



Development of Professional Qualities of A Psychologist in Personal and Social Progress

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 01 Dec 2023	<i>The article describes the importance of personality theories in the professional formation of a psychologist, the role of individual characteristics, the relationship to people, to oneself, to the objects of the external world, are presented. Also, in the process of the professional development of a psychologist, as a specialist, the changes in the person's perceptions about himself, his position in the professional and social environment, and the aspects of the formation of professional qualities are described.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Professional Formation, "I" Concept, Profession, Social Mirror, Self-Mirror Social Maturity.

1. Introduction

Professional formation as an individual's transformation into a specialist is a change in a person's perceptions of himself, his position in the professional and social environment, as well as the formation of new professional qualities, in a broad sense - in harmony with the individual's professional self-awareness. is a process. During the crisis of professional formation, professional qualities are clearly manifested. Despite the increased interest in the problem of professional qualities, questions about the nature, structure, dynamics and functions of this phenomenon have some confusion. The main reason for this is that this problem, especially social qualities, which are used instead of professional qualities in the general structure of a person, is poorly studied. To study the problem of professional qualities, first of all, it is necessary to understand how this reality occupies a place in the system of personal qualities, and what role it plays in the professional and social self-awareness of a person. The composition of professional qualities in the context of the relationship between personal and social development shown in research allows for a deeper understanding of the individual mechanisms of the formation of this phenomenon.

In the National Encyclopedia of Uzbekistan, the profession is defined as follows: "Profession is the labor activity of a person, a type of permanent training; it requires knowledge, skills, and experience that allow to perform a certain type of work competently. ...Profession is usually the main source of a person's livelihood. According to the explanatory dictionary of the Uzbek language, "Profession - (Arabic: learning something, mastering, profit; craft, occupation) is a type of work activity that requires certain experience, creativity; is defined as "craft".

O. Shamsiev and D. Mukhammedov commented on the concept of "profession" by Ye. A. Klimov as follows [4, B. 51-52]:

1. Profession is a group of people who work on related problems and lead the same lifestyle.
2. The profession is related to the separation of the object and the subject in the work of the psychologist as the scope of using power.
3. Profession is considered as the activity and manifestation of a person.
4. Profession is a historically developing system.
5. It is often said that the profession as a reality is creatively formed by the subject of work.

It should be noted that the substantiation and description of the requirements for the profession (profession) has its own characteristics, and the general and private duplications can be described as follows:

1. Psychological description of the profession and its specialties.
2. Importance of the profession for the country's economy.
3. Social description of profession and specialization.
4. General description of proposals, preparation periods, measures for improving the pedagogical system [3].

Therefore, the use of scientific achievements in the selection of candidates for a profession has a number of advantages, it creates conditions for the positive progress of the process of professional adaptation, adaptation to the professional team, and the full manifestation of the professional "I".

A psychologist is one of the objects of social psychology, a person who acts as both an object and a subject of social relations. The science of psychology has developed a number of theoretical approaches to the problem of social psychology of the individual. It is appropriate to present the personal description of the representatives of this school: L.S. Vygotsky, S.L. Pubinshtein, A.N. Leontev, V.N. Myasishev, K.K. Platonov. This makes it possible to clarify concepts, methods and structures related to the theoretical-methodology of the problem under study [7].

S. L. Pubinshtein, a representative of the psychology of the former union, explains that "personality is manifested and formed in activity, therefore, various aspects of behavior contribute to the manifestation of personality and its formation" [7, B.18].

V.N. According to Myasishev, the unity and diversity of a person is determined by the interdependence and diversity of relationships. He chooses priority relationships in the personality structure that describe his direction (his attitude to people, himself, objects of the outside world) [7, B.26].

According to A. N. Leontev, a person is related to activity and can act as its state and product. Analyzing a person's activity leads to its illumination as a multi-level system. Education is the basis of the system that determines the development and activity of a person and is a subjective activity [7, B.29].

B. G. Ananov emphasizes that the personality is manifested through social relations and functions. According to the scientist's idea, a person is enlightened according to moral and legal norms, standards of behavior, motives and social characteristics related to the performed roles [2, 110, B.34].

American psychologist and sociologist C. Cooley, one of the leading representatives of social psychology, believes that the development of the concept of "I" is carried out during a long process and cannot be carried out without the participation of other individuals, that is, without the social environment and group experience. Ch. According to Cooley's assumption, a person forms his "I" based on the reactions of other people he perceives. This approach of "I" was called "I am a mirror" [6]. Ch. Kuli's "Men Kozgu" has a three-stage structure:

- our perception of others;
- our understanding of other people's thoughts;
- our feelings about our thoughts.

