

# PSYCHOLOGICAL ISSUES OF TEACHERS' PREPARATION FOR PROFESSIONAL ACTIVITY IN MODERN TIMES

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**Abstract:** The article studies the psychological issues of teachers' preparation for professional activity. The study studies the psychological issues of students' preparation for and attitude to the teaching profession of different specialties using various methodologies and questionnaires. 76 students studying at Azerbaijan State Pedagogical Universities and having different professional orientations participated in the study. It was found that preparation for professional activity is determined, first of all, by psychological readiness, and internal and external factors play an important role here. The study showed that among the components of preparation for the profession preferred in education, effectiveness, efficiency, intention and positive attitude are most distinguished. The obtained results allow us to identify some guidelines for further study of students' psychological preparation for the teaching profession as a scientific problem and to develop special psychological assistance and social support programs for novice teachers. The study showed that for students with high practical activity and academic abilities, preparation for the teaching profession is characterized by practical and initiative styles, and for those with low academic and practical abilities, by practical and managerial qualities.

**Keywords:** teaching profession, professional activity, psychological preparation, students, internal and external factors, personality

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## Introduction

In recent years, the problem of psychological unpreparedness for professional work among teachers has become quite widespread. One of the main problems that is not clear for practical education is the frequent fact that young teachers, despite good subject preparation, leave schools and often the education system altogether. Facts show that such cases are caused by the lack of professional preparation for practical activity. So what do we mean by psychological preparation for professional activity? There are complex views on the approach to this problem in the psychological literature.

Psychological preparation for professional activity is understood as an integral mental state that includes the presence of professional knowledge, skills and abilities, personal characteristics, as well as effective ways to overcome professional difficulties of a young specialist, ensuring the successful implementation of his professional activity [ Bozadzhiev, 2010 ; Kızılova, 2022; Vakil,2021.

Psychological preparation for professional activity is one of the main components. Its insufficient development leads to professional helplessness and the inability to use the professional knowledge and skills acquired during vocational education at the university in solving work problems [ Bozadzhiev, 2010 ] . Researchers also note that the psychological preparation of a young specialist is a systematic and continuous formation based on professional meanings, values, and a formed personality [ Kızılova, 2022 ; Koryuchev, 2015 ; Savelyeva, 2020 ] .

The main characteristic feature of the psychological preparation of a young specialist for professional and pedagogical work is the ability to quickly mobilize labor resources for the immediate or long-term implementation of a specific activity or task. This ability helps them to successfully fulfill their duties, correctly use knowledge, experience, and personal qualities, self-control, and rebuild their activities when unexpected obstacles arise [ Bozadzhiev, 2010 ; Yaroshuk, 2022 ] .

In modern psychological sources, the problem of psychological preparation for professional and pedagogical activity is studied in several directions. The first of them is based on the introduction of innovations in the educational process [ Kurochkina, 2017 ; Tersakova, 2015 ] . The second is the

study of the problem in the context of inclusive education [ Danilova, 2018 ; Kleyменова, 2018 ; Nejdanova, 2020 ].

The third is the directions of psychological preparation in the context of a multicultural educational environment [Zakharenko, 2015]. The fourth is the development of psychological preparation against the background of the digitalization of education [ Sardarova, 2021 ]. Naturally, along with all this, there are various aspects of psychological preparation for professional activity, which are reflected in the extensive study of these issues in teacher training.

Facts show that a low level of psychological preparation for professional activity leads to inadequate reactions, errors, and a mismatch between the functioning of mental processes and the requirements of the situation [ Yaroshuk, 2022 ]. Taking this into account, we considered it appropriate to study some issues of psychological preparation for professional activity.

## **Literature review**

In the pedagogical-psychological literature, professional preparation is more often approached as the result or process of a special type of preparation. In this process, subjective relations are formed, the ability to assess the degree of significance of the work done to achieve success in activity is formed. [Eer,2003].

In psychological literature, the result of the psychological preparation process is characterized as a state of readiness. Psychological preparation in pedagogy, unlike psychology, is considered an integral quality of the personality characterized by volitional effort. [Jabbarov and Ibrahimova, 2013]. It should be borne in mind that readiness for a certain activity is a rather complex dynamic system and reflects the intellectual, emotional, motivational and volitional components of the psyche [Jabbarov, 2021].

