

Socio-Psychological Conditions of Development of Self-Awareness System of Future Teachers and Methodological Approaches to IT

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ANNOTATION: In this article, the criteria for predicting the conditions for the preparation of future teachers, the development of a system of socio-psychological training sessions for the future teacher's personal development in the implementation of the criteria and their application based on the point of view of the effects on the result, as well as the development of a system of self-awareness.

KEYWORD: identification, motivations, value, "Mind attack", "I", training.

The analysis of scientific literature on the problems of the study shows that the modern content of professional and pedagogical education necessitates a system of educational training and socio-psychological technologies that provide a high level of self-identification as a holistic structure of the formation of the personality of the teacher specialist.

Some scientists believe that the importance and necessity of socio-psychological support in the teaching of collective, group, student and teacher in cooperation with equal educational entities, the realization of the individual-psychological potential of the student, its adaptive capabilities, the satisfaction of the need for appropriate development, the formation of socio-professional views, the processes associated with the formation of motivations, value orientations. This is based on the fact that the upcoming teacher discussions – "attack of the mind" and the knowledge of the application of others to practice-will turn into a training of interaction in educational processes. These processes are one of the conditions required in the formation of individual communication skills, such as the creation of a dialogue space for the training of future specialists – mastering the principles and factors of communication interference, confirming their judgments, analyzing and forecasting the actions of the interlocutor, studying active listening techniques, asking questions, regulating emotional tension. The methods of education in this condition, the application of any form of it, end with the analysis of socio-perceptual materials. However, it has also been established that innovation in teaching students in experimental studies will lead to more effective success in game technology than they. Scientists note that such technologies, on the one hand, show the complexity of individual development, the acquisition of professional knowledge, the knowledge of their position in relation to the professional image, the accumulation of personal experience and, on the other hand, the practical-oriented teaching methods.

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Thus, the justification of the prerequisites for the training of future teachers by the researchers was based on the following basic criteria and helped to identify the complex approach to the process of self-identification:

- formation of a professional image of the "I", including the integrity of perception from a broad social point of view of its activities;
- formation of a positive attitude to the chosen profession of the teacher, that is, the image of the profession;
- formation in the system of professional interest and motivation, that is, education and professional motivation;
- to understand the importance of personal (spiritual-moral) development of professional knowledge and its professional growth (formation of professional orientation);
- to encourage professionalism as a future teacher – to become a master of his profession.

In the implementation of the above criteria, the future teacher is required to develop a system of socio-psychological training sessions for personal development and apply it based on the point of view of the effects on their outcome. At the same time, most scientists define education based on such methods as the future mature, perfect and professional teachers from students in modern education as an integral part of the system of training and personal development.

These types of educational processes are usually based on the principle of participation – participant and listener. From this it is understood that the whole team is participants in the process of organizational preparation, aimed at mastering the knowledge and methods of both personal and practical activity. As a result of such education, the student group – team works in the direction of personal and professional development in harmony with each other, in harmony with their worldview, under motivational influences.

According to I.V.Vachkov, socio-psychological training is a set of active methods of practical psychology, which are used to formulate self-awareness and personal development skills. At the same time, such methods of training (asapicity) can be applied both within the framework of clinical psychotherapy for the treatment of neurosis and in practical, from the point of view of psychology, when working with mentally healthy people to help self-developmenttirishga. Training is a multifunctional method of purposeful changes in socio-psychological phenomena on a chosen topic for the purpose of personal adaptation.

Practice shows that training in the direction of vocational training enriches the personal potential of the subject of activity and is usually directed to the solution of the following main tasks:

- study and expand critical life situations, future professional activities;
- formation of motivation for interaction, reflection, personal development, education and professional motivation;
- improvement of personal qualities;
- it is expressed in the criteria for the development of professionally significant qualities necessary for the future teacher.

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