The "social mirror" is always in front of us and always changing. Different people express their opinions about people, discover their reactions. Over time, as a result, this will lead to a change in his perception of his abilities. A developing person is more demanding when choosing a group of people who will play the role of a "social mirror", whose opinion is valued. At the same time, if a person misinterprets one or more ideas, the "mirror" is broken [5].

The psychological characteristics of the development of professional compatibility of future psychologists were studied and conclusions were drawn. Based on these conclusions, future psychologists will have the opportunity to develop their professional competence only if they understand their activities. (Rodrigina U. S., 2007). One of the conditions for the development of professional compatibility is a qualitative shift in professional development. It is at the student age that the basic characteristics of compatibility, which express a person's belonging to a certain profession, begin to form. It is necessary to create special psychological conditions in a higher educational institution for the faster development of these characteristics. The higher educational institution is important for the development of the professional suitability of future psychologist students. It starts at

the educational institution. Based on this, it is possible to emphasize the special importance of studying the professional compatibility of future psychologist students.

Addressing professional compliance as a subject of research, scientists focus on its structure (N.L.Ivanova, L.B.Shneider, Yu.A. Kumirin), pedagogical conditions of its formation (T.Yu.Skibo), relation to pedagogical direction (A.S. Nazyrov), appearance and functions (D.N. Zvolishin) considered questions related to the specific features of the formation process (N.V. Antonova, A.O. Volkova, Ye.P. Ermolaeva, Yu.P. Povarenkov, I.Yu. Khamitova). A number of research works on the profession of representatives of various professions (Yu. A. Kumirina - lawyers, A. A. Shatokhin - economist - students, L. G. Matveeva - clinical psychologists, L. B. Schneider - applied psychologists and theologians, V. F. Ulyanov - reserve officers, I. B. Subbotin - officer educators). dedicated to the formation of conformity.

At the same time, in the last decade, a number of works have been carried out in which future psychology students participated as research objects. Various points of view were studied in these works: psychological characteristics of career choice (O.B. Polyakova) professional self-awareness (E.N. Akhmetshina) formation of professional direction (A.R. Musallaeve) development of professional self-actualization (A.V. Shlakina) development of important professional qualities in the process of studying at a higher educational institution (S.V. Tarasov) development of subjectivity in the process of independent study activity (A.F. Berezin) motivational resources of professional personal development (S.S. Chebotarev) individual educational and professional activity development of appearance (I.V. Zavgorodnaya) and many others.

One of the scientists in the history of Russian psychology put forward the theory of the principle of active adaptation of the individual to the environment. In this case, the concept of "environment" is broad, it is interpreted not only as things, nature, people and human interactions, but also as ideas, spiritual wealth, aesthetic, moral, and religious values. According to A.F. Lazursky, the relationship between a person and the environment depends on the relationship between heterogeneous endo and exopsychic elements at different levels. All types of the person identified by A.F. Lazursky correspond to certain types of professions corresponding to them.

The degree of formation of important professional qualities of future psychologists (students of Higher Education Institutions) is determined based on monitoring their practical activities. The first thing that was noticed during the observations is how the student organizes his work, how he dedicates himself to it and what he expects from this work. It is possible to talk about the degree of formation of one or another professional feeling by observing the student's attitude towards professional activity during practice. Based on this, we divided future psychology students into 4 types. The table shows the names of the species and their characteristics.

"Attitudes of future psychologists towards their professional activities".

Types	Type Description
1. Professional and personal qualities are formed on the surface	Impatient. Empathic and reflexive ability is poorly formed. Due to impatience and inability to control their emotions, empathic listening skills are very weak. He talks about his thoughts and feelings during communication with the client. He does not know how to cheer up, support and give direction. He often interrupts the client and others. He does not listen to the end. He does not take into account the client's character traits, ethnoculture, worldview. Not tolerant. He does little work on himself, he considers the knowledge he has acquired in the lessons to be sufficient. The ability to analyze, synthesize and generalize the received information (symptoms, complaints) is weak. Due to the lack of theoretical and practical knowledge and professional skills, it is difficult to diagnose burns, make a decision about psychological help and implement it. Can't use the given advice efficiently. Ability to work collaboratively with other psychologists is a plus. It always uses one or two methods, its directions are narrow and it cannot deviate from it. The client's age, sexual, cultural, intellectual characteristics are closed in communication and relationships, and they cannot control their emotions.
2. "Authoritarian or manipulative type"	In communication, he speaks loudly without objection, sometimes in a commanding tone. He dominates interpersonal relations, sometimes he tries to control the client and convey his opinion to him. He tries to subjugate the client to himself, to force him to accept his opinion (idea).

