



Psychological Features of Diagnostics of Professional Selection of Teachers in Higher Educational Institutions

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Abstract: The article deals with the purposeful and stable organization and management of the educational system, its regular and systematic improvement, the importance, methods, and practical use of diagnostics for the professional selection of higher education pedagogues from the main links of education in the preparation of competitive personnel. The word goes. Methods of assessing the level of psychological and pedagogical suitability of the teachers for professional activity are analyzed using the developed psychological diagnostic system. At the same time, today the research works and results of this problem will be studied.

Key words: pedagogue, education, professor-teacher, vocational training, diagnosis, professional knowledge, qualification, skill, scientific potential, responsibility, competence.

In developed countries, the purposeful and stable organization and management of the education system, its regular and stable improvement, and the training of competitive personnel are considered a priority. In addition, the continuous improvement of knowledge, skills and qualifications of professors and teachers working in higher education institutions, which is considered the main link of the continuous education system introduced in our republic, has not lost its relevance even today.

In modern university pedagogy, the growth of the teacher's professional skills is of great importance, since it manifests the most important incentives for student activity and it acts as a growth potential for the university. However, serious scientific research on the diagnosis, analysis and evaluation of the quality of teaching activities at the university is still not enough. Only in psychology there are a number of works on the pedagogical reflection of the activities of a university teacher, which consider individual indicators of the pedagogical culture of a university teacher, the requirements for the personality of a teacher, his professional competence.

In order to solve this issue, with the support of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, at the State University of World Languages of Uzbekistan, number IL 21091378, "Formation of the system of psychological diagnostics of professional selection of professors and teachers in higher education institutions" The innovative project for 2022-2023 is being implemented [1]. Within the framework of the project, it is envisaged to hire professors and teachers of higher education institutions and establish a system of psychological assessment of their participation in competitions. By performing this task, the following problems will be solved. The level of psychological and pedagogical suitability of professors for professional activity is assessed using the developed psychological diagnostic system. Including:

- ✓ the level of psychological fitness of professors-teachers for professional activity is determined;
- ✓ regulatory, communicative and cognitive competencies of professors and teachers are determined;



- ✓ levels of general intellectuality, social and emotional intellectuality are determined;
- ✓ possibilities of adaptability to the professional environment are studied;
- ✓ personality traits are determined;
- ✓ the level of mental stability and tolerance to frustrating situations is determined;
- ✓ the psychological diagnostic system is implemented in a computer programmed form and a database is formed.

The following cases can be mentioned as scientific novelty of the research:

- criteria for evaluating the professional and psychological image of professors will be developed;
- expert assessment of professional-psychological selection of professors and teachers, "small-expert" system will be formed;
- the level of social-psychological orientation, professional competence, pedagogical competence, psychological competence, social-communicative competence and "psychological portrait of a professor-teacher" diagnostic data system is prepared;
- "Professor-Teacher-Employee" computer program for psychological diagnosis of professional selection of professors-teachers who are employed in higher educational institutions will be developed [1].

As a result of the research conducted within the framework of the project, to one degree or another, some general positions on the analysis and evaluation of the activities of a university teacher have been identified, which include:

- ✓ correlation of theory and ideology, knowledge and experience, the relationship of knowledge, skills and abilities with the leading role of knowledge;
- ✓ the highest indicator of the teacher's professional culture, i.e. the harmonious combination of his teaching and research activities;
- ✓ the quality of the teacher's work, determined by his ability to master modern didactic technologies and combine them with the appropriate author's methods;
- ✓ the skill of the teacher, directly related to his ability to motivate the learning activities of students and organize it as research, creativity and independent problem solving;
- ✓ the teacher's attitude to his work, depending on his general culture, possession of universal knowledge, as well as orientation to a new paradigm of higher education, including the transition to a multivariate education system, the implementation of student-centered education, the use of the educational services market, a systematic approach to innovative processes, etc. [2].

