

## Professional Psychological Portrait Of The Future Teacher

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### Abstract

This article aims to present a comprehensive exploration of the professional psychological portrait of the future teacher. By examining the psychological attributes and competencies necessary for effective teaching, this study provides insights into the key qualities that contribute to successful teaching outcomes. The research highlights the importance of emotional intelligence, empathy, adaptability, resilience, self-reflection, cultural competence, effective communication skills, continuous professional development, collaboration and teamwork, critical thinking and problem-solving, classroom management, reflective practice, student-centered approaches, differentiated instruction, problem-based learning, growth mindset, positive relationships, cultural sensitivity and inclusivity, and technology integration. Understanding and developing these attributes can help shape a well-rounded and competent future teacher who can meet the diverse needs of students in the evolving educational landscape.

**Key words:** professional psychological portrait, future teacher, psychological attributes, competencies, emotional intelligence, empathy, adaptability, resilience, self-reflection, cultural competence, effective communication skills.

### Introduction

In our country, special attention is being paid to reforms aimed at improving the quality of education, wide introduction of international assessment programs into educational practice, clarification of state requirements for the quality of teaching, improvement of the electronic system of quality assessment, and creation of appropriate conditions for students to achieve harmonious development in all aspects. In this regard, there is a growing need to develop modern requirements for the future pedagogue, to clarify the qualitative indicators for evaluating the effectiveness of the formation of professional and personal competencies in them, to develop a professionogram of the future pedagogue, to improve the theoretical foundations and practical mechanisms of implementing the technology of individual approach in pedagogical education.

PQ-3775 dated July 5, 2018 of the President of the Republic of Uzbekistan "On additional measures to increase the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country", PQ-4119 dated January 16, 2019 "The quality of education Decisions of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 No. 1059 "On the approval of the concept of continuous spiritual education and measures for its implementation" and other relevant regulations This thesis research serves to a certain extent in the implementation of the tasks defined in the documents.

**Of the problem.** Constructive mechanisms of improving pedagogical education in our country, the role and importance of education in personal development, the laws and factors of students' intellectual development, the relevance of students' harmonious development to the educational content, the social importance of the teaching profession, its psychological nature, and issues related to its professional-pedagogical uniqueness M.Vahobov , M. Kuronov, O. Musurmonova, Sh.Q. Mardonov , U.I. Mahkamov, M. Mahmudov, R.Z. Gainutdinov, S. Nishonova, M. Yuldashev, B. Azamova, R. Safarova, R.M. Sarsenbaeva, N.R. Ashurova, N.M. Koshanova; psychological aspects of the problem, adolescent psychology and its connection with the educational process E.G'.G'oziev, F.I.Haidarov, H.Kh.Hamzaev, M.B.Abdulkasimova, G.A.Ravshanova, S.N.Zhoraeva, Z T. Nishonova, K. I. Ibragimov, U. A. Yuldoshev, M. Koplonoa, S. Jalilova, A. Jabbarov.

Social maturity of the individual in the studies of F.N. Gonoblin, N.V. Kuzmina, B.S. Volkov, A.I. Uyomov, B.G. Ananov, N.F. Talyzina V. Slastenin in the countries of the Commonwealth of Independent States (CIS) , the role of education in mental maturity, the conditions that need to be created in the educational environment and their role in the formation of the learner's personality; A.A. Badalev, A.A. Petrovsky, Z.F. Esareva, I.I. Ilyasov,

A.V. Dmitrieva, A.A. Verbisky, V.A. Tokareva, E. Yu. Rogacheva, R. S. Nemov, L.S. In the studies of Vygotsky, D.B. Elkonina, pedagogical and psychological factors affecting the formation of personality, problems of individual approach to the formation of the personality of the future pedagogue were studied.

Modern pedagogical education paradigms abroad, the application of technologies of a person-oriented and individual approach to educational practice, the problem of the personality of the future pedagogue and its scientific-theoretical, pedagogical-psychological foundations, educational functions aimed at preparing young people for life, such problems as youth psychology and its role in human development. .AstinB was researched by such scientists as J. Piaget, I. S. Kohn, G. Klaus, Z. Freud, V. A. Shtoff, A. Toom, D. B. Zilberman.

