

PROFESSIONAL SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF A PSYCHOLOGIST

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Abstract

The article describes the psychological conditions that are implemented during the process of teaching psychological counseling to students, as well as the problem of professional growth of the psychologist, their structure, the characteristics of important professional qualities of local and foreign authors. we can see the professional and personal development of the student in mastering the approaches and this type of activity

Keywords: professional identity, intellectual potential, self-development, cognitive-semantic, emotional-volitional, behavior.

Introduction

In the years of independence, within the framework of the nationwide program of education development in our country, a number of works were carried out to modernize higher educational institutions in accordance with the needs of the times, to change the content and essence of education. It is known that earlier education was aimed at imparting more academic knowledge, but now young people who are growing up now have in-depth theoretical knowledge, and special importance is attached to the formation and development of practical skills in them. The process of improvement of education is progressing rapidly. For this reason, today, many opportunities have been created for students of higher educational institutions to constantly update their knowledge, skills and qualifications. In recent years, extensive measures have been implemented in our country to strengthen the mental potential of young people. In the action strategy for the five priority directions of the development of the Republic of Uzbekistan in 2017-2021, "Education of young people who are physically healthy, mentally and spiritually developed, independent-thinking, loyal to the Motherland, with a firm outlook on life, deepening democratic reforms and in the process of civil society development, increasing their social activity"[1], increasing the activity of young people in the educational process, developing knowledge, skills and qualifications necessary for professional activity was recognized as one of the main factors. This, in turn, confirms that it is an urgent issue to improve the psychological mechanisms that ensure an independent and creative approach of young people in working on problems, and to research the gender characteristics of the important professional qualities of psychologists.

Research object and used methods

If we talk about the specific social and psychological characteristics of a psychologist, then we can show different directions of this process, (M. Moore, J. E. Hoffman, J. Willetts, D. Clark, N. L. Koneva, E. S. Melnikova and others [2] professional skills, the need to study the processes and mechanisms of acquiring values, personal qualities and the need to match the requirements of the profession (N.S. Wald, D. Anthony, M. Zundel, R. Mackintosh, N. Hamilton, M.M. Abdullaeva, E.P. Ermolaeva, S.A. Kotova, E.Yu. Mazur and others)[3], methods and mechanisms of attestation and certification (F. Brouar, M. G. Grimes, J. Geman, N. Hamilton others); analysis of the impact of the professional environment on the professional personality (S. E. Brownell, K. D. Tanner, Y. Kiratsis, R. Atun, N. V. Evteshina, Y. P. Povarenkov, O. A. Shlyapnikova, L. B. Schneider, etc.)[4] about the social psychological characteristics of professional identity put forward their ideas. The structure of a professional person consists of three interconnected components: cognitive-semantic, emotional-volitional and behavior. The content of the components of the professional identity structure are professionally important qualities and skills. They are both a standard for social comparison and self-development, and a criterion for compliance with the norms of a professional group, a condition for the successful implementation of activities. In the professional process, the formation and development of a professional personality are discussed in terms of professionally important qualities and skills. The career growth of psychologists is presented as a series of changes in the stages of professionalism, which are reflected in the recognition. In particular, S. Yu. The works of Korobova, A. T. Askerova, N. L. Vigel and others mention such aspects as acceptance of models and standards (individual and group)[5]. E.L. Soldatova, I.A. Shlyapnikova[6] and others include self-stability, the existence of conscious goals and values, personal and emotional maturity in this concept. Some authors (for example, M.V. Zakovorotnaya and others)[7] define identity as a sense of wholeness in which the community and the individual unite. One of the types of identity is the awareness and definition of a person in the profession. According to the concept[8] of L.B. According to Schneider, professional identity is manifested in self-description in the context of individual relationships with others (professional community) and business (profession). In general, professional identity is a certain structure, an element of professional self-awareness, which includes the creation of an "image of myself" as a professional, self-evaluation as a "performer" depends on and is manifested by entering it. professional role in self-expression of the individual. At the same time, it is impossible to build an adequate professional person outside of the real environment provided by the professional community and related to the competences in which the self-image is realized.

The obtained results and their analysis

The considered concepts make it possible to observe the formation of the psychologist's professional personality based on the components defined in the accounting structure: cognitive-semantic, emotional-volitional, behavioral. The criteria of the formed cognitive-

semantic component of a professional person are, first of all, knowledge of professionally important qualities and skills, assessment of the compatibility of personal requirements of an ideal psychologist with his personality, understanding of values and professional norms. The criteria for evaluating the emotional-volitional component of a professional person are used for a positive attitude to the profession, to oneself as a work subject, the ability to control emotions, and self-regulation. Vocational identity is an interdisciplinary topic that falls within the problematic area of occupational psychology, but is based on principles from personality psychology, social psychology, and developmental psychology. The crisis of professional identity has had a serious impact on the group of socially oriented professions, in particular, the profession of psychologist. We can mention the loss of traditional values, meanings and motives of the activity, the close connection between the personal and professional identity of the psychologist, which significantly complicates the formation of the professional personality of the psychologist working in this regard. In this process, the desired (ideal, required) and real (real) levels of professional identity development are taught among practicing psychologists and students studying in the field of "Psychology" of higher educational institutions. Without paying attention to self-awareness and personal development, the importance of professional qualities, their personal and professional identity is formed in students.

Conclusion

In conclusion, we can emphasize that there are many approaches to the consultative activity of a psychologist in domestic and foreign psychology. There are three directions for understanding the concept of professional identity: studying the influence of the social group represented by the professional. society, the need is appropriate, the processes and mechanisms of acquiring their professional skills, values, personal qualities and the necessity of compliance with the requirements of the profession, studying the methods and mechanisms of certification and certification, as well as analyzing the impact of the professional environment on a professional person is one of the more important qualities .

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