The quality of teaching at a university depends primarily on six factors:

- ✓ the status of the university as a scientific and educational center;
- ✓ his readiness for self-development in this regard;
- ✓ cohesion of the teaching staff based on modern concepts of education;
- ✓ pedagogical potential of the organization and persons included in this university;
- ✓ possession of the teaching staff with new university technologies;
- ✓ the level of professional culture of teachers.

The latter factor is a backbone and at the same time acts as a criterion indicator of the development and self-development of the university [3]. In general, science approaches the fact that the integral personality of a university teacher is the main factor in the growth of his professional culture.

— A university teacher is, first of all, a representative of a certain culture, its servant, figure,



creator; Since science is the core of modern culture, the teacher is at the same time a person of a high level of upbringing and, as such, has the leading properties of a modern person: citizenship, humanism, democracy, diligence. As a scientist-thinker, a representative of science, he is a master professional in his field, a methodologist, an organizer, an erudite. As a colleague, a university teacher is characterized by collegiality, experience, adherence to principles, self-criticism and exactingness towards oneself [3].

Responsibility is the main integrative indicator of the skill of a university teacher. It manifests and concentrates all the qualities of a person. Citizenship is projected onto responsibility through law-abidingness, the ability to analyze and accept other people's positions, points of view (democratic), to think about the future of one's people (humanism), to show readiness to serve society with one's work (hard work). The ethical credo of a person of culture: a person is a citizen to the extent that he is responsible to society for his work, in addition, he is a representative of culture to the extent that he creates it with his own efforts for his fatherland and history.

Responsibility contains the following indicators of its formation:

- honest, conscientious performance of official and civic duty;
- diligence in the implementation of laws, the charter of the university, directives, the implementation of official rights and obligations;
- independence in teaching and scientific work, the ability to set feasible tasks and achieve their solution;
- initiative in improving university education and their professional growth;
- the ability to obey the decision of the majority, even in case of disagreement with it, but at the same time, the willingness to change this decision in a democratic way;
- self-control and self-discipline in the service, demanding of oneself and others [4].

There is no doubt that all the characteristics of a university teacher are connected with responsibility. This quality is manifested in service to the cause, high professionalism, exactingness to oneself, labor discipline and self-discipline. Thus, responsibility is a real manifestation of all the qualitative characteristics of a university teacher.

Professional competence is the next criterion that characterizes a university teacher. As a citizen, he serves the society and the cause, to which he devotes himself, his experience and abilities. As a master of his craft, he, of course, must understand the science taught, pedagogy and the psychology of education and upbringing. It elevates the future profession of students to the standard, the model, activates their educational and other activities as an organizer. As a scientist, he shows sufficient awareness of his subject, organizes the research activities of students himself. He is also an experimenter and innovator, when he improves the methodology of university education, master's new didactic technologies. Thus, the professional competence of a university teacher realizes all his qualities as a person, a master of his craft, a scientist-thinker, and an innovator.

The readiness and need for mutual understanding and cooperation are also the most important criteria for the excellence of a university teacher. The psychology and pedagogy of higher education clearly formulated the main postulates of the effectiveness of the teacher's work: the presence of a social goal, the scientific organization of the work of teachers and students, common pedagogical positions and requirements in the team of the university, department, a common style of communication, the fulfillment by all teachers and students of the charter of the university, rights and obligations. At the same time, it is important that each university teacher should show goodwill, a desire to cooperate with colleagues, help each other, look for something new and rejoice in the success



of others. These criteria include:

- self-criticism, objective self-assessment of personal qualities and results of one's activity;
- exactingness to oneself as a professional and a person;
- a sense of the new, the ability to determine the direction of improving one's work, to create a

new concept of learning;

- the formation of the "I-concept" of the university teacher;
- self-examination of one's work and a creative attitude towards it;
- the ability to work on oneself in various fields of activity [4].