The social, scientific-pedagogical need to study the problem of the problem of the personality of the future pedagogue in relation to the changing demands of society, the problem of ensuring the intellectual and spiritual development of students based on cluster and individual education technologies determined the topic of this dissertation research.

**The purpose of the research** is to develop suggestions and recommendations for clarifying the pedagogical and psychological characteristics of the formation of the personality of the future pedagogue in pedagogical institutions of higher education.

### **Tasks of the research:**

clarification of the content of the social factors of the formation of the personality of the future pedagogue and the content of the pedagogical-psychological function in pedagogical higher education institutions; development of a functional model of the formation of the personality of the future pedagogue; improvement of practical mechanisms for increasing the quality of education based on an individual approach to the future pedagogue; is to reveal the pedagogical possibilities of the cluster approach in forming the personality of the future pedagogue.

**The scientific novelty of the research** is as follows:

The content of the social factors and pedagogical-psychological function of the formation of the personality of the future pedagogue in pedagogical higher educational institutions is the integration of the principles of integration of the globalization process, the unity of time and space with the skills (organizational, communicative, gnostic) and abilities (cognitive, didactic, academic, perceptive) that are placed on the personality of the future pedagogue. determined based on; the functional model of the formation of the personality of the future pedagogue was improved on the basis of the development of the professionogram of the future pedagogue through scientific forecasting, educational adjustment and methodical improvement of the compliance of the requirements of the state and society for education with the social order; practical mechanisms of improving the quality of education through an individual approach to the personality of the future pedagogue improved by scientific justification of teaching of modern subjects (**ART, TIME management, international evaluation programs, CLIL, mnemonics**) aimed at ensuring the integration of education and training and the correct orientation of the student's development vector; Pedagogical possibilities of the cluster approach in forming the personality of the future pedagogue have been developed by incorporating the system of organizing modern lessons based on the individual approach into the strategy of teaching based on the cluster approach based on defining the individual trajectory of working with students.

**Scientific and practical significance of research results.** The scientific significance of the research results is that the social factors of the formation of the personality of the future pedagogue in pedagogical higher educational institutions and the pedagogical possibilities of the cluster approach in the formation of the personality of the future pedagogue have been clarified, the practical mechanisms of increasing the quality of education through an individual approach to the personality of the future pedagogue, and the functional model of the formation of the personality of the future pedagogue is innovative (cluster and individual) is determined by the fact that it has been improved based on the approach, and that the system of professional education of future pedagogues has been developed in higher pedagogical education; The practical significance of the results of the research is the professional profile of the future pedagogue in higher pedagogical educational institutions, the software of the system of professional training of the future pedagogue in higher pedagogical education (educational and methodical manual, methodological complex, technological development), methodological support for the implementation of the mechanisms of organizing educational work with students, It is explained by the fact that the program for creating a professional-psychological portrait of students has been developed

and they can be used in organizing the educational and training process related to the harmonious development of students in pedagogical higher education institutions.

Development of society in all areas It is becoming increasingly clear that it depends on human thinking and mental capacity , spirituality and culture . These qualities in a person are formed directly in educational institutions and in the process of social relations . Therefore, education and upbringing of the young generation growing up in educational institutions, development of their intellectual potential , thinking and personal qualities are considered as urgent social topics of pedagogy .

As educational reforms related to the construction of the foundations of the "Third Renaissance" are being implemented in our country, it can be seen that at the basis of it are the issues of training specialists who can think sanely, have the skills of non-standard and creative thinking, and clearly define the development perspectives necessary for the interests of society and the individual. This requires taking into account the age and physiological characteristics of the learner, and offering reasonable solutions for imparting knowledge to them accordingly.

Is not necessary to prove that there should be a special approach in this regard to a pupil of a preschool educational organization and a school student, and at the same time, a school student and a student of a higher education institution . However, in order to correctly define that approach, to provide suitable and necessary knowledge and skills, the learner's personality, his pedagogical and psychological factors should be justified by means of modern requirements of the society [2]. In this regard, problems such as the problem of the personality of the future pedagogue, his responsibility to the society, the goal of higher education, the harmony of the education given to him with the demands of society, and integration with practice are among the relatively little studied topics of pedagogy.

