



PROBLEMS OF FACTORS DETERMINING THE PROFESSIONAL MATURITY OF A PSYCHOLOGIST

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ANNOTATION

The article describes the formation of the psychologist as a specialist, his views on professionals who have mastered the professional activity at different levels, the description of the criteria of professional formation. One of the most important qualities of a psychologist's work is described in terms of professional competence or professionalism. It includes: professional knowledge, skills, qualifications and knowledge. There are ideas that social relations can be divided into subtypes such as humanity and communication.

KEYWORDS: professional formation, professional competence, professional professionalism, professional knowledge, ability, skills and knowledge, professional erudition, Existential-humanism, concept, responsibility, respect, empathy

DISCUSSION

The President of the Republic of Uzbekistan Sh.M.Mirziyoev expresses the following views on the education of youth: "We face difficult tasks in educating young people, training and retraining in various fields of psychology and others. "The better the upbringing, the happier the people," say the wise. For education to be perfect, there must be no gap in that [1]"

It is important for a psychologist to analyze the problems of professional development based on the discovery of the relationship between its two aspects: on the one hand, researchers say that it is important to determine the appropriateness of professional activity in a person, because professional activity is unique to man. The author's views on the process of formation of a person as a specialist are given. Perceptions of professionals who have mastered different levels of professional activity, as well as a description of the criteria of professional formation are given. One of the most important qualities of a psychologist's work is his professional competence or professionalism. It includes: professional knowledge, skills, qualifications and knowledge. The range of professional opportunities is determined by the performance of professional technologies and methods [2].

A psychologist must be a specialist who is fully prepared. Therefore, professional erudition should be familiar not only with psychological

knowledge, but also with the concept of history, cultural studies, philosophy, pedagogy, sociology, political science, economics, law, philology (linguistics), physical education, mathematics and computer science, as well as modern natural sciences. . Professional knowledge The ability of a psychologist to apply his / her psychological abilities and knowledge in the performance of his / her activities, the ability to make concrete decisions and apply techniques determine the success of a psychologist. The more experience, the more professional skills are mastered. In the work of a psychologist, professional and personal qualities are highly interdependent. It is very difficult to be a different person in personal activities and a completely different person in professional activities.

It is important for a professional psychologist to adequately evaluate his or her work. It is important to understand the individual psychological characteristics of his personality, to know the strengths and weaknesses of his character. At the same time he must know how to compensate for personal shortcomings. Another important quality is the development of self-awareness. The limitation of self-awareness is the limitation of freedom. If a psychologist knows himself deeply, he can understand others deeply. Acceptance of personal responsibility is also an important quality. The need for continuous development of the system of training qualified personnel and the fact that a person with many years of experience in various industries does



not fully realize his potential has created the problem of self-expression in all aspects of professional activity. Without addressing these issues, it is not possible to implement successful quality education and planning for future careers. The practical significance of this problem has shown the importance of studying it in the field of psychology as well as in various disciplines. The difficulty in studying the process of professional formation is that skills and professional competencies are focused on normative activities based on a particular way of doing work. Therefore, the level of professional maturity is not highlighted, but only the age characteristics and the time spent as a specialist are taken into account.

In studying the professional formation of a person working in the social sphere, it is important to pay attention to the different types of social relations between the subject and the social environment, which fully reveal the potential of the person. It is important for us that each social relationship is further subdivided into subtypes such as humanity and communication. The first type is characterized by the fact that the subject "finds" himself and does not want to change himself and his activities. The second type is explained by the subject's "search" for himself. This transition is an intermediate state. The individual (or society) leaves one form and attains another higher level of society. For harmonic relations, the subject is manifested as a whole person, which is determined by the subject-object order - the role mask. Here man is in a state of "absolute motion of progress."

