

**Opportunities for aspiring teachers to broaden their professional perspectives  
in psychology and pedagogy**

**Djumayeva Sanobar Absaatovna**

*Tashkent University of Applied Sciences, Associate Professor of the Department of  
Pedagogy*

**Nurmukhammadova Mokhinur Rustam qizi**

*Tashkent University of Applied Sciences, 1st year student of Pedagogy and  
Psychology*

**Annotation:** Learning is a noteworthy aspect of life, according to instructors and students alike. Everyone who has achieved professionalism in any field will first undergo teacher training. The necessity to train competent and exceptional people in the field of teaching is therefore one of today's most pressing concerns. In this essay, the author focuses on how pedagogical and psychological opportunities are built during the teacher-training process.

**Keywords:** Education professional, students, psychological process, curriculum, advanced education, etc.

Students' socio-theoretical training at pedagogical higher education institutions is influenced by motivational and social factors, the content of which includes information, knowledge, and the fundamentals of science acquired in the field of general education. The foundation for the pedagogical and psychological training of students is comprised of the principles of the educational process, the educational content, and the documents that describe its essential forms, methods, and teaching tools, as well as knowledge of the age and individual characteristics of

the student and their psychological state. It depends on the extent of the acquisition's professional knowledge, skills, and competencies.

In this situation, the correct management of teacher and student activities, instruction, and the degree of skill mastery in the effective use of forms, techniques, and tools of control and assessment in the field of science, training, and topic are all referred to as important components. One of the modern requirements for the process of professional adaptation of aspiring teachers is the ability to actively master and employ these advances.

Occupational psychology is the study of an individual's professional growth, wherein the individual's development is regarded as a professional formation. The person's psychomotor, motivational, and cognitive traits are taken into consideration as well as his professional accomplishments, the relationship between the person and his profession, and an analysis of the universe of professional tasks and vocations. Occupational psychology is the study of the value of professional activity for an individual, the construction of their professional identity, the growth of their professional imagination, their professional maturity, and how this affects their quality of life. Significant aspects of professional psychology include the evaluation of professional action, research into professional objectives and obstacles, and development of professional standards.

Occupational psychology is the study of a person's development as a professional, where the person's evolution is seen as a professional formation. Along with the person's professional successes, the relationship between the person and their job, and an analysis of the range of professional tasks and vocations, factors such as their psychomotor, motivational, and cognitive qualities are also taken into account. Occupational psychology is the study of the value of professional activity

for an individual, the construction of their professional identity, the growth of their professional imagination, their professional maturity, and how this affects their quality of life.

With an internal position at the start of school, the pupil wants to study. And well, perfect your learning. The notion of getting better marks plays possibly the most significant role among the different social motives for education. A small student's good grade serves as additional source of inspiration, assurance of his emotional stability, and cause of pride. Learning and cognitive incentives, or the reasons for self-improvement, are significant components of cognitive motivation. Once a youngster has understood and found something in the educational process to be enjoyable, he will develop motivation in line with the activity's framework.

Evaluation of professional action, investigation of professional goals and challenges, and creation of professional standards are all important facets of professional psychology. The efficient adaption process benefits future teachers' professional growth, sense of purpose, and axiological approach to work. The efficacy, efficiency, and longevity of the professional are impacted by this.

**Conclusion.** The first potential preparation of future teachers for professional action serves as the cornerstone of their present practical training. Because of this, it's crucial that students acquire the professional knowledge, talents, and skills needed for carrying out professional activities as part of the development of vocational training at educational institutions. The information and acquired theoretical knowledge necessary for the tasks performed in a certain area of work comprise vocational knowledge. An important consideration in determining the effectiveness of the process of professional adaptation is the fact that the

professional knowledge that future instructors must acquire is based on the details of the qualification standards for the quality of the individual.

**REFERENCES:**

1. Podlasyi I.P. Pedagogy. The process of education / Textbook for students of pedagogical universities. In 2 books. Book 2. – M.: Humanit. Ed. Center Vldos, 1999. – 256 b.
2. Rydanova I.I. Fundamentals of pedagogical communication. – M.: Logos, 2005. – 176 p
3. Rydanova I.I. Fundamentals of pedagogical communication. – M.: Logos, 2005. – 176 p.
4. Saidakhmedov N. Pedagogical skills and pedagogical technology. - T.: Uzmu OPI, 2003. – 68-p