.

Communication training literally means "common" or "used by all". Communication usually means communication, the transfer of information from person to person, a specific form of interaction between people in the course of their activities. In practical terms, this is the process of exchanging ideas and information between two or more people, leading to mutual understanding [6].

The main goal of the training is the psychological (spiritual) emancipation of a person, a sense of natural freedom, the ability to establish relationships and communication within and outside one's group. Also, the goal of communicative learning is the introduction into human activity of an effective mechanism for perception and understanding, coding, transmission and exchange of information.

There are four main components of information exchange.

- ❖ Sender, the person who creates the information and transmits it.
- ❖ Message, the information itself, encoded and transmitted using language symbols.
- ❖ Means of communication.
- ❖ Recipient, the person to whom the information is intended and who interprets and understands it.

The stages of organization of communicative training are as follows:

1. The origin of the idea. What meaningful idea or message the sender wants to convey. Unfortunately, many contact attempts at this first stage fail because the sender does not spend enough time thinking about the idea.
2. Choice of encoding and direction. Before conveying an idea, the sender must use symbols to encode it using words, intonation, and gestures. This coding turns an idea into a message. Effective programming requires an understanding of verbal and nonverbal languages, as well as an understanding of creativity and unconscious processes.
3. Transfer. In the third step, the sender uses the channel to deliver the message to the recipient. Communication can be verbal, written, sight or touch, and you can deliver a message through communication or

live broadcast. It is about the physical transmission of a message, which many mistakenly take for the actual process of communication.

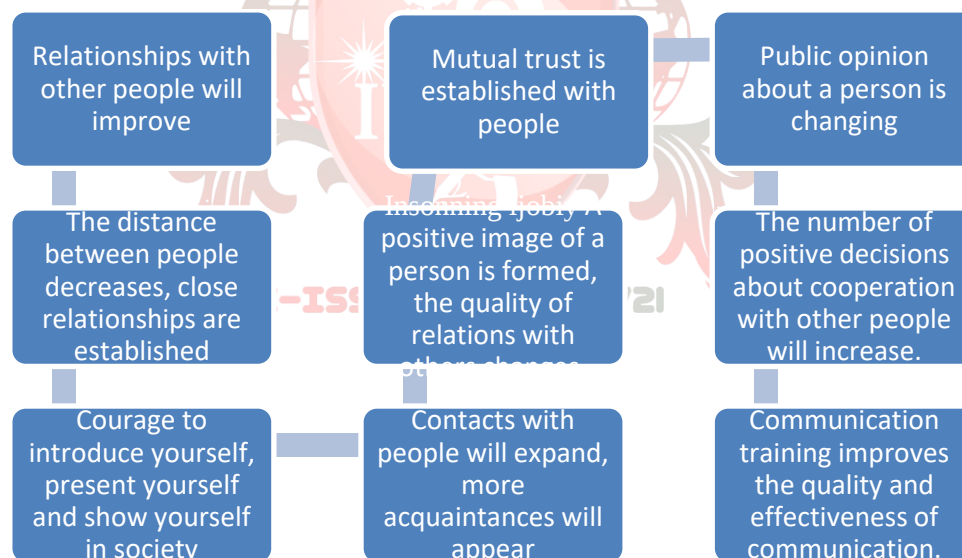
4. Coding. After the sender sends a message, the receiver decodes it. Decoding is the translation of the sender's characters into the thoughts of the recipient. If the characters chosen by the sender have exactly the same meaning for the recipient, the latter will know exactly what the sender had in mind when forming his idea. If a response to an idea is not required, the exchange of information should end there or continue with comments.

DISCUSSION

“Thus, communicative training has the following content:

- psychology of communication, including self-knowledge, understanding of other people;
- communication management technologies: communication management and planning, as well as the development of a personal communication plan, self-presentation, monitoring, evaluation of communication effectiveness, etc.
- organization of an effective communication process (psychologically and technologically);
- understanding of the laws of submission and transmission of information, its receipt, allocation of own equipment” [1];
- formation and strengthening of trust and sympathy, management of emotions;
- methods of communication in various situations.

