

Optimising Professional Development of Pedagogy Students through Socio-Psychological Training and Environmental Education Enhancement

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Abstract: This paper explores the urgent need for enhanced professional training and education of pedagogy students, emphasising the development of professional maturity, adaptive potential, and effective pedagogical communication. It identifies key socio-psychological characteristics essential for future educators and outlines the challenges in preparing students for their roles. The research underlines the importance of the student period in professional development and highlights the crucial role of teachers in environmental education. It advocates for universities to play a significant role in optimising students' professional formation and addresses a research gap by focusing on the socio-psychological features of this process. The study's objective is to develop an effective training programme based on these features, aiming to improve the professional development of pedagogy students. Using various psychodiagnostic methods, the research evaluates the integration of professional qualities and proposes a socio-psychological training programme to enhance professional formation. Empirical data supports the programme's efficacy in fostering professional growth.

1 INTRODUCTION

The article addresses the growing demand for the professional training and education of the younger generation, emphasizing the need for not only academic knowledge but also professional maturity, adaptive potential, and effective pedagogical communication. The focus is on the professional development of students majoring in pedagogy, highlighting their socio-psychological characteristics. The key points covered in the research include:

1.Importance of Professional Development:

- The modern societal demand for professional training requires a high level of professional maturity, adaptive potential, and effective pedagogical communication.
- The need for full self-awareness and development of the professional potential of future educators is emphasized.

2.Psychology of Environmentally Responsible Behaviour:

- The article mentions the study of participants in the educational process regarding the psychology of environmentally responsible behavior, utilizing various experimental methods to achieve desired results.

3.Challenges in Student Preparation:

- Despite the importance of professional development, the preparation process for students majoring in pedagogy often lacks sufficient conditions for full self-awareness and the development of their professional potential.

4.Significance of Student Period:

- The student period is highlighted as a crucial stage for professional development, characterized by the understanding of individuality, formation of values, socio-psychological development, and the establishment of research directions.

5.Role of Teachers in Environmental Education:

- Psychological approaches are considered crucial in the development of environmental education, emphasizing the significant role of teachers in this aspect.

6. University's Role in Professional Formation:

- The study asserts that one of the main tasks of a modern university is to optimize the professional formation of students majoring in pedagogy, revealing and developing their inner potential.

7. Research Gap and Justification:

- The analysis of scientific literature reveals a gap in direct studies on the socio-psychological features of professional formation in students majoring in pedagogy, justifying the need for this research.

8. Purpose of the Study and Research Tasks:

- The main purpose is to develop an effective training program based on the socio-psychological structure of professional formation for students majoring in pedagogy at the university.

- Research tasks include analyzing theoretical foundations, understanding the modern concept of professional formation, identifying socio-psychological features, studying existing contradictions, exploring the structure, determining criteria, emphasizing the role of pedagogical communications, and preparing a socio-psychological training program.

Overall, the study aims to contribute to the optimization of the professional development process for students majoring in pedagogy, considering their socio-psychological characteristics and the challenges they face during their university education.

2 METHODOLOGY

The dissertation research utilizes various psychodiagnosics complex methods to study the process of professional formation of students majoring in pedagogy. These methods include:

Experimental Survey: Conducted to study the process of professional formation of students majoring in pedagogy. **Communicative and Organizational Propensity Test (KTM):** Developed by V.V. Sinyavskiy and V.A. Fedoroshin, used to assess communicative and organizational traits.

Empathical Self-Assessment Test Questionnaire: Developed by Yu.M. Orlov and Yu.N. Emelyanov, employed to measure empathic self-assessment.

Communication Self-Monitoring Test-Questionnaire:

Developed by M. Snyder, utilized to assess communication self-monitoring.

Success Motivation and Avoidance of Failure Survey: Developed by A.A. Rean, employed to gauge success motivation and the avoidance of failure.

Self-Management Will Study Test Questionnaire: Developed by A.V. Zverkova and E.V. Eidman, used to measure self-management will in studying.

Methodology of Pedagogical Situations: Developed by R.S. Nemov, employed to analyse pedagogical situations.

Scientific Novelty of the Research:

Conditions for Successful Integration: The research identifies conditions for the successful integration of teachers into professional activities through the formation of cognitive constructions, self-identification, and recognition of their absoluteness.