The form of readiness is assessed by various researchers as a “setting” - orientation. It is believed that when characterizing orientation as readiness for activity, it should be understood not

as a specific psychological phenomenon, but as a state-condition of the subject. Orientation includes perceived and unrecognized settings, a model of probable behavior, the determination of optimal methods of activity, an assessment of the adequacy of one's capabilities to the challenges ahead, and the need to achieve a certain result [ Sergeyev, 2004].

Psychological readiness is understood as a state achieved as a result of preparation and allowing to achieve a certain result in professional activity. In psychological sources, psychological readiness is a special state of a person, observed with an adequate form of mental tension and expressed in the readiness of a person to expect the impact of certain events. The state of readiness reflects the psychophysiological, including emotional, mechanisms that activate a person to activity [Abdulina, 1990]. Professional readiness is a system of vocational education aimed at acquiring the skills necessary to perform the necessary work.

O.A. Abdullina believes that the integrity and consistency of the general educational preparation of students is achieved when it is carried out through the interaction of theoretical and practical training and these conditions are achieved - the presence of a system of tools that ensure the unity of the process-based and motivational-value aspects of training, as well as the unity of the principles of general pedagogical preparation of future teachers and the interaction of its functions [Abdulina, 1990] .

In many studies, methodologies and strategies developed to determine the readiness of a future teacher for professional activity reflect, first of all, several components - behavioral, communicative, emotional, value and motivational components [Abdulina, 1990] .

An analysis of studies aimed at studying teacher training shows that this problem has been studied in a fairly wide range [Jabbarov, 2021]. However, the professional qualities of a student taking a step towards mastering the profession do not have a systematic character in these studies in terms of methodology and content. In fact, the truth is that, in addition to the subject knowledge of a student preparing to become a teacher, the orientation of his personality, social imperativeness, motivational orientations, the most important qualities for the profession, his desire to stay in education, his desire

to familiarize himself with education, worldview and attitude to education remain unresolved from a practical point of view. [Jabbarov, 2017]. Often, on the contrary, it is believed that students who want to become teachers come to pedagogical universities based on their professional choice. They know in advance who they will be and accordingly form professional qualities in themselves.

The analysis of psychological and pedagogical literature shows that studies devoted to teacher training, including those aimed at illuminating pedagogical activity, call teacher training a complex human activity and, proceeding from this premise, consider that the teacher should be prepared to fulfill the important expectations of society. The main function and requirements for his activity are determined by society, and these points should occupy one of the leading places in teacher training [ Sergeev, 2004].

It should be borne in mind that the requirements for the professional and personal qualities of a teacher are not qualities formed internally by the subject, but qualities appreciated by this society. In various studies, the personal qualities that a teacher possesses are classified in different ways. However, the following aspects can be taken as the basis for bringing them to a common denominator:

- 1) Moral strength, political maturity, high consciousness;
- 2) High development of a sense of social responsibility; kindness, humanism, intellectual maturity, moral purity, the ability to instill in children the qualities that society wants to see;
- 3) Self-control, tolerance. [ Rezepov, 2010]

Along with the requirements for the teacher's personality, the requirements for his professional characteristics are also important. Naturally, both personal qualities and professional qualities should be taken into account in teacher training. For example, an aspect that can include both qualities is the teacher's love for children. Because without such an approach, it is impossible to talk about the optimality and effectiveness of pedagogical activity.

In pedagogical activity, the teacher is characterized, on the one hand, as a person authorized by society to educate children, and on the other hand, as a person who implements the requirements of

society. On the one hand, he teaches and educates children, and on the other hand, he himself changes in this process, forms his own system of values. Appreciation of his activity gives him the opportunity to have humanistic directions. On the other hand, the teacher acts as an individual in pedagogical activity, as a subject of that activity. Studies show that his individuality is more complete than his professional qualities. A teacher who expresses his individuality cannot always remain at the level expected by society. From this point of view, these issues should be brought to the center of attention in the psychopedagogical training of future teachers.

