



## OPTIMIZATION OF PROFESSIONAL ACTIVITIES OF A HIGHER EDUCATION PEDAGOGUE

**Tillashayxova Xosiyat Azamatovna**

*Head of the Department of "General Psychology" at Tashkent State Pedagogical University named after Nizami, Candidate of Psychological Sciences, Uzbekistan*

### ABOUT ARTICLE

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**Abstract:** The article examines the socio-economic and sociocultural changes occurring in the country, which necessitate a transformation in the philosophy of education and significant innovations in pedagogical theory and practice. Of particular importance in this context is adult education, especially professional training and the upskilling of personnel.

### INTRODUCTION

Currently, the preparation of specialists in any field aims not only to ensure a high level of professional competence and mobility but also to create favorable conditions for their personal development. Economic transformations in Uzbekistan impose requirements on the modern education system, including the training of highly qualified specialists who can quickly adapt to new conditions, demonstrate professional competence, and compete in the labor market. Market relations are radically changing the nature and goals of work: its intensity increases, tension grows, and workers are expected to demonstrate high professionalism, resilience, and responsibility.

At the same time, the establishment of market relations leads not only to the formation of new economic structures but also to rising unemployment and the need for retraining and reskilling personnel. On the one hand, not all workers will have consistent paid employment in a single specialty. On the other, the economic situation demands continuous professional improvement, psychological readiness for changes in professional activity, and social engagement.

The study of mechanisms that enhance educators' aspirations for professional development and mastery is an important and significant issue because the professional and pedagogical activity of a psychologist-educator in an educational institution is primary compared to other types of activities. Knowledge and understanding of any specialist's motivational sphere allow for the development of their professional self-awareness, both at the stage of career choice and during their professional development. During the professionalization process, changes occur in the motivational sphere of the psychologist-educator, leading to improved expertise [1].

In modern psychological and pedagogical practice, the problem of targeted preparation of specialists for optimal performance is actively developed by domestic and foreign researchers. Their studies and results serve as a conceptual foundation for optimizing the process of improving the professional activity of psychologist-educators and advancing towards professional excellence. Their psychological-acmeological approach facilitates the development of new professional qualities within the psychologist-educator's "self" based on predefined criteria for assessing professionalism and productivity. The psychological and pedagogical factors that stimulate professional activity have been studied by researchers such as V.N. Abramov and A.N. Leontiev [2].

The process of optimizing the professional activity of a psychologist-educator in organizing pre-professional preparation of schoolchildren will be more effective if:

1. The theoretical and methodological aspects of the research problem define its essential characteristics and specifics.
2. A structural-content model and acmeogram of the psychologist-educator are developed, along with psychological-pedagogical support for schoolchildren's pre-professional preparation.
3. The criteria-based characteristics are determined, and psychological-pedagogical conditions for optimizing the professional activity of school psychologists are substantiated.

The experimental base of the research included a municipal educational institution (secondary school No. 82), the practical psychology service of the Department of Education in Zaslavsky District, Ulyanovsk, and the regional center for youth career guidance and psychological support [3].

The research results can be utilized in comprehensive studies on the professional development of psychological-pedagogical personnel, refining flexible systems of pre-professional preparation, fostering interaction between school psychological services and other interested educational institutions, and enhancing the competence of educators, class teachers, and psychologist-educators in pre-professional and professional training of schoolchildren.

This research also touches on fundamental problems of organizing psychological-pedagogical activities, such as goals and motives, content, forms and methods of activity, evaluation of its effectiveness, and the conditions for optimizing the professional activity of psychologist-educators in the context of pre-professional preparation of schoolchildren. Besides the epistemological foundations for understanding pedagogical phenomena, the work highlights general scientific principles for organizing cognitive activities, interaction with students in the process of professional self-determination, self-knowledge, self-development, and self-assessment by psychologist-educators, as well as their awareness of the significance of their professional activity under pre-professional preparation conditions [4].

By determining the scientific development level of the problem and identifying a range of contradictions that require prompt and effective resolution, the dissertation research formulates the main parameters, including the object and subject, objectives, and tasks, as well as the hypothesis, while describing the methodological foundations and research methods and unveiling its scientific novelty, theoretical, and practical significance.

Based on theoretical and methodological analysis of the problem of optimizing the professional activity of psychologist-educators in organizing pre-professional preparation of schoolchildren, the study identifies the essential characteristics, specifics, key directions, and psychological-pedagogical conditions for improving their professional activity. It defines the main approaches to organizing and structuring pre-professional preparation of schoolchildren, which include the implementation of core (basic), orientation (pre-professional), and elective courses as the foundation for choosing a learning profile in senior school and further professional education.

The study develops an acmeological model for optimizing the professional activity of psychologist-educators in pre-professional preparation conditions and creates an acmeogram of the psychologist-educator. This acmeogram serves not only as a descriptive model of professional activity but also as a structured algorithm that allows for the selection of the most productive psychological-pedagogical methods, strategies, and tactics for working with students under pre-professional preparation conditions.

The research also reveals the main directions of psychological-pedagogical support for pre-professional preparation as a means of optimizing the professional activity of school psychologist-educators. It identifies the psychological-pedagogical conditions necessary for organizing pre-professional preparation of schoolchildren and develops a criteria-based characteristic for the optimization process, enabling quality monitoring within the system of psychologist-educator training. Furthermore, it substantiates research methods and conditions for enhancing the effectiveness of their professional activity in organizing pre-professional preparation of schoolchildren.

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