In our opinion, the following aspects should be taken into account when studying this issue:

- personality of the future pedagogue and his psychological identity;
- society's demands on the future pedagogue;
- factors affecting the personality of the future pedagogue;
- to look at the person of the future pedagogue as a future specialist;
- scientific and methodological basis of the set of knowledge presented to the student.

In our opinion, when these aspects are taken into account, the right approach to the personality of the future pedagogue will be decided, and the educational requirements presented to him, the set of knowledge provided according to the state educational standard will take the right direction.

The spiritual development of the human personality, in this sense, the personality of the future pedagogue, and its formation is a complex research process. After all, a reasonable scientific knowledge of its specific features and laws is a necessary condition for influencing it pedagogically.

Researcher R.S. Nemov, based on the modern teachings of the science of pedagogy, explains the formation of the human personality based on the evidence that it mainly depends on the influence of three factors. They are as follows:

**the first** is the influence of the external social environment in which a person is born and grows up;

**the second** is the effect of education and upbringing, which is regularly given to a person for a long period of time;

**the third** is the effect of genetic characteristics that are given to a person innately, ready-made [3].

Among the local researchers, F.I. Haydarov divides the factors affecting the personality of the learner into two large groups:

1) psychological factors;

2) pedagogical factors. As psychological factors, he brings heredity, his mental identity, will, inclinations and abilities, and interprets these factors as very important private factors in the manifestation of the learner's personality.

As pedagogical factors, he cites education, upbringing, approaches and technologies aimed at forming the personality of the future pedagogue [7].

In our opinion, the factors influencing the formation and development of the personality of the learner, especially the future pedagogue, are not limited to this. In this regard, if the scientist brought factors such as environment, family, life experience, and social relations, his scientific conclusions would have gained more content.

At the same time, it is not correct to choose one of the biogenetic and sociogenetic concepts in the formation and development of a person, who is a biosocial being, as a social phenomenon, that is, as a person. Both factors are important in the determination of a person as a person, and one of them cannot be denied. From this point of view, the above views of the local researcher F.I. Haydarov are relatively correct [7].

Local researchers H.K.Hamzaev, M.B.Abdulkosimova, G.A.Ravshanova, commenting on the development of the intellectual characteristics of an active future pedagogue, emphasize that four factors are important in this process:

- 1) student's rights (learning, creative ability, intellectual development, etc.);
- 2) principles of education (democratization and humanization);
- 3) axiological factors (society's desire to adhere to a certain system of social and moral values, norms and rules);
- 4) pedagogical technologies (the use of pedagogical technologies is considered one of the main requirements for the formation of a socially active person) [8].

In our opinion, the factors mentioned by the researchers regarding the development of the intellectual characteristics of the future pedagogue are of a general nature to a certain extent, and these factors can be applied to all people.

Their research did not take into account aspects specific to the personality of the future pedagogue. It would be appropriate if the researchers took into account the social, psychological and physiological characteristics of the future pedagogue and listed only the factors related to the improvement of their personality.

P. P. Blonsky gives special importance to the role of education in the development of a person and emphasizes that the mental development of students directly depends on the content of the program of the educational institution. According to him, in the process of education, individuals get used to act on the basis of a certain rule. As a result of the influence of education, the process of self-control and mental activity occurs in students. Pedagogical scientists V.V.Davidov, P.Ya.Galperin, D.B.Elkonin, N.A.Menchinskaya, A.A.Lyublinskaya, E.G.Goziev emphasize in their research the leading role of education in development [8].

In general, the process of harmonious development of the personality of the future pedagogue is a process of going from natural to cultural. But the student will not be at the initial level of naturalness, but the elements of culture will be formed at a certain level. The task of the higher education institution in this process is to form professional skills in the person of the future pedagogue, as well as to develop socialization skills in him. The successful implementation of socialization serves to increase the level of its culture [6].

