



PSYCHOLOGICAL ASPECTS OF FORMATION OF PROFESSIONAL SKILLS OF FUTURE SPECIALISTS

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ABSTRACT

this article is devoted to the psychological aspects of the process of developing professional skills and abilities. It pays special attention to the training of future educational psychologists. The article provides materials on the effective use of psychological training and interactive classes.

Key words

psychology of the educational process, personality, innovative personality, modernization, educational technologies, educational process, communication, skills, training, education.

Introduction. In the professional reality of the 21st century, the problem of developing universal competencies in the process of acquiring knowledge, skills and abilities of a particular profession is relevant. Today, the problem of developing professional skills is relevant. Research has shown that the success of professionals was influenced by developed communication, empathy and leadership skills.

Analysis of scientific literature. The specifics of the formation of flexible communication skills in the educational space of higher educational institutions are reflected in the works of such researchers as M. Davletshina, A. I. Ivonina, O. L. Chulanova, H. A. Shaikhutdinova, J. Andrews, M. Sh. Hamzah, H. Higson, A. Jaffar, M. Nabishah, Ch. Tan, S. Tong, M. S. Velasco, etc. The relevance lies in identifying the patterns of formation of flexible communication skills among students of psychological and pedagogical directions at different stages of training.



Soft skills are supra-professional skills that help you solve life problems and work with other people. Regardless of your specialty, you'll need at least a few soft skills. To be successful at work, you need to be able to get along well with colleagues, clients, managers and bosses. Therefore, employers especially value people whose skills are well developed. Soft skills are useful in any field; they are formed in childhood and are associated with emotional intelligence.

Soft skills:

-communication skills: verbal and written communication, public speaking, presentation preparation;

- creative skills: divergent thinking, discretion, lateral thinking;

- personal skills: emotional intelligence, empathy, critical thinking, quick learner, self-organization and time management;

- leadership skills: team management, ability to unite a team, delegation, mentoring, strategic thinking.

As a result of the formation of flexible communication skills, the following develops:

– ability and readiness for continuous education, continuous improvement, retraining and self-training, professional mobility, desire for something new;

– ability for critical thinking;

– ability and willingness to take reasonable risks, creativity and entrepreneurship, ability to work independently and willingness to work in a team, willingness to work in a highly competitive environment, mobility;

- possession of communication tools for effective participation in globalization processes, including the ability to freely communicate in everyday life, business and professionally.

Continuous development and further improvement of creative thinking, skills and motivation for identifying and posing problems, creating new knowledge aimed at solving them, searching and processing information, independent and team work and other competencies of innovative activity are the necessary skills of a future specialist. By shaping and creating a new learning environment, we form an individual, a citizen and a specialist ready to meet the requirements of the 21st century.

The methodological basis of this problem is represented by general scientific principles, which include the following:



- the principle of development, according to which personality is defined as a developing system under the influence of biologically and socially determined components (L. S. Vygotsky, A. N. Leontiev, etc.);
- the principle of determination and mutual determination, reflecting the objective mechanisms of cause-and-effect relationships of communication processes (A. V. Karpov, B. F. Lomov, S. L. Rubinstein).
- a systematic approach to the study of the psyche and activity, according to which flexible communication skills can be considered as a multidimensional structure in interaction with the surrounding reality (B. G. Ananyev, V. A. Barabanshchikov, A. V. Karpov, B. F. Lomov). Effective management of students' cognitive activity and educational process requires accurate knowledge of learning outcomes.

Research methodology. In our study, based on the analysis of the results of experimental work, aimed at self-awareness and self-government, in connection between the socio-psychological features of the psychological maturity of future specialists, who have characteristic features of types of intelligence in the formation of psychological maturity, as the effectiveness of the development of components of psychological maturity of future specialists. In higher educational institutions, work on the development of components of psychological maturity of future specialists, in accordance with their psychological essence, is carried out in the following stages:

Stage 1. The degree of development of the components of psychological maturity of the future specialists was determined. For this, the future specialists were presented with special sets of tests and questionnaires, conversations were held, and work was carried out using the observation method.

Stage 2. Future specialists were given theoretical information about the components of psychological maturity.

Stage 3. Based on a specially developed psycho training program, an experiment was conducted to develop the components of psychological maturity of future specialists.

Stage 4. The results of the experiment were summarized. A mathematical and statistical analysis of these results was carried out using the Student-Fisher criterion.

The research work carried out showed that factors such as orientation in the social environment and creative abilities influence the entry and adaptation into any new environment of future educational psychologists.



In particular, factors such as a person's goodwill towards other people, a desire to be with others, the ability to admit one's mistakes, as well as an appropriate strategic approach to different situations, the ability to consciously analyze complex situations, prepare the ground for adaptation to an unfamiliar and new environment. These same qualities enable future specialists to develop communication and practical skills thanks to Soft skills.

Analysis and research results. The research work carried out showed that factors such as orientation in the social environment and creative abilities influence the entry and adaptation into any new environment of future educational psychologists. In particular, factors such as a person's goodwill towards other people, a desire to be with others, the ability to admit one's mistakes, as well as an appropriate strategic approach to different situations, the ability to consciously analyze complex situations, prepare the ground for adaptation to an unfamiliar and new environment. These same qualities enable future specialists to develop communication and practical skills thanks to Soft skills. The research work carried out showed that when characterizing second-year students, we can talk about a low degree of tolerance to unpleasant or unacceptable mental states, qualities and actions of interaction partners, which is caused by their increased sensory sensitivity. Apparently, the inability to recognize one's own experiences prevents one from understanding the feelings of others, which in turn makes it difficult to connect with them on an emotional basis. Also, students in this category showed a low level of reflexivity, which is accompanied by non-acceptance of aggression (both their own and from other people). It can be assumed that students repress their aggressive impulses, not allowing themselves to express themselves confidently and spontaneously in the world. At the same time, students react intensely to the expression of emotions by their communication partners. Third-year students showed the ability to react at a high pace to the phenomena of the surrounding world, adapting response actions to the specifics of what is happening at the moment, and constructive views on human nature, the nature of masculinity and femininity.

Conclusion and recommendations. Soft skills - supra-professional skills and methods. Factors such as organization, communicative competence, motivation for social support, intellectuality are important in preparing students for professional activities and occupy a special place in the development of a specialist's personality. Based on the above conclusions and analysis, along with conclusions on the decision



problems of psychological maturity of students, we consider the following recommendations appropriate:

1. It is necessary to observe the dynamics of the development of professional skills of students and regularly conduct psychological trainings,

which form such qualities as freedom of thought, independence, social activity.

2. Organization of constant monitoring of the formation of psychological and

professional maturity of a student's personality in higher education and analysis of its results.

3. Analysis of the research, the practice of training specialists, the characteristics of students' work activities and the dynamics of social intelligence showed that it is necessary to take into account the development of technology for teaching a profession while simultaneously combining it with the development of such qualities as responsibility, reflection, and the development of social skills. In connection with this, with a view to further strengthening professional relationships and professional development, it is necessary to create a "School of Professional Maturity" in higher educational organizations.

4. Development of new projects that serve the implementation of factors that ensure intellectual dynamics in the educational process, methods of intellectual activity, development, promoting self-government, self-motivation, internal self-realization and students' internal potential.

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