Optimization of Professional Qualities: The study aims to optimize crucial professional qualities such as communication, empathy, objective and open thinking, and stimulates creative thinking through the development of general skills.

Generalized Criteria for Assessment: Generalized criteria, including communicative-pedagogical, motivational-volitional, analytical-evaluative, and value-creative aspects, are formed to assess the level of professional formation of students majoring in pedagogy.

Socio-Psychological Training Program: A socio-psychological training program has been developed to create conditions for the formation and development of criteria groups that optimize the professional formation of future teachers in higher education.

Dissertation Structure:

Chapter One - Essence of Professional Formation: Focuses on the concept of professional formation in modern psychology, socio-psychological features of personal development during the student period, and contradictions in professional formation.

2. Chapter Two - Structure of Professional Formation: Explores methodological approaches, criteria for professional development, and analyses the role of pedagogical communications in the professional formation of students majoring in pedagogy.

Analysis of Professional Formation:

- The effective training of students in pedagogical specialties is viewed as a coordinated system with various components, including rules, principles, forms, and methods of teaching in higher education institutions.

System of Criteria for Professional Formation:

- The study recommends selecting specific criteria from general criteria based on the content of the studied phenomenon to create a system of criteria for professional formation of future educators.

The dissertation contributes to understanding and optimizing the professional development of students

Table 1: Generalized structure of criteria of professional formation of students of pedagogical specialties.

Communicative-Pedagogical K	Motivation- Will	Analytical Assessor	Valuable-Creative
Ability to establish dialogic interactions	Ability to emotional-empathic reactions in pedagogical situations	professional competence	teachers, educators, learners, attitudes to pedagogical activity
ability to communicate with colleagues, acquaintances on the subject	professional shortcomings relatively intolerance	pedagogic to reflection inclination	striving for professional self-improvement
pedagogical situations orientation ability	pedagogical situation emotional cases can do get	detailed pedagogical situation content and logic understand ability	to the goal compliance -- detection and instead increase in the process to him follow to do ability
flexible speech communication skills	the establishment of self-knowledge and the recording of attitudes towards one's self	pedagogical culture composition part as training content about reflexive ideas	creative self-awareness , self to know and in pedagogical activities professional self-improvement
General communicative lik	Self-cognition , development of professional reflexes , self - control to do		

majoring in pedagogy, offering insights into conditions, qualities, and assessment criteria.

Chapter Three - Socio-Psychological Ways to Optimize Professional Development:

The third chapter of the dissertation, titled "Socio-psychological ways to optimize the professional development of students majoring in pedagogy," focuses on the development of a program aimed at enhancing professional formation and self-improvement. The main components of this chapter include:

1. Program Development: The author develops a socio-psychological training program designed to determine its effectiveness in optimizing the professional development of students majoring in pedagogy. The program is tailored to create conducive conditions for the formation and development of specific characteristics identified as crucial for professional optimization.
2. Program Objectives: The primary goal of the program is to facilitate the formation and development of certain characteristics in students majoring in pedagogy. These characteristics align with the generalized groups of occupational formation criteria identified in the study.
3. Program Structure: The socio- psychological training program is structured for 20 academic hours, spread across 10 sessions. It comprises 52 special exercises and 8 mini-lectures, aiming to address key aspects of professional development.
4. Empirical Study: To assess the effectiveness of the program, an empirical study is conducted. A total of 254 students, including both women and men,

enrolled in the 3rd and 4th courses of pedagogical specialties, participate in the study.

Empirical Study Design: The empirical study is designed to evaluate the impact of the socio-psychological training program on students' professional development. It involves analysing data collected from the participants.

Study Participants: The participants in the empirical study consist of 254 students majoring in pedagogy, representing both genders. The inclusion of students from the 3rd and 4th courses ensures a diverse and comprehensive sample.

Program Effectiveness: The author presents empirical data to demonstrate the effectiveness of the socio-psychological training program. This data is crucial in substantiating the program's ability to optimize the professional development of future teachers.

The third chapter thus encompasses the design and implementation of the socio-psychological training program, with a focus on empirical evidence supporting its efficacy in enhancing the professional formation of students majoring in pedagogy.