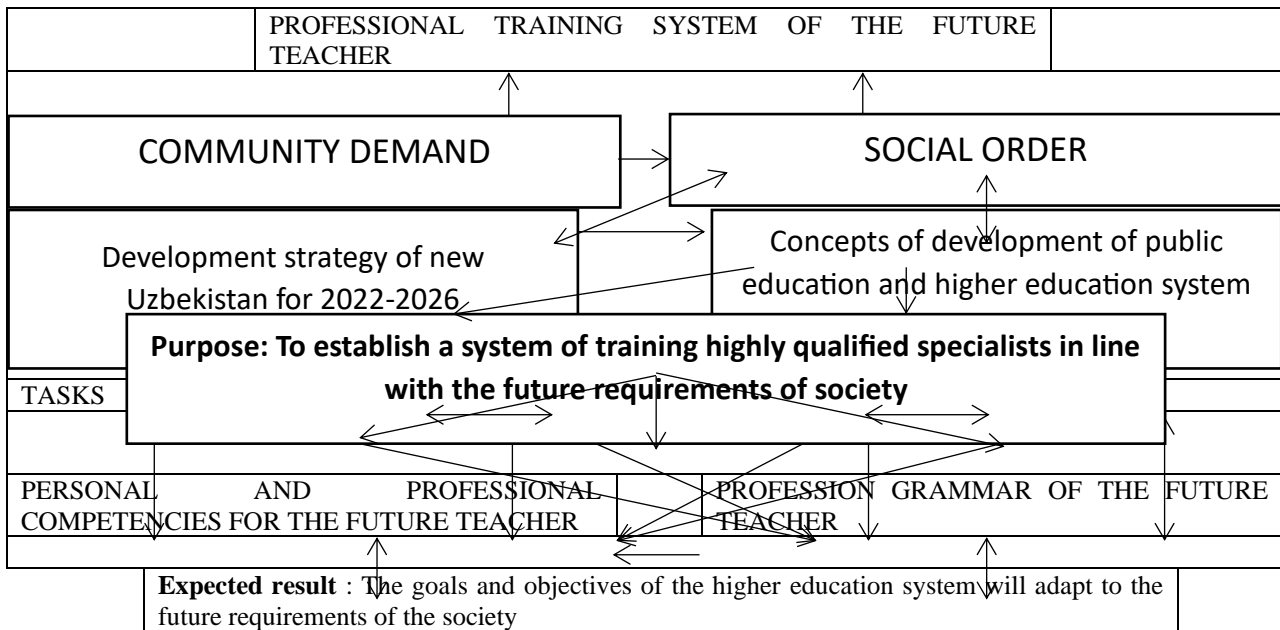
The figure of the future pedagogue also has a meaning related to the role of a professional ideal. In its creation, it will be necessary to gather and generalize the advanced achievements of several fields such as society, education, science, pedagogy, psychology and information technologies. Professional and personal excellence is the main condition of the character of the future pedagogue.

It is appropriate to understand the development of the personality of the future pedagogue as a continuous process (Fig. 1). It is desirable to systematically organize this process and define its main principles, develop practical mechanisms. The system of education of future pedagogue in higher pedagogical education consists of a set of continuous and time-adaptable processes.

If we take into account the unique age, physiological and psychological characteristics of the student period, it becomes clear that these conditions should be taken into account in the harmonious development of the future pedagogue in all areas [1]. From this point of view, it becomes clear that the issue of the personality of the future pedagogue should be studied on the basis of certain principles as a scientific-pedagogical problem. As the issue of educating the personality of the future pedagogue is a process that regularly changes and improves in accordance with the demands of society and changes in social life, it is necessary to strictly determine what principles it relies on in order to ensure that there is no fragmentation in the changes that occur and that it does not move away from the essence. Based on the results of our research, **the principles of educating future**

pedagogues in higher pedagogical education were defined as follows: the principle of scientificity; principle of modernity; the principle of being based on futurology; with practice the principle of dependence; principle of goal orientation; the principle of regularity and consistency; principle of universality and normativity; flexibility principle; the principle of harmony of education and training and reliance on experience [5].