Later, the work of S.L. Rubinstein served as the basis for views on the professional formation of the individual. S.L. Rubinstein distinguished two ways of expressing a person's attitude to life. All relationships in man are not complete, but life that falls within the scope of the relationship to individual events. In such an attitude, man is not considered a subject of life, nor is he separate from it. Here life itself manifests itself as a "natural process" that man fills with lifestyle. Social life manifests itself as a subject instead of a person. Here morality, innocence, not doing evil, naturalness is manifested as the natural state of man, and at the same time here good and evil are interrelated. This method is described as a feature of human life that is part of a self-sustaining life-automatic relationship.

In the concept of the word K. Roger connected the psychological maturity of the person with the "I-concept". An integral part of self-construction consists of unintelligible mechanisms formed in early adolescence, perceived patterns of behavior, as well as an identification mechanism. As a result, in the process of ontogenetic development, a person develops a subjective picture of the environment, which is an important part of the image of "I", based on the individual experience of the

person. The higher the level of psychological maturity, the more individual, the more clearly formed and expressed the fundamental core of the "I". Thus, according to K. Rodgers' theory, the self-concept is interrelated with the psychological maturity of the individual and consists of various non-emotional, cognitive, interpersonal impressions of the individual that are gradually absorbed into a whole core. Underlying the development of the self-concept is a stimulus, the desire of man to realize his potential in various aspects of life.

The phenomenon of psychological maturity is also studied in existential-human concepts. For example, in gestalt therapy, F. Perls identified autonomy as the main criterion of psychological maturity, describing it as a criterion of self-reliance, the ability to believe in their own inner experience. E. Fromm, on the other hand, linked the concept of personal maturity with the ability to love. He interpreted and justified mature love as the ability of a person to care for someone else, to respect the interests of others, to feel responsible for others.

Hence, E. Based on Fromm, psychological maturity is associated with care, responsibility, respect, and empathy, and is manifested directly in interpersonal relationships. In understanding and interpreting psychological maturity, G. Sullivan's theory of interpersonal relationships is close to the concept of E. Fromm, according to which healthy mental development is considered in the interpretation of mature interpersonal relationships. According to G. Sullivan, a psychologically mature person simultaneously experiences friendly feelings and sexual interest in a person. "Psychological maturity of the individual" has been actively studied in developmental psychology. Krayg, Dj.Lovinger, E.. Reflected in Erickson's research work. According to the authors of this direction, psychological maturity is formed in the process of human ontogeny and is based on a certain description of maturity at each age. In particular, according to E. Erickson, it is the sense of resemblance that is a key component of a person's psychological maturity. Adolescence and early adolescence is a sensitive period for its formation. A high level of maturity, according to E. Erickson, is achieved by the individual in the process of strengthening and stabilizing the sense of similarity ("Who am I?"). mature personality traits are formed, such as efficiency, which manifests itself in the ability to achieve them, integration that occurs at the final stage of human life and consists of the integrity of the structure of personality maturity. To fully understand the description of the integrity and integrability of the individual, it is necessary to study the path of his development in the non-repetition of the individual. Thus, from the point of view of developmental psychology, psychological maturity is a structure that is formed as a result of the development of qualities such as individuality,



closeness, autonomy, responsibility and wisdom in a person.

Another representative of developmental psychology is Dj. Lovinger explores the psychological maturity of the individual, combining ego development and cognitive development as its components. The scientist identifies seven main stages in the formation of human psychological maturity:

- Pre-social (full dependence on adults);
- Impulsive (egocentrism, precision, dependence on others),
- Self-defense (fear of punishment, manipulation, use of convenient opportunities for personal purposes);
- Conformity (obedience to external norms and rules);
- Conscious (development of conscience, setting personal norms, self-criticism);
- Autonomy (respect for the autonomy of others, tolerance for their views, internal conflict and need management);
- Integration (integration of self-understanding with understanding of other people).

The main point of this theory is that each stage of development is more complex than the previous one. It is not necessary to link each stage with chronological age, but no stage in the development process can be missed. According to J. Lovinger, only a handful of people reach the final stage.

From the specific theories of developmental psychology, it can be concluded that psychological maturity is defined by the normality of autonomy and the independence of the individual, self-reliance, the ability to establish effective interpersonal relationships and, finally, integrity at the end of life.

