

**CHARACTERISTICS DETERMINING THE LEVEL OF PROFESSIONAL
PREPARATION OF STUDENTS IN PEDAGOGICAL EDUCATION PROGRAMS**

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Abstract: This article focuses on predicting the predictors that determine the level of professional preparation of students enrolled in pedagogical education programs. The study identifies that such predictors as communicative competence, organizational skills, subject orientation, intelligence, and supportiveness play a significant role in forecasting the extent to which future teachers develop the qualities required for successful professional activity during their pedagogical training. The research was conducted among students from several higher educational institutions. The obtained results were analyzed from a psychological perspective

Keywords: Pedagogical education program, student, professional preparation, communicative competence, organizational skills, subject orientation, intelligence, supportiveness, attitude, predictors, forecasting.

Introduction

It is well known that every individual desires to live in prosperity and under favorable living conditions. Therefore, people strive to engage in labor activities that contribute to a prosperous life and seek to acquire professions and specialties that enable them to obtain material well-being. In some cases, however, an individual may not possess sufficient opportunities to choose and master a particular profession. The selection of a profession that does not correspond to a person's interests and psychological capabilities naturally has a negative impact on personal development. From this perspective, the relationship between an individual's internal aspirations, abilities, and chosen profession becomes a highly relevant issue. In the following sections, the views and research findings of psychologists on this matter are analyzed.

The process of professional formation consists of four main stages: a) the formation of professional aspirations; b) professional education; c) professional adaptation; and d) partial and complete self-realization in professional activity. Correspondingly, the process of professional self-determination also develops. Professional self-determination has been extensively discussed in psychological literature, with particular attention given to the stages of professional aspiration formation and career choice.

Various approaches, scientific conclusions, and specialized methodologies exist in the study of professional activity as an object of psychological and pedagogical research. These approaches encompass career choice, vocational education, professional enlightenment, career counseling, career guidance, and professional development. Significant contributions to this field have been made by E.F. Zeer, E.A. Klimov, I.M. Kondakov, V.V. Suvorova, T.V. Kudryavtsev, and A.K. Markova. Most studies emphasize that professional development is a long-term and multi-stage process. Furthermore, each stage involves psychological transformations that contribute to the effective management of professional activity.

The successful development of professional skills necessary for occupational activity is viewed as a result of professional maturity and the positive interaction of personality traits. The formation of professional abilities during the process of professional growth is ensured by a complex of individual characteristics. The transition to professional activity is a multi-stage process, and the shift from education to independent professional activity is an important milestone in every individual's life.

The professional orientation of a teacher's personality is often closely connected with personal development and manifests itself harmoniously. Therefore, evaluating professional growth requires consideration of several dimensions of professional activity.

The increasing demands of society determine the significance of professions and specialists in social life. As a result, terms such as "important profession" and "obsolete profession" are frequently used today. Similar viewpoints often influence young people's career choices. Considering these realities, the present study seeks to identify the causes of discrepancies in career choice and develop recommendations for preventing them.

Literature Review

F.S. Ismagilova, while recognizing the importance of professional experience in the development of a specialist, presents several valuable considerations. According to her, professional experience is characterized by a specialist's willingness to replace outdated technologies with new ones in response to technological changes. This process is continuous and requires constant adaptation in practice. Professional experience serves as one of the criteria used in selecting specialists for a particular profession. However, the most important factor remains the individual, since a person's success in maintaining or losing a professional position largely depends on their own qualities and competencies.

Rapid technological changes in the modern world fundamentally transform the content of professional work and require a new perspective on the relationship between the past, present, and future of professional consciousness.

Russian psychology was among the first scientific schools to study labor activity systematically. The works of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, B.M. Teplov, B.G. Ananyev, A.V. Zaporozhets, B.F. Lomov, and others laid the foundation for understanding the psychological structure, morphology, mechanisms of regulation, and principles of activity. Later, practical aspects of labor activity, including career guidance, professional selection, vocational training, activity design, and related issues, became subjects of intensive research by V.D. Shadrikov, D.A. Oshanin, A.A. Krylov, S.A. Konopkin, V.P. Zinchenko, N.D. Zavalova, E.A. Klimov, G.M. Zarakovsky, G.S. Sukhodolsky, and others.

One of the important directions that combines both theoretical and practical aspects of activity theory is the study of professional suitability. This approach examines individual psychological differences reflected in the development of personal characteristics and qualities, manifestations of professional traits, and the structure and dynamics of professional motivation at various stages of life and career development. These psychological characteristics determine the success of professional preparation, adaptation to professional activity, self-realization, and the achievement of professional goals. Ultimately, they define the degree to which an individual meets the requirements of a profession.

Another important aspect of professional suitability concerns the nature of a particular activity itself, including its content, means, conditions, and requirements imposed on the individual. The development of professions leads to changes in these components, influencing both the objective and subjective significance of work tasks.

Professional suitability is also reflected in intermediate and final outcomes of training and professional activity, such as success, productivity, reliability, and effectiveness. These outcomes acquire evaluative significance when compared with established standards and norms. Their importance is determined both by their role in regulating activity through feedback mechanisms and by their influence on an individual's social, economic, and professional status.