The methods of formation of high human qualities and professional qualities in the person of the future pedagogue should be aimed at forming the necessary life and professional knowledge, skills, qualifications and competencies in the future teachers and should consist of factors that ensure their rapid professional adaptability to life conditions and situations.



**Figure 1. System of professional training of the future pedagogue in higher pedagogical education**

From this point of view, based on the analysis of scientific literature and the results obtained in the research, the methods of educating the future pedagogue in a harmonious state and the professional competencies that the future pedagogue should acquire were determined in the research.

Based on the state's policy in the field of education, it can be seen that the state has created suitable conditions for the qualitative implementation of the tasks set in the issue of comprehensively harmonious education of the future pedagogue, and that the state has assumed the necessary responsibility in this regard. However, it is noticeable that there are certain shortcomings in its implementation in higher pedagogical education.

Also, in terms of integration of higher education, science and production, some defects are visible in terms of cooperation and unification around a common goal, while each link has done successful work in its own field.

In general, the professional qualities of a teacher are formed, first of all, in higher education institutions - during the student period. In this sense, the scientific research of the pedagogy of the student period, the unique pedagogical-psychological characteristics of this period, the means, form, method and methodology of the formation of high professional qualities, provides the necessary scientific material for the research activity.

In the context of the concept of the personality of the future pedagogue lies the issue of the modernization of socio-economic relations and management processes, the staff with intellectual stable potential to move the society.

This requires continuous improvement of education and training processes in educational institutions, forecasting of development trends of the society in advance, and determination of general requirements, strategies and principles of its organization.



This issue will be solved on the basis of scientific modeling of the reflexive factors of mental and moral qualities that determine professional activity and personal qualities during the student period, aspects related to the improvement of psychological and pedagogical mechanisms.

In general, the model we have chosen corresponds to the views of G. Klaus, V. A. Stoff, that is, it reflects the general aspects and characteristic features of the formation of the personality of the future pedagogue as a schematic, visually simple structurally expressed form. According to him, the declarative has a great influence on the educational activity and result, and directs the regulation of a set of personal qualities suitable for a certain type of professional activity.

Cyclic approach such as forecasting (scientific), flexibility (educational), improvement (methodical) and monitoring (technological) is considered as the content components of the formation of the personality of the future pedagogue. Pedagogical possibilities of the individual approach in shaping the personality of the future pedagogue and as continuous improvement of teacher-coaches methodology, educational technologies aimed at students, methodologically important problems of pedagogy can be mentioned.

The environment of the individual approach implies the organization of educational programs in accordance with the principles of teaching and upbringing, taking into account the typological features, temperament and character, abilities and inclinations, motivation, interest and other features specific to the learner.

Individually oriented education ( V.I. Gorovaya ) is a socio-pedagogical process, it is an approach that puts the interest of the learner in the first place , as well as the disproportion of the socio-cultural educational situation . In this, the student develops the ability to educate himself independently, activate cognitive activity, develop learning and cognitive activity skills, transform acquired theoretical knowledge into practical activity , and defines the content of modern education in the portrait of a future teacher.

Individually oriented education consists primarily of the unification of educators and learners around a single goal or the orientation of organized students with specific goals to future professional activities, and the system requires adaptation to the student's opportunities, interests and needs in each training process.

Therefore, "Individual educational environment" does not mean working with students individually, but variable programs that provide training for a group of students with the same goal and a similar level of knowledge.

In addition to the knowledge and skills of the pedagogue , it is required to take into account the individual psychological characteristics of the student, to coordinate the participation in pair and group processes, to direct the individual educational trajectory using combinatory methodical approaches, and to organize it based on the principle of complexity to simplicity.

This approach is aligned with the principle of transition from general to specific and focuses on the essence of the individual orientation of the learner. This, on the other hand, is essentially consistent with the science-to-science principle.

In modern education, the individual approach is considered the main activity of pedagogy , it is evaluated by the mobility of the trained personnel, the ability to successfully complete their professional activities, to quickly find their place in the team, to increase the quality and efficiency of education.