The Eastern philosophical current mainly raises the issue of human destiny and the acceptance of that destiny. As long as there is no escape from a situation, there is no choice but to accept it. European traditions, on the other hand, direct people to build their lives independently. Active start is one of the distinguishing aspects of western thinking, finding content from one's place and existence in the universe, and so on. In the psychology of the individual, the assignment of responsibility for what happens to a person to external factors or to oneself is called locus control. This concept was introduced by Dj. Rotter. If a person has internal locus control, such people are called internalists. He feels like the creator of his life. Internalists are less likely to be influenced by others, and if they feel an attempt to control them, they show their resistance to it. They work better in solitude than working under supervision, and find it difficult to forgive the lack of personal freedom.

If a person thinks that what is happening to him is the result of the influence of external forces that are not at his disposal, he calls them external, he

will be directed to accept all that is happening. Although they do not occupy high peaks in internal life like internalists, they do not capture complex problems. Externals follow a conformal law, are influenced and pressured by those around them, and work better with people than loneliness. They have difficulty in organizing their activities, in planning they mainly take into account external demand.

Republican conference "Problems of improving the vocational guidance of youth" Conference on labor education and vocational guidance Symposium "Psychological aspects of vocational work among young people" Scientific-practical conference on improving vocational guidance among rural youth, the republican scientific-practical conference and others can be cited as examples.

The system of "human-professional-industrial environment" is in itself a very complex multi-stage multi-faceted, and in our country in this system the human factor is taken care of at the state level. In the field of training, the state policy envisages the education of a well-developed citizen through a system of continuing education.

Thus, the study of the problems of human professional formation is one of the urgent tasks of both fundamental and applied research. Under the leadership of RZ Gainutdinov a number of studies on various problems of professional recovery were conducted.

In the dissertation research of DN Arzikulov the main attention was paid to the study of the psychological features of the stages of professional formation of students of the Agrarian University. Important findings that apply to other professions are the idea that there is a statistically significant relationship between the individual characteristics and occupational qualities identified at each stage of professional recovery.

The priority of individual characteristics at different stages of development is an indicator of their personal-professional adaptation and self-identification with the profession.

In subsequent research, the author's conclusion that the interpretation of his experience in practice after the interdependence of students' perceptions of himself during the academic years to solve practical problems is important to determine their importance in the professional recovery of the integral "I". Success in professional recovery is largely determined by positive attitude factors.

Sh.G.Saparov's research devoted to the study of personal and professional characteristics of teachers emphasizes that their formation and development takes place in their professional activity, that is, the degree and quality of manifestation depends on the age and work experience of teachers. The author also shows the motivational factors of gender and professional



activity. "The high level of need for achievement is mainly reflected in teachers aged 30-35 with up to 10 years of experience. Then the need for action will stabilize at the level of average prices.

In the dissertation of Yu.M. Asadov the psychological features of the system of professional development of a secondary school teacher, which determine the direction of professional and personal growth, are studied. The effectiveness of professional recovery in maintaining reputation at this stage largely depends on psychological characteristics.

One of the main conclusions of the author in psychology is that "individual-psychological characteristics of a person are reflected in the specific activities of a person and can be a factor in this activity. The psychophysiological basis of processing as a means of improving and achieving goals. »Such personality traits are extrovert-interovertism, neuroticism, self-esteem, anxiety, emotional potential (stability), emotional attraction.

The research conducted by Yu.M. Asadov is based on the relevance of the study of individual-psychological characteristics of the teacher as a factor in the development of professional skills in accordance with the requirements of the State National Program for the Development of School Education. Classification of the integral components of the teacher's professional skills, such as "teacher's professional skills", "individual-psychological characteristics of the teacher", "psychological type of the teacher" scientifically based data explaining their importance as factors in the development of teacher professional skills.