The following features characterize the willingness and need for cooperation:

- ✓ knowledge of the psychology and characteristics of their colleagues at work;
- ✓ the ability to conduct discussions, develop common positions in a common cause;
- ✓ understanding, application, implementation of other people's initiatives and proposals that are

useful for business;

- ✓ the ability to seek, find and use supporters in the intended business;
- ✓ the ability to use the experience and abilities of their colleagues to solve the problems of teaching and educating students;
- ✓ criticism of the assessment of their personality and the results of their work.

Thus, the main objects of scientific analysis of the educational activity of a university teacher are singled out, which actually cover the entire set of requirements for a specialist both as a member of society, and as a scientist, and as a professional who teaches students, and as a creator of something new in his work.

On the basis of the developed approach, a diagnostic program and a personality map of a university teacher were created, based on the above criteria for the quality of work of a university teacher. This is extremely important when certifying personnel, holding competitions for filling vacancies, conferring the academic titles of teacher, assistant, associate professor and professor.

These criteria and indicators, their manifestations in real practice serve as the basis for creating a system for analyzing the professional level of teaching staff. It includes: Cards of professional self-assessment of the teacher, in which the employees of the university themselves mark the criteria and indicators that are consistently manifested in their activities. Based on the analysis of the data obtained, processed by standard methods, a work plan of the department is drawn up to improve the professional skills of teachers.

Standard assessments of the professional skills of members of the department. They suggest two options: according to the leading feature of each of the above criteria or according to mutual assessments of the members of the department according to them, after which the leading members of the department note the presence or lag of each of the indicators. The prospects for a new quality of higher education coincide with the criteria for the quality of teaching. This gives hope for a serious reform of modern higher education [5].

The data obtained indicate that the quality of scientific research and the process of research work are essentially the same. Teaching activity at the university is closely related to the process of achieving the results of research activities. Therefore, the quality of higher education is determined by the relationship of research, methodological work with the practical activities of departments to improve the education process and the competence of teaching staff.

The priority of research work at the university over educational and methodological work is confirmed by the results of this study. In relation to the educational process, it serves to update the



content of education and improve it through new scientific ideas and concepts. At the same time, the professional competence of teachers is enriched, which, in turn, affects the learning activities of students. The research approach to teaching and upbringing is becoming real and full-fledged. The student increasingly takes the position of a researcher and implementer of new scientific ideas, he develops a research approach to life, to work, to his profession.

In the aspect of the relationship with the methodological work of the departments, research activity helps to develop common positions in relation to the improvement of the university learning process, contributes to an adequate analysis and assessment of the quality of any human activity, including teaching. Research work at the department raises the status of the department of teachers of the institute, as a result of which the importance of each academic subject increases.

In relation to administrative, organizational and other managerial activities, research work contributes to a deep analysis, correction and qualitative change in the style and scientific atmosphere of the university. All this increases the pedagogical potential of the latter and creates favorable conditions for reforming higher education. In the conditions of a scientific and analytical approach to all aspects of the life of the university, the individuality of teachers and students is fully manifested. The implementation of the philosophical and psychological theory of subjectivity in the conditions of the research style of the university activity leads to the formation of the "I-concept" of the teacher and student, which primarily affects the ever-increasing cognitive activity of students and the creative style of work of the university teacher [4].

If the research work of the teacher becomes the starting point in the university reform, then on its basis the certification of teaching staff, as well as the accreditation of universities, should be carried out. Then the growth of professional culture will depend on the research approach, and at the same time, a logical sequence of analytical and diagnostic approaches to the professional culture of the teacher is established: first, the analysis of educational activity is carried out from the position of the theory of the educational process and the provisions of modern didactics, self-analysis by the teacher of his educational work from the position of psychology thinking, the logic of the cognitive process of the axiological approach. Research and teaching activities are interconnected through the methodological work of departments and teachers.

The policy of ensuring the quality of educational services also involves the management of the professional career of university teachers, increasing their professional competence. Requirements for the level of professional competence of a teacher are formed in accordance with the needs of society, the state, taking into account modern trends in the development of education and are set out in a professional standard.

