

PSYCHOLOGICAL FOUNDATIONS OF PROFESSIONAL ORIENTATION IN FUTURE EDUCATORS

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Abstract

This article analyzes the psychological foundations of professional orientation in future educators. Professional orientation in the teaching profession is associated with an individual's professional motivation, interests, abilities, and psychological readiness, and its formation is influenced by various factors. The article explores the concept of professional orientation, its psychological criteria, stages of development, and the factors affecting its formation. Additionally, methods for developing professional preparedness and professional identity in future educators are examined. The findings of the article conclude with recommendations aimed at improving the pedagogical education process.

Keywords: professional orientation, teaching profession, psychological foundations, professional motivation, personal competencies.

Introduction

As our esteemed President, Shavkat Miromonovich Mirziyoyev, has emphasized: "Ensuring that young people receive a quality education and acquire professional skills is one of the key factors in the development of our country. Directing them towards modern knowledge and professions and implementing advanced pedagogical technologies in the educational process are among our primary objectives."

Indeed, the foundation of any society's progress lies in quality education and highly skilled professionals. In particular, the professional orientation of future educators, who form the backbone of the education system, plays a crucial role in shaping them into valuable specialists for society. The teaching profession requires not only sufficient knowledge and skills but also strong psychological preparedness.

In the framework of ongoing educational reforms, significant attention is being paid to the training of pedagogical personnel. **President Shavkat Mirziyoyev's following statement vividly illustrates this point:** "Teaching is not just an ordinary profession; it is a sacred calling that demands great responsibility and dedication. Teachers are the guiding force for the younger generation. Therefore, we must further improve the system for training educators."



Thus, future educators must not only acquire professional knowledge but also prepare themselves psychologically and personally for the teaching profession. Professional orientation plays a vital role in shaping an educator's identity. This process is closely linked to the following psychological factors:

- Motivation – The formation of intrinsic and extrinsic motivation towards pedagogical activity.
- Personal qualities – Communication skills, dedication, a sense of responsibility, and love for children.
- Professional identity – The process of perceiving oneself as a teacher.
- Psychological resilience – The ability to withstand stress, maintain a positive mindset, and solve problems effectively.
- Reflection – The ability to analyze oneself and engage in continuous self-improvement.

Considering these factors, the process of professionally shaping future educators in educational institutions must be effectively organized. To develop professional orientation, pedagogical universities should not only provide theoretical knowledge but also enhance practical training, psychological workshops, and professional adaptation programs. Therefore, in the context of the ongoing educational reforms in our country, ensuring the professional readiness of future educators and their psychological orientation toward the profession remains a pressing issue. To cultivate highly qualified, knowledgeable, and patriotic educators in the future, it is essential to strengthen scientific and practical research focused on their professional development. The Psychological Foundations of Professional Orientation in Future Educators Professional orientation refers to an individual's inclination towards a specific profession based on their interests, abilities, and motivation. The teaching profession, however, is not limited to imparting knowledge; it also requires direct interaction with people, responsibility, compassion, and dedication. Therefore, the formation of professional orientation in future educators is one of the key factors that require special attention in the educational process.

The Importance of Properly Forming Professional Orientation

A well-developed professional orientation leads to:

- A teacher's genuine passion for their profession;
- A responsible and compassionate approach towards students;
- Continuous self-improvement and professional growth;
- Effective use of modern teaching methods.

Factors Influencing the Formation of Professional Orientation

The professional orientation of future educators is shaped by several factors:

Social Factors – Family, society, educational institutions, and pedagogical traditions significantly influence the development of professional orientation. **Personal Factors** – An individual's unique characteristics, intrinsic interest in the profession, goals, and motivation define their professional orientation. **Educational Process** – Theoretical and practical knowledge acquired in higher education institutions, the influence of teachers and mentors, and psychological training also contribute to professional development. **Psychological Factors** – The complexity of teaching, the ability to cope with stress and challenges, adaptability, and strong willpower help reinforce professional orientation. **Methods for Developing and**



Strengthening Professional Orientation To enhance professional orientation in future educators, the following approaches can be applied:

Practical training and pedagogical practice – Applying theoretical knowledge in a real-world setting accelerates the process of professional identification. Psychological training and motivational programs – These help future teachers anticipate and adapt to the challenges of pedagogical work. Professional guidance programs – Introducing students to the unique aspects of the teaching profession, highlighting both its benefits and challenges, helps strengthen professional orientation. Scientific research and experimentation – Conducting studies in pedagogy and psychology, exploring new teaching technologies, and implementing them improve future educators' professional competencies. Training of Pedagogical Personnel – One of the Key Conditions for the Stability, Effective Functioning, and Future Development of the Education System Currently, the professional activity of educators takes place in complex and contradictory conditions. One of the main reasons for this is the discrepancy between, on the one hand, the level of competence corresponding to the professional status of a teacher, the required cultural level, and lifestyle, and on the other hand, the real opportunities provided by society for achieving this level. Therefore, increasing the potential of pedagogical personnel, ensuring their training corresponds to the level of professional culture, and integrating them into modern socio-economic conditions are important tasks. It is evident that the professional formation of a young teacher during higher education includes not only acquiring specific knowledge, skills, and competencies but also personal development. This process involves forming an active life position, taking responsibility for educational subjects, and cultivating essential qualities such as communication skills, politeness, critical thinking, and self-criticism. As renowned educators have repeatedly emphasized, only a highly developed individual can recognize and nurture the personality of their students. Therefore, shaping the personality of future teachers is one of the primary tasks of higher education. Understanding the psychological mechanisms of personality development at different stages is crucial in achieving this goal. It is well known that the formation of an individual as a personality gains special significance during adolescence. The psychological characteristics of this age create a foundation for the full-fledged development of an individual who can independently solve life problems, succeed in socially significant activities, adapt easily, find a worthy place in society, and maintain a personal perspective in the rapidly changing modern world. During adolescence, the process of self-awareness develops intensively. Young individuals face the challenge of personal and professional self-determination and search for the meaning of life, which leads to an increased understanding of themselves and their place in the world. Modern youth must develop a deep understanding of themselves and their lives in order to meet the demands of society and maintain an active, responsible position in life. The formation of professional orientation in future educators is a complex and multi-stage process, based on psychological factors such as individual personality traits, motivation, interests, personal qualities, and the level of preparedness for pedagogical activities. The teaching profession requires direct interaction with people, contributing to their personal development, and carrying significant responsibility. Therefore, the professional orientation of future educators must be firmly linked to their psychological stability, adaptability, and professional identity. Motivation



plays a crucial role in shaping professional orientation. Future educators must have an intrinsic need to engage in the educational process, work with children, and contribute to societal development. If their interest in teaching is driven not by external factors but by personal enthusiasm and a deep passion for the profession, their effectiveness in the field will be significantly higher.

The formation of intrinsic motivation is influenced by an individual's dedication to education, communication skills with children, and genuine love for the profession. At the same time, extrinsic motivation also plays an important role, which includes social recognition of teachers' work, improvement of working conditions, opportunities for professional growth, and the adoption of innovative teaching methods. Personal qualities are of great importance in the teaching profession. The development of traits such as patience, openness to communication, empathy, and dedication strengthens the process of professional orientation. Particularly, stress resistance and the ability to cope with the challenges of pedagogical work determine the future success of an aspiring educator. Teaching often involves facing various challenges, requiring personal balance, stress management skills, and a consistently positive attitude. Therefore, special programs aimed at enhancing students' psychological stability should be implemented during their pedagogical training. Professional identity is another essential aspect of shaping the professional orientation of future educators. When an individual perceives themselves as a teacher, fully integrates this role into their life, and accepts it as an integral part of their personality, they become more responsible and committed to their professional activities. This self-identification process develops through pedagogical practice, psychological training, learning from experienced mentors, and engaging in real work in educational institutions. Moreover, the development of professional orientation is closely connected to a sufficient level of knowledge and skills related to pedagogical activities. Teaching requires not only psychological preparedness but also a solid foundation in theoretical knowledge, didactic principles, and modern educational technologies. Future educators must study contemporary teaching methodologies, apply interactive learning techniques, and stay informed about educational innovations to enhance their professional competence. Psychological training and specialized programs also play a vital role in developing professional orientation.

Organizing training sessions for future educators on personal and professional growth, handling complex pedagogical situations, stress management, and improving communication skills is essential. These initiatives help teachers not only acquire theoretical knowledge but also develop practical skills necessary for real teaching environments. All these factors play a significant role in the formation and reinforcement of professional orientation in future educators. Therefore, higher education institutions should adopt a systematic approach to developing professional orientation by strengthening pedagogical practice, implementing psychological training programs, and introducing motivational initiatives. Additionally, it is crucial to provide students with opportunities to deepen their understanding of professional identity, highlighting both the rewarding and challenging aspects of teaching. As a result, future educators with a well-developed psychological foundation of professional orientation will be more capable of achieving high performance in the educational process.



To develop and strengthen professional orientation in future educators, several important recommendations should be considered. First and foremost, it is crucial to enhance intrinsic motivation for pedagogical activities by fostering a passion for the profession, deeply understanding its role in society, and recognizing the responsibility of shaping future generations. Additionally, strengthening the psychological preparedness of future teachers is essential. This includes developing personal qualities such as resilience to stress, empathy, problem-solving skills, and adaptability, which play a significant role in professional success. Enhancing pedagogical practice is also of great importance in shaping professional orientation. Future educators should have more hands-on training in schools, actively engage in real teaching environments, and participate in mentor-apprentice programs. Furthermore, strengthening professional identity is vital, as teachers must perceive themselves as members of the profession, understand their roles, and integrate them into their personal and professional lives, which significantly contributes to career success. The integration of innovative approaches in modern education is also a key factor. Future educators should learn and apply contemporary teaching technologies and interactive methods to enhance their teaching effectiveness. In addition, educational institutions should support professional development by organizing psychological training sessions, motivational programs, and specialized courses on pedagogical practice. These initiatives not only improve the professional skills of future teachers but also contribute to their personal and career growth.

In conclusion, the formation of professional orientation in future educators is closely linked to continuous education, intrinsic motivation, psychological preparedness, and pedagogical practice. Strengthening professional identity, mastering innovative teaching methods, and developing personal qualities are essential for a teacher's successful career. Educational institutions should implement a systematic approach, practical training, and psychological support to effectively facilitate this process. As a result, dedicated, competent, and creative educators will be developed.

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