The dissertation of BN Sirliev "Psychological aspects of professional development of masters of secondary special vocational schools" is devoted to the study of current problems of professional development and professional self-determination on the example of masters of vocational schools. The research reveals the psychological aspects of the problem of training production masters in the stages of adaptation and professional mastery of professional adaptation and improving their personal and professional development.

According to B.N. Sirliev, the indicators of professional recovery of masters are the following individual psychological characteristics: communicativeness, emotional stability, dominance, social maturity, social courage, confidence, confidence, independence, self-control and other knowledge and skills related to the organization of pedagogical education. performance, etc. may be levels of manifestation of the development of the formation. Also, based on the results of the study, it was proved that personality, individual-psychological, motivational features are closely related to the knowledge of pedagogical skills of masters of vocational education. Based on the research methods applied by the author, clear

conclusions were drawn about the need for communication, emotional stability, striving for excellence, courage, confidence, extravagance, self-control, the need for success, and the professional importance of others in the work of vocational educators. Their optimal manifestation was that of masters of vocational education over 10 years of age and older than 35 years of age who belonged to a certain gender as well as had more anxiety and neurotic less extrapunitive traits and lower self-esteem in women than their male counterparts.

In the doctoral dissertation of R.Z. Gaynutdinov on the basis of the analysis of factors of personal characteristics of the level of realization of components of pedagogical activity of the teacher it is possible to distinguish the criterion determining efficiency of professional activity. These are:

- Self-assessment of personal-professional component;
- intention to self-actualization;
- emotional stability and professional identity;
- self-esteem and "I";
- Dynamism needs to be converted into achievements, expecting a positive attitude from others;
- internality (internal control).

High levels of manifestation of personal qualities contribute to the restoration of a progressive type of teacher who creatively realizes the components of pedagogical activity. They accounted for 33.1% of those surveyed.

The average indicators of the manifestation of personal and professional qualities correspond to the average level of realization of the components of pedagogical activity without conscious skill but creativity. 48.1% of teachers of this standard type.

Teachers with a low score for their 'Me' did not have enough components in their professional activities, and they accounted for 18.8%.

Thus the completeness of professional success with the personal qualities of the subject of activity has been proved.

F.S. Ismagilova's dissertation on the professional experience of specialists and its management in the period of formation of a market economy shows that the criterion for the effectiveness of professional experience is the competitiveness of the specialist. The competitiveness of a specialist as a professional in the labor market and in the organization is his or her superiority is the level of general demand.

Psychologically, this can be interpreted as an orientation of the employer to the content area in preparation for a reassessment of their professional resources and capabilities in accordance with the current rating of values for the employer. The attitude of the subject to his professional experience should be based on the personal meaning of the experience for the subject itself and the ability to distinguish the real significance of this experience in the labor



market, the author writes. Thus, F.Z. Ismagilova proved that self-awareness is one of the main factors determining the professional recovery of the specialist's self-esteem.

Research in the field of legal psychology has a special place in the psychology of our country. The research of E.Yu. Agzamova (2001) is devoted to the study of the factors determining the manifestation of personal and psychological characteristics of police officers. Although there is a peculiarity in the professional rehabilitation of MIA employees, it has been proven that there are also general psychological laws. They consist of the importance of personal descriptions.

II Factors influencing the manifestation of individual psychological characteristics of the individual:

- psychological reliability and stability;
- professional sensitivity and understanding;
- subjective control.

An important conclusion from the point of view of our scientific interests in the research of IR Ergashev devoted to the study of the psychology of communication of the investigator with the participants of the preliminary investigation is that the effectiveness of investigators in establishing psychological communication with the participants of the preliminary investigation depends on their professional psychological preparation.

Kadyrov's research is devoted to the psychological aspects of preparation for a career choice and the problems of professional diagnostics. The basic rule is that professional orientation is a semantic aspect of professional development that is generally expressed in interests and values. Psychological training or maturity when choosing a profession is an important factor in professional self-awareness that helps in choosing the right profession and strength stability is manifested in tension that consciousness is provided with independence and is part of the formal-dynamic aspect of career choice. Thus, all the content and formal-dynamic aspects of professional choice in general contribute to the formation of a certain strategy of professional development of the individual. At the same time, based on the data of the empirical part of K.B. Kadyrov's research, he concludes that intellectual abilities are inextricably linked with personality tendencies, orientation, tendency, etc., and are the basis of professional recovery of young people. A person reacts to the environment, values, the content of the types of activities selectively, including in accordance with their mental capabilities.