Determining the student portrait involves the classification of students with the same educational opportunities, that is, the creation of conditions for students with equal opportunities (motivational, genetic and learning). Psychologically, in the process of introducing the order of the individual educational environment , students have a positive attitude towards socially accepted norms, the characteristics characteristic of the future pedagogue develop, the introversion characteristic of the individual decreases, the manifestation of extrovert factors, and the formation of reflexive approaches can be observed. As a result of it , students ' mental activity increases and the efficiency of logical thinking increases.

the student and forming their educational-activity trajectory based on the analysis of the obtained results is an important component of the formation of the individual educational environment. From the initial course, on the basis of the coordinating variable program based on pedagogical and psychological factors, their individual

mental and physical, spiritual and spiritual aspects are studied, and suggestions necessary for their active participation in the educational process and recommendations are developed. Teaching through pedagogical - psychological corrective-developmental approaches allows drawing realistic conclusions.

On the basis of the questionnaire prepared for determining the student's portrait, the development of motivation for their chosen profession, optimal healthy communication, rest ration, educational portion, stable psychological state, self-development, formation of preventive competence to protect against mental, physical and mental negativity are taken into consideration.

includes didactic and methodical materials aimed at creative use of the educational text, types of interaction of educational subjects, control of the student's personal development and monitoring of its dynamics. Pedagogical diagnostic center works on the basis of individual education technology observation, conversation, coaching, guidance and monitoring methods.

The competence of the student should be determined as a result of the work carried out by the above methods in the diagnostic center. According to it, students are conventionally divided into 3 large groups: research, design and production-oriented students. In particular, a methodical student should have the characteristics of a learner, learner and performer. Priority is given to the standard-style student to connect his professional career with his activities in educational institutions in the future. At the same time, it provides an opportunity to train professionals who are active, proactive, creative, self-motivated and have the competence of self-critical evaluation.

The question of forming practical mechanisms for improving the quality of education based on an individual approach to the future pedagogue is based on the ability of the future pedagogue to effectively apply his knowledge at the right time, self-confidence, quick adaptation to the socio-cultural situation: the model of improving the quality of education based on an individual approach to the future pedagogue, based on an individual approach. It depends on the functioning of such mechanisms as the system of organizing modern classes, the teaching strategy based on the cluster approach, and the individual trajectory of working with students.

Students of the present era are required to have physical and moral perfection, logical thinking, creative research, formation of scientific worldview and creative approach skills and to apply it in practice, to have their own independent point of view. In conclusion, it can be noted that the majority of students have difficulties in establishing interpersonal relationships, show excessive seriousness, criticality and strictness in evaluating people, in difficult situations, there is a tendency to depend on other people's opinions.

In the study, a program for creating a professional-psychological portrait of a future pedagogue was developed on the example of pedagogical higher education institutions. On the basis of this program, the professional-psychological portrait of the student is clarified with various questionnaires and methods. In it, information about the characteristics, qualities and qualities of a future pedagogue was formed using psychological-pedagogical methods with a high level of validity. According to the program, a professional-psychological portrait of students was created based on the following indicators that should be present in the person of a future pedagogue:

1. Student's professional and pedagogical direction.
2. The student's intelligence.
3. Sociability, achievement motive, avoidance of defeat.

Determination of the current situation of students in terms of these indicators was determined using specially developed questionnaires and methods in the pedagogical test-grounds of the study.

A total of 414 respondents-students took part in the pedagogical experiment. The dynamics of development of professional and personal competencies and its contribution to the improvement of educational quality and efficiency were evaluated in the pedagogical experiment-testing works.

In order to properly direct the student's development vector based on an individual approach and ensure the integration of education and upbringing, in the process of pedagogical experimental work, the directions of the

designer, manager, computer engineering, smart employee and mobile teacher were chosen as the fields of orientation for students.