The quality of education as a universal category of a comprehensive assessment of the activities of an educational institution is associated with the creation of conditions for the assimilation of knowledge, the acquisition of skills, abilities, and the formation of competencies. Knowledge remains key, since it is they that lead to the development of skills and abilities, are the main and indispensable element of the educational and scientific activities of universities, their main contribution to the development of society. This remains universal and unchanged regardless of the time or type of higher education institution [3].

Unfortunately, the cult of quality in higher education has not yet developed - far from every department head and teacher feel personal professional responsibility for the quality of the work of an educational institution. Therefore, tireless, varied and methodically competent work with the teacher is necessary to focus him on the quality of professional and pedagogical activity, which we consider as a



versatile characteristic of the teacher's personality traits (competence, humanism, empathy, organization, efficiency, diligence, etc.) and results his labor. The organizational structure of managing this process includes the following stages: diagnostic and prognostic, corrective, regulatory, analyzing.

Designing the development strategy of the department begins with the leader's awareness of the existence of contradictions and the desire to eliminate them (diagnostic and prognostic stage). To this end, the head analyzes the positions of teachers, their professional competence, including labor activities, the necessary skills and knowledge, which gives him not only the richest information for reflection and further analysis, but also helps to determine the directions and prospects for professional growth of employees, strengthening their adequate professional self-esteem, positive self-concept and psychological security. Diagnostics has recently become more and more functional, including such functions as information and analytical, in fact.

Actually, the diagnostic function is a psychological and pedagogical study of the teacher's professional competence. Evaluative-orientational - qualitative and quantitative assessment of the teacher's activities, as well as psychological and pedagogical correction of the teacher's own activity towards self-development, self-education, since the whole system of positive trends (values) does not lie outside the teacher, but in him; this is the orientation of the staff of the department to eliminate those "pain points" that take place in the life of the entire team and individual teachers.

A teacher who strives to learn, realize and increase his professional potential will no longer be able to simply read lectures, conduct seminars, as if working off the allotted time. He will live every lesson, creating the necessary psychological comfort and a situation of success for students and himself, while receiving professional satisfaction. Teaching in this case will no longer be the nature of transmission, information, but the nature of the activation of the cognitive activity of students.

Positive trends in the qualitative characteristics of the functioning of the system of training and education of students can be realized only with a constant increase in the requirements for the professional competence of university teachers. Where the real operating maneuver, providing a comprehensive and planned increase in the effectiveness of this quality, will be pedagogical diagnostics of the professional competence of the teaching staff.

“Development of a diagnostic system for the psychological fitness of professors and teachers of higher education institutions for professional activity” designed for diagnostics, in the development of computer software, which serves to determine the professional and personal competences of professors and teachers, intended for the assessment of the fitness for professional activity based on the criteria. The software is programmed according to the principles of efficiency, cost-effectiveness and accuracy in the selection of candidates. This development serves to obtain unbiased results regarding the selection of personnel in educational institutions, the organization of their selection, and to ensure the effectiveness of the process.

A scientific team consisting of pedagogues, psychologists and experts in the field of information and communication is involved in the development of software. The final form of the scientific and creative development of the scientific team is determined by the presentation of indicators that confirm the impartiality, reliability, truthfulness and validity of the candidates participating in the competition [1].

That is why an objective, reliable and reliable analysis of the professional competence of university teachers, carried out using the mechanism of pedagogical diagnostics, makes it possible to increase the efficiency of their pedagogical work.



An analysis of the practice of diagnosing the activities of the teaching staff of universities shows that at present certain experience has been gained in identifying pedagogically significant factors influencing the process of forming professional competence of both an individual teacher and the teaching staff, as well as using diagnostic data to improve the effectiveness of training, adaptation and development of the teaching staff. In general, the pedagogical diagnostics of the professional competence of university teachers is structured, multidisciplinary and systematic.

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