In our opinion, it would be more accurate to describe it as the degree of formation and development of reflexive processes of self-awareness, if their traditional interpretation in psychology is used and not as mental capabilities.

The dissertation of the dissertation student R.Z. Asomova "Motivation of career choice and its

dynamics" reveals in detail the mechanisms of career choice motives, their primary sources, driving forces, dynamics and individuality. The issues of the relationship between professional motives and professional training, as well as the relationship between professional and educational motives have also been extensively studied.

U.S. Jumaev's dissertation on "Socio-psychological features of the formation of a system of attitudes to career choice in adolescents" for the first time studied the manifestations and dynamics of the attitude of small, real group members to career choice in adolescents and its formation in secondary school students. Also, in the course of their work, the indicators of the system of career choice (average general and comparative-typical) were analyzed and appropriate practical recommendations were developed, the age characteristics of the system of attitude to career choice were described.

In the dissertation of R.B. Abdurahmanova on "Development of professional orientation of teachers and psychologists" the components of professional pedagogical and psychological orientation are identified and the dynamics of its formation in the period of preparation in higher education is studied. The results of the study clearly show that the knowledge acquired in higher education is part of the system of values and values of personality motives of students. The study of attitudes to the child as a socio-psychological institution manifested in the form of a combination of cognitive, emotional and behavioral components is a novelty for psychology. In addition, for the first time in the study, the problem of changing the type of activity, ie the change of professional orientation in the retraining of school psychologists was studied.

It is important for a psychologist to analyze the problems of professional development based on the discovery of the relationship between its two aspects: on the one hand, researchers say that it is important to determine the appropriateness of professional activity in a person, because professional activity is unique to man.

The analysis of the formation of the professional maturity of the psychologist in the psychological pedagogical literature in the research conducted by foreign psychologists, the research of psychologists of our country is noted in the analysis of research on career choice, career guidance, professional formation of personality. By summarizing the theoretical data on the problem of professional maturity in psychologists, it is expedient to draw the following conclusions:

1. The formation of the qualities of professional maturity is associated with the process of social and professional development of the individual, which is determined by their socialization, the level



of communication skills and professional maturity.

2. Qualities of professional maturity The professional formation of a specialist may be related to his position in the professional and social environment and the professional self-awareness of the individual.
3. The concept of psychosocial qualities is used in research, which is explained by the social features of professional development as well as professional qualities.
4. The formation of professional maturity in foreign research is based on professional activity, which is determined by the fact that the subject is fully reflected in the social environment, the character of the person, the full potential of the person in the activity, that is, the person understands the essence of the profession.
5. The formation of professional maturity qualities in a person may depend on their individual characteristics, interest in the profession, abilities.
6. Uzbek psychologists have studied a wide range of issues, such as professional recovery, formation, development of personal professional qualities, psychological characteristics of professional development, pedagogical activity of teachers, personal and psychological characteristics of police officers, career choice, professional motivation and attitude to career choice. .
7. The formation of professional qualities in the research of foreign psychologists is associated with the development of professional requirements, ethics, understanding of values, self-management, new values of professional roles, the development of institutions.
8. The formation of professional qualities in the personality of a specialist is determined by the needs, interests, attitudes, confidence and professional motivation and cognitive abilities of the person.
9. The formation of professional qualities in the personality of the specialist is explained by the image of "I" - professional training, professional orientation and professionalism, communicative training, personal characteristics, self-awareness.
10. Research of psychologists of Uzbekistan substantiates the psychological mechanisms of career choice, career guidance, the formation of professional skills and abilities in the personality of the specialist, professional maturity, professional and personal development in the personality of the teacher.

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