

поліклініках тощо); міждисциплінарні взаємини мовознавців із предметниками (українська мова, фізика, хімія, анатомія, біологія, генетика, ІТ-технології, екологія тощо). При цьому необхідно відзначити у викладачів української мови: високий рівень професіоналізму за профілем, загальна освіченість та ерудиція, комунікабельність (комунікативна компетентність), вміння використання ІТ-технологій (комп'ютерна грамотність, використання інформаційно-комунікаційних технологій, Інтернет-мережі, соціальних мереж та профілів, е-навчання) як під час підготовки до занять, так і безпосередньо на заняттях; уміння працювати в мультинаціональних, мультирелігійних групах тощо.

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PROBLEMS OF DEVELOPING MOTIVATIONAL ABILITIES OF FUTURE TEACHERS IN THE PROCESS OF PERSON-CENTERED EDUCATION

Abstract. This article, which is devoted to the study of the problem of psychological readiness of a person for professional activity, discusses different approaches to identifying its main components. Despite the diversity, information has been provided on the identification of the motivational component associated with the development of motivational skills of future teachers in its person-centered learning process in its structure with the understanding of human needs. The need to successfully complete these tasks is based on an interest in the activity, manifested in the options for its implementation.

Keywords: psychological preparation of the person, motivational training in professional activity, potential motivation of students, professionally based motives, pedagogical practice, professional motivation, pedagogical education, career guidance, learning motivation.

In the process of person-centered education, in order to determine what personal and professional qualities should motivate future teachers to acquire the motivational skills that determine the effectiveness of professional activity, it is necessary to analyze this activity from a pedagogical and psychological point of

view. It also allows for the development of a system of measures aimed at the laws of professional activity.

Particularly relevant in this regard is the Resolution of the President of the Republic of Uzbekistan dated June 5, 2018 "On additional measures to improve the quality of education in higher education

institutions and ensure their active participation in comprehensive reforms in the country".

Indeed, today's future teachers are required to have a high level of knowledge of the psychology of professional activity, moral culture, worldview, level of knowledge and intelligence, culture, personality psychology.

The basic principles of training, such as the unity of education, the integration of theory and practice, the approach to the training of personnel for this field by specialties and in a differentiated manner. The specialist must have a broad outlook, political maturity and training. Only then will he be able to successfully carry out the tasks assigned to him, because the work of future teachers is focused on practical work in the classroom.

The process of modernization of the educational process, the preparation of future teachers for professional activity is reflected in modern research. The main results are the study of theoretical and practical issues of the organization and conduct of educational practice as a link between theoretical knowledge and practical professional activity.

The semantic conditionality of professional self-determination leads the individual to the problem of motivated activity. Therefore, it is appropriate to emphasize its motivational component by highlighting the various components of the psychological preparation of university graduates for their careers. Researchers have talked not only about the psychological phase of education, but also about the motivational preparation of students, and are discussing ways to shape it in future professionals.

In addition, this component incorporates professionally important qualities that define attitudes toward professional activity [3, 204] and allows for the effective implementation of practical activities [4, 54]. Thus, in terms of a person's psychological readiness for professional activity, motivation determines the conscious direction of action to achieve defined professional goals.

According to researchers (T.G.Bokhan, M.V.Shabalovskaya, S.A.Moreva) motivational objects - cognitively processed needs - "... determines and regulates the direction of activity, the content of motivational orientation determines the level of development of consciousness, especially professional reflects the formation of the object in the activity" [5, 88].

Motivational training of students not only affects their attitude to the chosen specialty and focuses on the study of their content, but also "encourages the use of the potential of the learning environment for the actualization of their potential and the quality of professional development" [5, 88].

According to N.Yu. Maksimova, motivational training of students is "the direction of personality, the conscious acceptance of the values of professional activity, the predominance of motives that ensure the effectiveness of future professional activity, which allows to activate the cognitive, behavioral and

emotional-voluntary components of personality" [6,40].