In the modern era, the renewal of the education strategy, as well as the creation of a concept for the development of education in the Republic of Azerbaijan, reveal new issues related to teacher training. The basis of these changes, as a methodological imperative, is the departure from traditional education and the dominance of modern educational paradigms. The creation of new strategies that respond to the psychological development and self-realization of students changes the traditional view of the teacher, and therefore also requires a new approach to the problems of teacher training [Jabbarov, 2018].

Undoubtedly, the development of personality is one of the starting points and main tasks of modern education or school. Therefore In connection with this, the requirements for humanist teachers in today's education are increasing, and the need for teachers who create their own line of work in pedagogical activity is increasing. Also, the need to build relationships on empathy, ensure the individuality of pedagogical activity, and accept the student as he is serves as the basis for the optimal organization of activity. Psychopedagogical issues of teacher training should be adapted to the requirements of the new socio-cultural situation or completely rebuilt from this point of view. [Bakhtina, 2006] .

S.V. Bakhtina shows that the main attention in the training of pedagogical personnel, including teachers, should be based on the modern state of the education system, in particular, on the priority of humanism. Because the character traits that manifest themselves in teacher training lead to a greater development of individuality, and as a result, to a decrease in the opportunities for self-affirmation of

students or a decrease in their level. [ Bakhtina, 2006].

Analyzing the modern problems of teacher training from a psychopedagogical aspect, E.B. Faulinina shows that the solution of the problem reflects a number of contradictory points. In her opinion, teacher training in pedagogical conditions and in the educational space is one of the unresolved problems of the modern era [ Falunina, 2012].

We would like to add one more point to all this, that a new type of teacher training cannot be carried out using old methods. It should be noted that a new type of teacher training is the basis for the formation of a new type of personality. For this, professional qualities must be consistent with personality qualities from a practical point of view. It is then that we can talk about the methodological directions and social imperatives of a new type of teacher training.

Taking into account psychological aspects in preparing students for the teaching profession creates a solid background for the effectiveness of the student's learning activity, the dynamics of acquiring individual knowledge, skills and habits, and the disclosure and guidance of potential opportunities specific to educational subjects. However, the professional training of a teacher cannot successfully solve this issue. Here, the psychological preparation and self-improvement of a teacher are not only the main condition for the self-realization of the student's personality, but also have special importance in providing them with comprehensive education [Jabbarov, 2018].

The shortcomings in the acquisition of the teaching profession by students are confirmed in studies conducted in different countries. A student who has no desire to become a teacher pays little attention to research in this field. Often, the purpose of his study is to get credit or take an exam. A more thorough assessment of the research on this problem can be made, stating that many people entering teacher training schools are not initially motivated to do this work, that it is not pedagogically appropriate, and therefore there are no psychological or pedagogical subjects. For them, this profession does not have much meaning and they do not have direct motivation.

This situation is very clearly visible in today's Lithuania, Latvia, and a number of other European countries [Veidas.lt. 2013 ].Of course, it should be said here that in different countries,

regardless of the general work that prepares future teachers, the situation is actually different. For example, in Japan, one in seven teachers receive all those who want to get a diploma, and only one in three are hired [Veidas.lt. 2013 ].

## Method

It should be noted that the issue of psychological preparation for professional teaching can be investigated by analyzing the factors that create and hinder its development. Equally important are the emotional and personal attitude to the teaching profession and the formed professional identity. For this purpose, we conducted a pilot empirical study involving 76 students of the Faculty of Primary Education of the Azerbaijan State Pedagogical University. The study was conducted in 2025. The following methods are used as diagnostic tools:

- analysis of activity products (“Essay on the topic “Me and my future teaching activity”);
- a conversation aimed at identifying the main problems that hinder the development of psychological preparation in young teachers;
- a test (“Methodology for the study of professional identity” (MIPI) L.B. Schneider [ Schneider, 2019 ] ).

The respondents’ answers are summarized and the results are reflected in other sections.

## Results

As initially shown by the normality test of the distributions during the study, only the distribution of responses to the statements of the intention questionnaire differs from normal at the  $p < 0.05$  significance level. Descriptive statistics ( $M \pm SD$ ) for the questionnaires showed that.

