

**O'ZBEKISTON RESPUBLIKASI OLIY VA
O'RTA MAXSUS TA'LIM VAZIRLIGI**

NAMANGAN DAVLAT UNIVERSITETI

INGLIZ FILALOGIYASI FAKULTETI

FAKULTETLARARO CHET TILLAR KAFEDRASI

o'qituvchisi

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“MODERN METHODS OF TEACHING FOREIGN

LANGUAGES” mavzudagi

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NAMANGAN – 2019

The main criterion for the demand in the labor market for a specialist of a new type is his professional mobility, which is expressed in his ability and need to constantly expand the boundaries of his professional horizon, quickly accumulate experience, acquire new knowledge, not limited to one profession.

Studies of leading psychologists dealing with the issues of human professionalization indicate that the personality movement in the developing professional space is determined by three factors:

- age-related. psychological changes of a person in time;
- development and transformation of the leading activity of the subject;
- continuous professional education.

Professional development of the personality of the teacher of the Institute of Higher Education passes several stages, which can be conditionally called periods of adaptation, active professional activity, preservation of professional experience. Stages of professional growth are directly related to the areas of activity (teaching, scientific and methodological, scientific, expert and advisory, management).

The period of entering the profession for a teacher at a university is often accompanied by objective and subjective difficulties. Lack of methodical training, a large pedagogical load and a very modest salary give grounds to talk about the crisis of professional adaptation to the difficult conditions for a beginner teacher working in a university. Dissatisfaction with their professional status leads to the search for new ways to perform professional work, improve it, and sometimes to change jobs and even leave the profession.

A number of studies are devoted to the study of the dynamics of professional motivation. In particular, it is noted that the motives of labor activity are formed, change in the process of professionalization, and the actual needs that determine them may not be directly related to the implementation of specific labor actions. The features of the motivational sphere are revealed depending on the development stages of the professional personality, and attention is drawn to the connection between the dynamics of motivation and the change in the content of the image of the professional as the specialist's skills are improved.

With age and experience, when the teacher of the Institute of Higher Education is already a professional, it becomes inherent in an individual social and professional position, a stable professional self-esteem. Cardinaly rearranged social and professional values and relationships, changing ways to perform activities, which indicates the willingness of a specialist to move to a new stage of professional development.

It is believed that long-term performance of professional activities at a high level is impossible, so the transitional state of a professional is professional stagnation. On the example of the pedagogical profession it is established that at the stage of professionalization, as the individual style of activity develops, the level of professional activity of the individual decreases, and conditions for stagnation of professional development arise.

At the same time, professional experience has a high subjective value for the individual, and therefore not everyone is ready to review their experience from the point of view of modern requirements. In this regard, a young specialist is easier to adapt to new technologies of activity, since he has no experience of practical actions that would tie him to previous forms of work.

Successful professionalization of the teacher of the Institute of Higher Education is characterized by readiness for collegial work, ability to maintain internal motivation at a high level, development of innovative types and forms of work activity, awareness of the need for constant professional and creative growth in accordance with the new conditions.

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