3 RESULTS AND DISCUSSION

Chapter Three - Empirical Study Results:

In this section, the author presents the results of the empirical study, focusing on the comparability of psychodiagnostics data between the experimental and control groups. Key aspects include:

Group Formation: Two groups were formed for the study: an experimental group comprising 125 students

(49.2%) who participated in the socio-psychological training program, and a control group consisting of 129 students (50.8%) who did not undergo the program. This design ensures a comparative analysis of the impact of the program on professional development.

Psychodiagnostic Study: To assess the dynamics of professional formation, the author designed an experimental questionnaire. This tool was employed to collect psychodiagnostic data based on predefined criteria for the professional formation process.

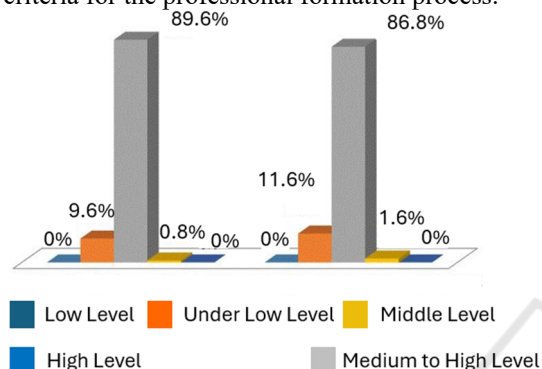


Figure 1: Level of professional development

Initial Examination: The first psychodiagnostic examination conducted during the socio-psychological training program revealed no significant differences between the experimental and control groups. The majority of respondents in both groups (Taj. 89.6%, 112 people; Naz. 86.8%, 112 people) exhibited an average level of professional development (Figure 2).

Professional Development Levels: According to the experimental survey, the majority of respondents in both the Tajik and Nazarbayev groups demonstrated an average level of professional development. This indicates a baseline similarity in professional formation among participants before the intervention. Additionally, the outcomes of the comprehensive psychodiagnostic examination conducted prior to socio-psychological training indicated that, concerning professional development, the participants from both the experimental and control groups were almost at an equivalent level.

Consequently, following socio-psychological training, the primary structure of students typically possesses a pre-existing foundation of theoretical knowledge and personal attributes. They work relatively professionally, explore creative approaches to address novel pedagogical challenges, exhibit a desire for professional self-development and improvement, and attain commendable results in education and training. However, the creativity within the activities of this student category generally

aligns with the functions of "improvement" rather than the creation of new models of pedagogical practice. Methodological reflection, which is more contingent on the age characteristics of professional development, tends to be underdeveloped in this context.

However, this trait in the control group (n = 129) remained virtually unchanged.

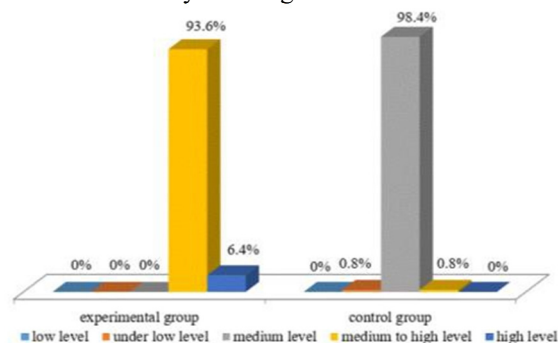


Figure 2: Controls group behaviour

The data from the initial examination forms the basis for assessing the impact of the socio-psychological training program on the subsequent professional development of future educators. The presentation of these initial findings sets the stage for further analysis and discussion regarding the effectiveness of the program in optimizing the professional formation of students majoring in pedagogy.

4 CONCLUSIONS

From the above, it can be concluded that today there is a great interest of scientists to study the professional formation of educators, including at the stage of their teaching in higher education. This is due, on the one hand, to the development of the pedagogical profession, its success, personal growth as a full member of modern society, the high importance of the phenomenon under study in the implementation of a special task of educating the younger generation, and secondly, the urgency of improving the training of teachers. Based on the many ideas considered by scientists in the research, the professional formation of a future teacher should be understood as a step-by-step process of entering the pedagogical profession, resulting in the gradual development of personality, professional and important features, knowledge, skills and abilities. The world will change qualitatively. At the same time, the professional development of the future educator, which by its very nature is a complex and

multidimensional phenomenon, reflected one of the initial stages of professional socialization and individualization.

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