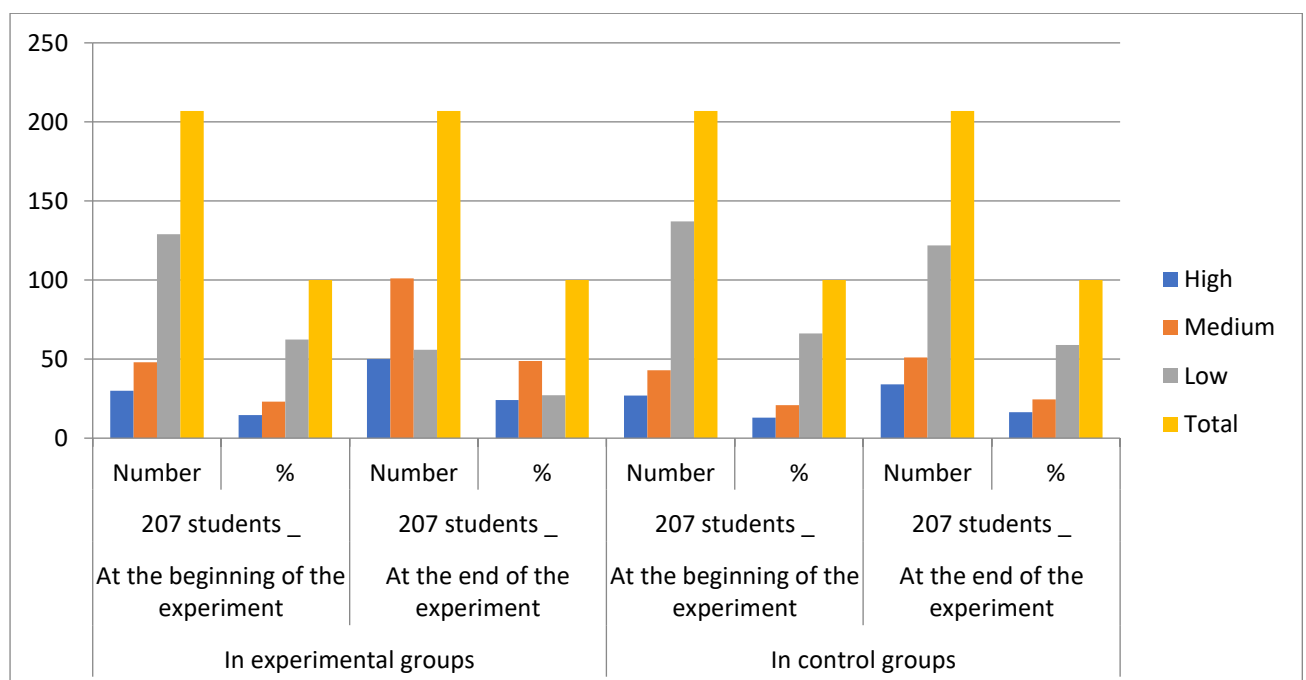
Pedagogical experimental work was conducted in 2020-2021 , 2021-2022, 2022-2023 academic years . In the experimental group (TG) - 207 students and in the control group (NG) - 207 students , the levels of personality formation were determined ( Figure 1 ) , and the effectiveness of the experimental work was determined mathematically and statistically ( Table 1 ) .

**Table 1**  
**The conducted pedagogical experiments**

Levels of formation of the personality of the future pedagogue based on an individual approach	In experimental groups				In control groups			
	At the beginning of the experiment 207 students _		At the end of the experiment 207 students _		At the beginning of the experiment 207 students _		At the end of the experiment 207 students _	
	Number	%	Number	%	Number	%	Number	%
High	30	14.5	50	24.2	27	13.0	34	16.4
Medium	48	23.2	101	48.8	43	20.8	51	24.6
Low	129	62.3	56	27.1	137	66.2	122	58.9
<b>Total</b>	<b>207</b>	<b>100</b>	<b>207</b>	<b>100</b>	<b>207</b>	<b>100</b>	<b>207</b>	<b>100</b>

experimental groups, the level of personality formation of future pedagogues showed a higher level than 14.5% at the beginning of the experiment and 24.2% at the end of the experiment . Middle level is at the beginning of experience It increased from 23.2 % to 48.8 % at the end of the experiment , and the low level decreased from 62.3 % to 27.1 % .

the control groups, the level of personality formation of the future pedagogue based on an individual approach showed a higher level from 13 % at the beginning of the experiment to 16.4% at the end of the experiment . The average level increased from 20.8 % at the beginning of the experiment to 24.6 % at the end of the experiment , and the low level decreased from 66.2 % to 58.9 % .





