

# Psychological Conditions For Personal And Professional Development Of Future Teachers

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**Abstract**— *The article describes the psychological conditions of personal and professional development in the process of professional training of future teachers in higher education institutions.*

**Keywords**— future educator, professional, vocational training, self-development, personal growth, professional development, professionalism, professional orientation, pedagogical activity, labor, learning movement, psychological technology, self-awareness, attitude.

## 1. INTRODUCTION

In the context of modernization of education, the problem of professional training of competent, competent, competent specialists in the labor market, who know their profession well and have professional competence, is of particular importance. One of the important factors in the implementation of this requirement is that it focuses on the professional self-development of the future specialist.

To the student:

- ✓ good professional training and self-professional development skills;
- ✓ independent work and communication skills to become a mobile specialist;
- ✓ it is important to understand that being able to adapt to new working conditions can make you a successful professional (specialist) in market conditions.

In this regard, there is a problem of improving the theoretical and practical training of future teachers who are able to effectively solve tasks related to the adaptation and socialization of today's youth to the realities of society. The professional development of the future educator requires professional orientation to the implementation of pedagogical activities, the development of reflexive skills and the availability of abilities for self-professional formation.

## 2. MAIN PART

The analysis of policy documents defining the content of professional training of future teachers shows that today in the content of education in higher education institutions are not clearly focused on self-professional development due to insufficient consideration of specific features of personal and professional development. In addition, although certain experience has been accumulated for in-depth study in the fields of philosophy, psychology and pedagogy, the problem of self-professional development of future teachers has not been studied as a subject of special pedagogical and psychological research. In this regard, the issue of personal and professional development of future teachers is one of the most pressing issues.

The modern pedagogical process is a multifaceted phenomenon that reflects the complexity and contradictions of socio-cultural life, in which the problems that arise are easily solved under the influence of conventional methods.

The main idea of the problem of professional self-development is to determine the development of the individual by activity. That is, in this case, a person is studied in terms of suitability for their profession and the success of their activities.

So, as a result of the unity of professional and personal development, it is possible to become a professional at a professional level.

Studies of the study of the individual show that the formation and manifestation of the qualities of the subject of active activity is related to the duration of this process.

In this regard, the well-known Russian psychologist A.K.Markova, observing the features of self-development of the individual as a subject of activity, shows that professional activity is a favorable condition for creative development of each specialist. [2].

Of course, the personal-professional development of an individual is a broader concept than the traditionally distinguishable forms of professional experience, i.e. knowledge, skills and competencies.

It is known that the impact of changing attitudes on a person's personal and professional development differs from the goals and results of activities, which is observed in the growth of the concept of "I", self-esteem, personal goal setting, self-perception, change of thinking and work methods.

Therefore, it is necessary to study the personal and professional development of specialists in order to develop special psychological technologies for managing the development of important professional qualities of self.

The profession is a source of existence and a means of personal self-awareness for person.

Russian psychologist A.K.Markova in the process of describing the types of professional competencies highlights the individual competencies of the individual, distinguishing aspects of integrated professional self-development of labor. And professional self-development of that person:

- professional self-awareness, self-acceptance as a professional;
- permanent appointment in the workplace;
- development of self-professional skills,
- interdependence with the profession, ie taking responsibility for one's abilities, personal characteristics and behavioral actions;
- designing professional development, creating a strategy for self-professional growth;
- emphasizes that it allows you to achieve your professional goals and gain a professional position [2].

It is known that in the context of the revision of the conceptual system of professional views in higher education, the identification of psychological and pedagogical factors that stimulate self-awareness, self-improvement and personal-professional development of future teachers is one of the most pressing issues today.

Today, educational goals in higher education are interpreted by generalized notions of learning activities as an integral system, such as the formation of students' skills of independent acquisition of professional knowledge, and the notion of having ways of working through mastering a holistic description of educational material. For this reason, in recent years, the psychology of higher education has focused on the development of psychological tools to accelerate personal and professional development in conditions that "mimic" a person's future employment. That is, in this case, it is intended to create conditions for the joint organization of labor activity with the learning movement of the learner. In particular, in the research of Russian psychologists A.A.Verbitsky and G.N.Ilina, the concept of self-development of a professional person is considered "a necessary condition for the formation of important professional qualities that ensure dynamic adaptation to the changing social environment and activities" [3].

