

Psychological Aspects of Developing Professional Competence of Future Teachers

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Abstract: This article examines the role and importance of psychological factors in the development of professional competence of future teachers. In the process of entering the teaching profession, the psychological characteristics of a person, motivational factors and the effectiveness of educational processes aimed at personal growth were analyzed.

Key words: professional competence, psychological aspects, emotional intelligence, motivation, communication skills.

INTRODUCTION. Determining the essence and features of organizing the psychological and pedagogical aspects of the development of a teacher's professional competence requires solving a number of problems. First, determining the purpose of psychological and pedagogical support for the development of a teacher's professional competence, which involves analyzing the currently organized system of educational support. Secondly, it is necessary to identify and study the areas of psychological and pedagogical support for the development of a teacher's professional competence. Solving this problem involves analyzing theoretical approaches to psychological and pedagogical problems reflected in domestic and foreign sciences.

This article considers the role and importance of psychological factors in the development of the professional competence of future teachers. The psychological characteristics of the individual, motivational factors and the effectiveness of educational processes aimed at personal growth in the process of entering the teaching profession are analyzed.

Also, the issues of professional identity, stress management, development of emotional intelligence and the formation of communicative skills in future teachers are covered. The impact of these processes on the quality of education and the relevance of using psychological approaches in professional training are based on.

The results of the study indicate the need to implement person-oriented and individual approaches in the development of professional competence of future teachers. These approaches are important in improving the knowledge, skills and qualifications of future teachers.

LITERATURE ANALYSIS AND METHODS

The issues of the formation and development of a teacher's professional and creative competence have been studied by many philosophers, educators and psychologists, such as V.A. Adolf, T.G. Braje, E.F. Zeera, I.A. Zimnyaya, N.V. Kuzmina, M.I. Lukyanova, A.K. Markova, A.M. Novikova, G.S. Trofimova, G. Bernhard, V. Bloom, H. Marcus, R. Sterner. In studying the issue of developing the professional competence of future teachers, scientific and literary sources in the fields of psychology, pedagogy and methodology were analyzed. In particular, literature on the following topics was studied:

- Theoretical foundations of the concept of professional competence.
- Psychological approaches to the educational process.
- Methods of stress management and development of emotional intelligence.

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- Research on the formation and development of communicative skills.
- Innovative approaches and methods of person-oriented education.

Scientific articles, monographs, dissertations were used in the literature analysis. The main directions of modern research and the opinions of the authors were compared, and urgent problems were identified.

Methods

The following methods were used during the study:

1. Theoretical methods:
 - Literature analysis and synthesis.
 - Comparison and generalization.
 - Analysis of theoretical models and concepts.
2. Practical methods:
 - Questionnaires and diagnostic methods.
 - Interviews and observation.
 - Analysis of data obtained through experimental studies.
3. Statistical methods:
 - Mathematical processing of the obtained data.
 - Depiction of the results based on graphs and diagrams.

Using these methods, factors influencing the process of developing the professional competence of future teachers were analyzed and effective approaches were developed.

RESULTS AND DISCUSSION

Consideration of the content of psychological and pedagogical support for the development of a teacher's professional competence involves an analysis of the system of psychological and pedagogical support from both a theoretical and a practical point of view. The conditions of the educational environment, in particular its innovative nature, are an important factor in this group. This is a set of various conditions necessary for the development of innovative educational activities in a school, a system of organizational forms and tools that affect innovative educational activities. The changes currently taking place in the education system impose new requirements on the level of professional skills of teachers. In the current environment, teachers who develop professional competence in accordance with innovative changes will be competitive. Currently, there is a clearly defined approach to support in the education system, that is, support for the educational process. With this approach, the object of psychological and pedagogical support is the educational process, and the subject is the state of development of the child as a system of relations with the world, with others (adults and peers), with himself. At the same time, when we talk about the need to create a system of psychological and pedagogical support, it should be based on the following principles: respect for the interests of the child; the principle of continuity (the child is guaranteed constant support and assistance in solving the problem at all stages of his educational activity); the principle of systematic support (the determination of the main tasks and measures to help the child should be based on a comprehensive, high-quality diagnosis, which allows to identify not only his problem areas, but also his strengths. rely on when working with him). Thus, the goal of psychological and pedagogical support is to ensure the normal development of the child (in accordance with the norm of development at the appropriate age). This goal determines the formation of a number of tasks: - prevention of problems in the development of the child; - help (assistance) to the child in solving urgent problems of development, education, socialization: difficulties in education, problems with choosing an educational and professional direction, disorders of the emotional-volitional sphere, problems in relationships with peers, teachers,



parents; - psychological support of educational programs; - development of psychological and pedagogical competence of students, parents, teachers. A slightly different approach is observed from the position of theoretical understanding of this issue. The role of support in foreign psychology has been noted by many authors. So, when A. Adler noted that understanding and support can compensate for inferiority and turn weakness into strength, he focused on support. According to A. Maslow, special attention should be paid to supporting a mentally healthy person, since each person by nature initially has a strong potential for development. Therefore, psychological assistance is necessary in connection with satisfying the leading needs of a person for self-realization. In Russian psychology, several points of view have now emerged on the definition of psychological and pedagogical assistance.

Thus, a number of authors define support as a method based on making optimal decisions in a life choice situation (N.S. Glukhanyuk, E.I. Kazakova, L.G. Khromova, etc.). The subject is a person, and life choice situations include problematic situations, by solving which he determines his own path of development. It was found that any choice situation gives rise to a multitude of decision-making options mediated by a certain direction area. In this regard, support is defined as helping the subject to form a directed field of development, responsibility for the actions he performs, and its main principle is the priority of relying on the internal potential of the subject.

During the study, the main factors influencing the process of developing the professional competence of future teachers were identified. The main results are as follows:

1. The composition of professional competence:

It was determined that professional competence mainly consists of knowledge, skills, personal characteristics and motivational factors. Each of these components is complementary to each other. For example, a teacher's communicative skills and emotional intelligence are interrelated, which increases the effectiveness of the educational process.

2. Psychological aspects:

- Emotional intelligence: According to the results of the study, future teachers with high emotional intelligence have the ability to control their emotions and understand the emotional states of others, which increases their success in the pedagogical process.
- Stress management: Trainings on stress management prepare future teachers to make effective decisions in difficult situations.

Discussion:

The results obtained confirm the need for a comprehensive approach to developing the professional competence of future teachers. In particular:

1. The importance of theoretical foundations:

The study studied the scientific and theoretical foundations of the concept of professional competence and expanded the content of this concept. On this basis, by identifying the main components of professional competence, priority areas that should be focused on in the educational process were identified.

2. The benefits of psychological training:

Special training aimed at stress management and the development of emotional intelligence have shown that future teachers significantly increase their ability to solve problem situations. These methods also help them create a positive atmosphere in the classroom.

3. The combination of scientific and practical approaches:

The results of the study confirmed that the combination of scientific and practical approaches is important in improving the quality of training future teachers. This process should include not only theoretical knowledge, but also the development of personal competencies.



Conclusion: Thus, currently, psychological and pedagogical support for teachers is an integral element of the education system, contributing to the development of professional and creative competence. The main focus is on the student's self-development, self-movement and interaction in the activity, including him in the process of interaction.

It is necessary to use a comprehensive and integrated approach to develop the professional competence of future teachers. This approach increases their readiness for professional activity and creates a solid foundation for the formation of highly qualified teachers in the future. This approach requires the combination of theoretical knowledge with practical skills, which will bring the quality of education to a new level.

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