The results of the effective development of communication technologies for participants:



An effective scheme for learning a language through the organization of communicative training.

Theoretical knowledge serves as a bridge in the development of any subject. As you can see, practice is very important. Today it is difficult to imagine pedagogical activity without communicative methods, because the only purpose of studying the basics of any subject is to educate a mature specialist. From this point of view, communication is carried out by speakers through various utterances. In such cases, the teacher should not judge the opinions of the students as wrong, on the contrary, he should, as far as possible, help the students, encourage them, encourage them not to be afraid to express incorrect opinions and, finally, analyze each of them. the opinions expressed.

As a result

Below is an example of a training program aimed at developing communication skills.

№	Name of the exercise	Duration of the exercise	Expected results
1.	Developing Group minutes	5 minutes	Developing group norms helps make learning organized and effective.
2.	Determining participants' expectations	3 minutes	Helps the trainer to predict the course of the training in advance and adjust it if necessary.
3.	Welcome exercise "Emotional greeting"	10 minutes	Helps to get to know the group members and familiarize them with the learning environment.
4.	Energizer game "Atom-Molecule"	10 minutes	Increases the efficiency of the participants and relieves tension between group members.
5.	"Who am I?" exercise	10 minutes	Helps participants develop communication and information processing skills.
6.	Feedback	2 minutes	Helps to understand the condition and feelings of the participants.
7.	Exercise "Broken phone"	15 minutes	Develops communication skills.
8.	Game "One day at school"	15 minutes	Forms the ability to find a goal and find a solution to a problem in a problem situation.
9.	Game "Psychological support"	10 minutes	Helps to complete the training and make a positive conclusion about each other of the participants.

The expected goal of the training is to develop the participants' active communication skills and easy way out of difficult situations, eliminate obstacles in communication, and develop positive behavior skills.

1. Development of group norms:

The norms (principles) for organizing work in a group during training may include the following.

- * Strict observance of discipline.
- * "Privacy".
- * "Here and now."
- * Expression of opinion in the first person.
- * Norm "One microphone".
- * "Be part of the workshop from start to finish."
- * "Voluntary"
- * "Saving time – yellowness"
- * "Not judging the person."

2. Determine participants' expectations.

Shortly, the trainer will ask the students about their goals and expectations from participating in today's training. If necessary, makes changes and additions to the training program based on the expectations of the participants

3. Welcome exercise "Emotional greeting".

Purpose: to create a positive attitude among group members.

4. Energy game "Atom-Molecule".

Purpose: to increase the efficiency of participants and reduce tension between group members

5. "Who am I?" exercise

Purpose: to develop the participants' skills in transmitting and processing information, to use humorous images to relieve their tension.

6. Feedback: In order to understand the situation and the participants' feelings, they are asked to express their experiences simultaneously in two words.

7. Exercise "Broken phone".

Purpose: to understand the distortions in the distribution of information.

Accelerating the perception of information and the style of active listening.

8. The game "One day at school."

Purpose: to develop the ability to navigate in problem situations and find a solution to the problem

Final part: "Psychological support"

Purpose: to complete the training and teach participants to provide psychological support to each other, create positive impressions about each other.

CONCLUSION

The socio-emotional state of society consists of three main components: the moral compatibility of students, their social aspirations and moral education. These components relate to the most subtle aspects of human behavior, intellect, will and emotions and in many ways help a person to use, creative activity, cooperation with other people and cohesion. When using communicative training, there is an increase in the efficiency of the student team, the level of solving conflict situations is facilitated, the stress resistance of students increases, the efficiency of the communication process increases, the quality of preparation for professional activities increases. activity is increasing. Also, in the course of psychological and communicative trainings, complex relationships between students are realized, that is, a communication management system, students get to know themselves, their characteristics, strengths and weaknesses, understand the characteristics of perception, encode information, students develop self-presentation and speaking skills, develop skills for effective creation verbal and non-verbal communication, understanding other people, predicting behavior and understanding causes, listening and listening skills, as well as feedback skills are developed.

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