The importance of a person's personal-professional development is determined by the task of regulating this process. Because a person makes this or that decision taking into account his subjective attitude to different aspects of the surrounding reality. Also, the scope of this decision includes the attitude of man as a subject of social relations to himself and to others in general. The level of professional maturity of a person is reflected in the ability to make their own decisions and make conscious choices in complex situations.

It is well known that a person who chooses a profession independently, based on the system of attitudes and values, based on social requirements, adapts to working conditions more quickly and easily, and feels satisfied with his work. In this regard, the problem of personal and professional development of the individual is one of the current problems of the psychology of higher education.

In many cases, the problem of self-development has been studied in the context of general psychological problems. In particular, Russian psychologists A.G.Kovalev and I.N.Semenov studied the issues of self-management, L.I.Ruvinsky studied self-education, G.N.Ilina studied the issues of professional self-development of students of technical higher education institutions. However, in general, an effective system of personal and professional development of the future specialist remains one of the future issues of higher education psychology.

The issues of independent professional development of the teacher in connection with the personal self-development of the future specialist is one of the most important criteria for the humanization of the pedagogical process in the educational institution.

As a means of professional education at the Pedagogical University, each process that creates the spiritual and moral environment of this educational institution has a special place. For example: the system of interaction between students, pedagogical communication methods, communicative universal learning activities, joint research and other creative activities, as well as informal communication of teachers with students, etc. If the spiritual aspects of this relationship are strictly maintained in the teaching of all disciplines at the university, then the personal and professional self-development of teachers and students will be a decisive factor.

It should be noted that the criteria for the development of this educational institution is provided in the case of active personal self-development of the subject of the educational process.

The professional self-development of a future specialist is a holistic, timely, widespread, multi-component, personal and professionally important process focused on the goals of the activity. It also helps to the prospective specialist:

- constant strive for self-transformation;
- consciously manage their professional development;
- choose the goals, ways and means of forming an individual style of professional activity that allows for self-improvement;
- understand self-awareness and best practices as a means of self-awareness and self-improvement.

It is obvious that the process of preparing future teachers for self-professional development takes place when certain **external** and **internal conditions** are created.

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The process of realizing the readiness for self-professional development on the basis of a carefully designed program is a leading **external condition**. That is, it includes: targeted, meaningful, organizational-functional, diagnostic directions.

**Targeted direction** of self-professional development of future teachers is realized through their professional self-development, self-awareness and professional self-improvement, which contributes to the creation of an individual style of professional activity.

**A meaningful direction** of self-professional development of future teachers forms a system of professional knowledge based on the practical skills necessary for professional self-development and its implementation.

**Organizational and practical direction** of self-professional development of future teachers includes forms, methods and tools aimed at improving the level of preparation for professional self-development.

**The diagnostic direction** of self-professional development of future teachers is a set of diagnostics that allows to measure the level of readiness for professional self-development using author's programs and reflects its growth.

The process of shaping the readiness of the future teacher for professional development is **an internal condition**.

The following criteria are provided for future teachers:

- professional orientation of the person;
- ability to implement professional self-development;
- preparation for self-professional development based on the development of reflexive skills.

Indicators of readiness of future teachers for professional self-development are:

- the need for professional self-development;
- volume of knowledge and skills in the field of professional self-development;
- need for professional knowledge, skills and competencies;
- design their personal and professional development and achieve their professional goals,
- the ability to evaluate their own actions in the process of targeted professional development;
- ability to direct their professional development in the right direction.

### 3. CONCLUSION

In conclusion, professional self-development is a multifaceted personal and professionally important process that is a means of self-improvement and professional achievement that allows an individual to form an individual work style and help them understand their independent activities. Therefore, in the process of professional training of future teachers in higher education institutions, it is expedient to create the content of education, taking into account the specifics of personal and professional development, and clearly direct them to this process.

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