## Pedagogical experiment results diagram

The average value that evaluates the effectiveness of the educational process is the ratio of the average arithmetic values of the experimental and control groups, that is, the efficiency coefficient was obtained as follows:

$$\eta = \frac{\bar{x}}{\bar{y}}. \quad (2)$$

Mean squared deviation values:

$$S_x^2 = \frac{1}{n} \sum_i n_i \cdot (x_i - \bar{x})^2; \quad S_y^2 = \frac{1}{m} \sum_i m_i \cdot (x_i - \bar{x})^2. \quad (3)$$

Standard deviation values:

$$S_x = \sqrt{S_x^2}; \quad S_y = \sqrt{S_y^2}. \quad (4)$$

Indicator for determining average values:

$$C_x = \frac{S}{\sqrt{n} \cdot x} \cdot 100\%; \quad C_y = \frac{S}{\sqrt{m} \cdot x} \cdot 100\%. \quad (5)$$

Confidence intervals for unknown population means:

$$a_x \in \left[ \bar{x} - \frac{t}{\sqrt{n}} \cdot S_x; \bar{x} + \frac{t}{\sqrt{n}} \cdot S_x \right]; \quad (6)$$

$$a_y \in \left[ \bar{y} - \frac{t}{\sqrt{m}} \cdot S_y; \bar{y} + \frac{t}{\sqrt{m}} \cdot S_y \right],$$

where :  $t$  is the normalized deviation determined on the basis of confidence probability  $R$ . For example,  $P = 0,95$  when  $t = 1,96$  is equal to (chosen from the table).

If we compare with the beginning of the experiment:

in the experimental group (13%)

$$\eta_m = \frac{\bar{x}_o}{\bar{x}_b} = \frac{3,971}{3,5217} = 1,128;$$

in the control group (3%)

$$\eta_n = \frac{\bar{y}_o}{\bar{y}_b} = \frac{3,5749}{3,4686} = 1,031.$$

efficiency is achieved.

At the end of the experimental work conducted in higher education institutions during the research, it was mathematically and statistically proven that the levels of personality formation of the experimental students were 1,111 times (11%) higher than the control groups. This, in turn, showed that research efficiency has been achieved. It was found out that the students in the experimental group had a higher learning rate than the students in the control group. So, as a result of determining the pedagogical and psychological characteristics of the formation of the personality of the future pedagogue, the experimental work on the efficiency of the students was successful.

## Conclusions

The social factors and pedagogical-psychological function of determining the personality of the future pedagogue in pedagogical institutions of higher education require the integration of the organizational, communicative, gnostic skills and cognitive, didactic, academic, perceptive abilities of the future pedagogue into the principles of integration, time and space unity of the globalization process .

A future teacher who meets the modern requirements of society, who possesses vital, personal and professional competencies, who has a creative and non-standard way of thinking, who looks at the lesson as a creative process, who has the ability to regularly learn advanced foreign experiences related to the field of pedagogy,

who can quickly adapt professionally to real conditions and situations personality education should be the main content of the future pedagogue's concept.

the state and society to education with the social order, serves to ensure the harmonious development of the future pedagogue's personality.

A student's maturity consists of physical, moral and mental stages, and his scientific thinking takes a leading, priority place in this regard. Although the students of the present era easily reach the level of physical and moral perfection, but the achievement of mental maturity can be achieved by ensuring the gradual integration of factors such as tension of the nervous system, mental tension, emotional seriousness with qualities such as a stable voluntary act, continuous activity and self-sacrifice. .

By incorporating the system of organizing modern lessons based on the individual approach into the teaching strategy based on the cluster approach, the pedagogical possibilities of the cluster approach in determining the personality of the future pedagogue will expand.

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