According to B.F. Lomov, in studying activity, it is necessary to investigate its objects, means, and conditions to the same extent as the processes, states, and characteristics of the subject. He emphasized that psychological phenomena emerging and developing during activity

are often viewed as its products. However, the actual product of any activity is the material or ideal object transformed through the activity itself. The quality, value, usefulness, and professional significance of this product serve as criteria for assessing professional suitability and professionalism.

Psychology studies the role and place of subjective reflection in the activity of individuals and groups. On the one hand, activity is considered a determinant of psychological processes, states, and personality characteristics. On the other hand, psychological phenomena are examined as factors influencing the effectiveness and quality of activity.

Research Results

During the course of the study, it was possible to identify the dominant orientations of professional activity among students enrolled in pedagogical education programs and to determine the specific characteristics of these orientations according to different stages of study. It was assumed that the professional preparation of pedagogical students is also influenced by the way the educational process is organized in higher education institutions.

In fact, the general objective of specialist training is determined by the professional requirements and competencies established in state educational standards. However, these standards are implemented through more specific cognitive and affective (behavioral) objectives that are defined within the educational process. These aspects also create challenges in the psychological analysis of professional readiness.

Based on the analysis of the research results, it became necessary to determine which characteristics of local educational conditions exert the greatest influence on the professional preparation of future teachers. The findings obtained through the applied methodology are presented below.

**Table 1
Characteristics Determining the Level of Professional Preparation of Students in Pedagogical Education Programs**

Higher Education Institution	Communicativeness	Organizational Skills	Subject Orientation	Intelligence	Support Motivation
Chirchik State Pedagogical University	4.52±0.85	3.42±0.34	5.25±0.58	3.30±0.78	5.08±0.73
Termez State University	5.27±0.86	5.06±0.53	6.28±0.43	3.60±0.62	5.08±0.61
Gulistan State University	5.12±0.37	4.38±0.51	5.46±0.84	3.34±0.50	6.16±0.60

The results indicate that there are relative differences among higher education institutions regarding the dominant orientations of pedagogical activity developed during the professional training process. Although these differences are not substantial due to the common requirements of state educational standards and similar educational criteria, the findings confirm that the acquisition of knowledge, professional representations, and pedagogical competencies largely depends on the personal development of students.

Analysis of the major assessment criteria of the methodology—namely communicativeness, organizational skills, subject orientation, intelligence, and support motivation—revealed generally similar tendencies across the participating universities. None of the indicators demonstrated extremely high or extremely low values; rather, most scores were above average, indicating a relatively balanced level of professional preparedness.

According to the perceptions of students from Chirchik State Pedagogical University, the most important orientations for pedagogical activity are subject orientation (5.25±0.58) and

support motivation (5.08 ± 0.73). These findings suggest that students consider mastery of academic subjects and the ability to motivate and support learners as the most important competencies of a teacher.

Similarly, students from Termez State University identified subject orientation (6.28 ± 0.43) as the leading characteristic of professional activity. Their evaluations of other indicators also showed relatively balanced levels: communicativeness (5.27 ± 0.86), organizational skills (5.06 ± 0.53), intelligence (5.60 ± 0.62), and support motivation (5.08 ± 0.61). Such results indicate that students perceive professional competence and personal development as interconnected components of effective teaching practice.

In contrast, students from Gulistan State University demonstrated a stronger emphasis on support motivation (6.16 points). This finding suggests that the ability to support learners plays a decisive role in successful pedagogical activity. Teacher-student cooperation, effective classroom management, interpersonal relations, empathy, and congruence are regarded as essential elements of educational practice.

Discussion

The obtained results demonstrate that professional suitability can be viewed both as a systemic characteristic of activity performance and as a systemic quality of the individual responsible for achieving professional standards. Consequently, the study of psychological determinants of professional suitability requires an analysis of both the activity itself and the individual performing it, including their interaction, mutual adaptation, developmental dynamics, and predictive assessment.

The findings indicate that the formation of professional competencies among future teachers is influenced not only by institutional educational conditions but also by personal characteristics and motivational orientations. The identified predictors contribute significantly to the development of professional readiness and successful pedagogical performance.

Particular attention should be paid to communicative competence, as teaching is fundamentally based on interaction and cooperation. Organizational skills enable future teachers to effectively manage educational processes, while subject orientation ensures a high level of academic expertise. Intelligence contributes to analytical thinking and decision-making, whereas support motivation promotes empathy, cooperation, and constructive interpersonal relationships.

Conclusion

The results of the study indicate that communicativeness, organizational skills, subject orientation, intelligence, and support motivation are the most significant predictors determining the level of professional preparation among students of pedagogical education programs.

The analysis showed that although students from different higher education institutions demonstrate similar overall levels of professional readiness, differences exist regarding the relative importance assigned to specific professional qualities. Subject orientation and support motivation emerged as the most influential predictors across the studied institutions.

The findings confirm that professional suitability should be considered a complex and multidimensional construct that develops through the interaction of personal characteristics, motivational factors, and educational conditions. Therefore, teacher training programs should focus not only on the development of subject knowledge but also on communicative, organizational, and supportive competencies necessary for effective professional activity.

The study further demonstrates that successful professional preparation requires a balanced integration of cognitive, motivational, and interpersonal factors. Consequently, higher education institutions should continue to enhance educational environments that facilitate the comprehensive development of future teachers and support their professional growth.

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