In addition, motivational preparation leads to students' professional self-awareness. The research work of S.S. Kudinov, N.P. Avdeev and K.V. Arkhipochkina shows that students who consciously stand out in the profession participate not only for their own benefit, but also for the benefit of society, and have not only socio-spiritual significance. Motivation is also an acceptable type of self-awareness, characterized by socio-moral determination, emotional-voluntary regulation of behavior, aspirations for self-expression, and personality traits [7, 88].

The training of highly cultured teachers depends in many ways on the application of tried and tested methods and forms of education, which mainly affect the consciousness of the future teacher. Today, we see the improvement of person-centered education in the education system of economically developed countries. Taking into account the ongoing changes in the field of education in our country, we must aim to make a radical turn in the training of competitive personnel. In the process of education of future teachers, it is important to instill confidence in their profession, future, their capabilities and abilities. It is expedient to introduce into our educational process the process of individual approach to the individual in the education system of European countries.

Individual educational work differs from other forms by the following features:

- 1) purposefulness;
- 2) speed, i.e the ability to carry out at any time, in any place, in any conditions;
- 3) effectiveness, i.e the strength of the ability to influence the person, and so on.

Forms of individual educational work:

One-on-one conversations: one-on-one conversations with the prospective teacher, conducted in a friendly manner, based on mutual trust, to quickly realize and correct his shortcomings, to quickly grasp the events around him, to find answers to self-puzzling questions, serves to form moral qualities.

Personal assistance: is often carried out during the study and execution of normative documents, techniques, personal documents, requirements for service duties, public assignments, improvement of living conditions.

Assignment of individual assignments and tasks: this form of educational work is usually carried out on the basis of teaching, research, public assignments.

Control over the activities of the future teacher: this form of education is based on the individual examination of the performance of each student; are represented in the verification of the execution of assigned tasks, information, notifications and other documents prepared by them. This allows them to evaluate their work objectively, to organize the work properly.

Hearing the report during the practical training: the report is a test of conscience given by the student on the work done in front of his teammates. How honestly he worked, how honest he was, how loyal he

was to his work, to his loyalty to his friends will be known through this report.

Visiting the future teacher's place of residence: this is one of the individual forms of education conducted by the university teacher in order to get acquainted with the marital status of his student, to study his living conditions and to help him.

All forms of individual educational work are inextricably linked, and the main goal is to raise the morale of future teachers. So, given the growing demands on the training of future teachers, we will focus on the following aspects that serve us in revealing the essence of our research work.

Socio-biological characteristics of a person affect his development as a whole. The structure of a person consists of ability, temperament, character, motivation, and social determination. Therefore, the role of such characteristics as temperament, intelligence, ability and its characteristics, direction of the person (motivation, character, will and emotion) is important in the formation of the personality of an elderly professional.

In the research of G.V. Novikova, she found that motivation is a key factor in determining a person's professional self-awareness and professional health, because "professional satisfaction and readiness for professional self-improvement depends in many respects on its content" [7, 82]. According to E.M. Kochneva and L.Yu. Pakhomoa, motivational preparation of students for professional activity is the formation of an integrated personality, in which four components can be distinguished:

- installation (motives of professional choice, important-semantic professional directions);
- cognitive (knowledge, skills, awareness and self-awareness that contribute to the successful start of professional activity);
- personal-voluntary (personal qualities - an integral indicator of determination, initiative, will);
- professional identification (indicators of professional identification and hidden professional motivation).

In general, motivational training "reflects not only the motivational characteristics of the individual, but also the effectiveness of the process of training future professionals in a particular vocational education institution" [10,79]. And "may play a compensatory role in cases of low special abilities".

A theoretical analysis of the problem of motivational preparation of a person for professional

activity shows that it can be considered as a direction of psychological training expressed in a set of motives that determine the attitude to the profession within a particular specialty. In the process of choosing a profession, these motives form a combination of motivation and need.

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