	<p>He is not interested in the client's thoughts (ideas), experiences, feelings. He cannot perceive especially sensitive feelings. He gets upset when someone interrupts him. He always thinks he is right. Even if it is closed in communication, the reason for seeking to know the inner world of the client is to use it knowing its secrets. There will be a dispute with the client. His reception is more like an investigative process than a psychological consultation. He considers it important to seek advice from his classmates and teachers. Although he accepts the advice given, he does not want to express gratitude. He considers himself an expert psychologist with sufficient knowledge, therefore he considers it unnecessary to work on himself.</p>
3. The liberal type	<p>Even if he has sufficient theoretical knowledge and practical experience, he struggles to use them effectively. Because, falling under the influence of the client, he cannot get out of his influence. Due to the lack of operative, optimal and independent decision-making, creative thinking, tanky thinking, it is difficult for him to use his knowledge and skills sufficiently and effectively. Such a psychologist (student) is manipulated by clients and subjected to their will. The client takes the lead in the communication process; they take advantage of the weakness of the psychologist's ability to manage the counseling process. These students underestimate their academic abilities, and as a result, their confidence as psychologists decreases</p>
4. Highly developed professional and personal qualities	<p>Empathic and reflexive abilities are highly developed in them. They can see themselves through the eyes of another person. They can assess themselves adequately. In particular, they correctly assess the shortcomings of professional knowledge. They can control their emotions. Highly developed communication skills. Active in communication, but with strong social perceptive skills capable of empathic listening. He supports clients in the process of communication with his facial expressions and actions. They can listen to people patiently. He works tirelessly on himself. In the process of communication, he takes into account the client's age, gender, national and psychological characteristics. Serious, but can use humor appropriately when necessary. He can quickly analyze the received data (symptoms) and draw the necessary conclusions. Because of his strong ability to generalize, he can quickly make decisions and make diagnoses. He feels free to work with a group. He knows many methods, knows how to use them in what situations and in what way.</p>

As can be seen from the table, there are differences between type 1 "Professional and personal qualities are superficially formed" and type 4 "Highly formed professional and personal qualities". It is between "unformed professional and personal qualities" and formed important professional qualities. The remaining 2 types "authoritarian or manipulative" and "Liberal type" show students' attitudes towards the learning process. As a result of observations, one-fourth of the graduate students undergoing examination are ready for professional activity, and the rest have one or another problem in their professional activity. However, dividing into such superficial types alone does not fully reveal the educational process of professional-expert training in HEIs.

Developing the theory of C. Cooley, J. Mead developed the concept of "important person". According to the concept of "important person", it explains the nature of perception of another person by others. "Generalized other" represents the universal values and norms of behavior of a certain group, which help in the formation of the individual "I" among the members of this group. In this way, a person learns to see his behavior in relation to others and to feel their reactions. Therefore, we rely on the concept of J. Mead in conducting research on the socio-psychological portrait of students. In this case, it is necessary to study the importance of the cohesiveness of the group of students, their values and psychological image.

1. L.D. Gorbova defines five stages of socialization, including:
2. - primary socialization stage or adaptation stage, which lasts from birth to adolescence;
3. - the stage of individuation, when a teenager has a desire to stand out from others [5].

4. G. M. Andreeva identifies three stages of socialization: pre-work, work and post-work. This approach takes into account that socialization means acquiring social experience, first of all, in the work process.
5. The pre-employment stage covers the period of a person's life before the start of work and is divided into two periods:
6. - the period of early socialization: from the birth of the child to the admission to school;
7. - period of study: all time of study at a school, university or other educational institution.
8. 1. The labor stage of socialization covers the period of maturity of a person, the entire period of labor activity. Labor activity does not stop the process of assimilation and reproduction of social experience [19].

When a person reaches social maturity, the process of socialization is completed at a certain level. Many psychologists say that the process of socialization continues throughout a person's life, but the socialization of adults is different from the socialization of children. Adult socialization changes external behavior and is designed to help a person acquire certain skills. Socialization of children forms value orientations and deals with the motivation of behavior. In the process of their socialization, there may be failures manifested in deviant behavior.

4. Conclusion

Thus, the formation of professional qualities is related to the process of social and professional development of a person, which is determined by the level of socialization, communication skills and professional maturity. Professional qualities can be related to the professional formation of a specialist, his position in the professional and social environment, and the professional self-awareness of a person. In the process of professional formation, the study of the concept of self is based on personality theories, personality types, personality structure, individual and socially important characteristics of a person. In determining the level of development, completely new methods are required, which is to determine the level of development of important professional qualities, not the attitude to the profession, as in pedagogical psychology or acmeology.

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