The mean score for the Attitude, Effectiveness and Intention questionnaires was close to

or greater than 4, which approximately corresponds to the answer “Strongly agree” (4 points). The highest score was observed for the Intention questionnaire (5.24), which reflects the answer choice between “Strongly agree” and “Agree”. These data demonstrate both the respondents’ positive attitude towards the idea of teacher training and their readiness and positive assessment of their skills to provide psychological and pedagogical support to students who want to become special teachers, in accordance with the professional competence model we propose.

Table 1. Descriptive statistics for self-esteem surveys of aspiring teachers

	N	Minimum	Maximum	Mean	Standard Deviation
Attitude towards teaching	76	1.36	6.20	4.32	0,48
Intention	76	3.21	4.12	6.36	0,61
Challenges	76	2.09	3.78	3.20	0,89
Effectiveness	76	3.28	5.54	4.78	0.61

As demonstrated by the correlation analysis, the responses to the attitude, intention, and efficacy questionnaires exhibited statistically significant ( $p < 0.01$ ) positive correlations with each other and negative correlations with the responses to the difficulties questionnaire. The lowest correlation coefficient (positive) was observed between the responses to the attitude and efficacy questionnaire, and the highest (negative) was observed between the difficulties questionnaire and the responses to the intention and efficacy questionnaire. All Spearman correlation coefficient values ranged from 0.4 to 0.8, indicating a moderate correlation.

Table 2. Correlation analysis of relationships between questionnaires (Spearman's  $\rho$  correlation coefficient)

		Attitude	Intention	Challenges	Effectiveness
Attitude	$\rho$	1	0,523 (**)	-0,289(**)	0,360(**)
	Importance (2-sided)	.	0,000	0,000	0,002
Intention	$\rho$	0,398(**)	1	-0,423(**)	0,386(**)
	Importance (2-sided)	0,000	.	0,000	0,000
Challenges	$\rho$	-0,418(**)	-0,480(**)	1	-0,596(**)
	Importance (2-sided)	0,000	0,000	.	0,000
Effectiveness	$\rho$	0,482(**)	0,518(**)	-0,615(**)	1
	Importance (2-sided)	0,003	0,000	0,000	. 0,003

\*\* Correlation is significant at  $p < 0.01$  (2-sided).

In order to assess the difficulties that teachers may encounter in implementing their practice, the survey was divided into two groups: external and internal. Respondents were asked to rate their agreement with these challenges on a five-point Likert scale from "Disagree" to "Agree". The highest position in the rating was given to the difficulties caused by external factors. All this indicates that this position in the difficulty ratings indicates that the respondents do not sufficiently agree with their content. This gives grounds to say that the idea of a competent teacher in schools is generally accepted and contributes to the creation of conditions, including informational ones, for supporting young teachers in the educational process.

Table 3. Indicators of objectivesocial factors that cause psychological unpreparedness for professional teaching

Social factors of the object causing psychological unpreparedness	Percentage indicator	Number of participants
Low standard of living, insufficient salary for work with very high demands, multifacetedness	53,94%	4

Professional overload (lack of time for rest and non-professional life)	78,9%	30
Low social status and prestige of the teaching profession	27,63%	21
Low level of organizational culture in the educational institution (lack of a mentoring institution, negative professional traditions, prevalence of pseudo-collectivism and individualism in teams)	39,47%	30
Bureaucratization of the educational process (large amounts of unnecessary paperwork, reporting)	30,26%	23
Constant public accessibility, lack of a comfort zone, information overload and excessive professional communication, including outside of working hours (communication in instant messengers, by phone, e-mail, professional responsibility for maintaining a blog, website)	38,15%	29
Authoritarian style of team management, lack of support from the school administration	26,31%	20

As can be seen from Table 3, among the main social factors contributing to unpreparedness, the dominant place is occupied by professional overload (lack of time for leisure and non-professional life) and low standard of living of professional activity, insufficient salary for work with very high demands or multi-tasking (78.9% and 53.94%).

Table 4. Indicators of subjective factors causing psychological unpreparedness for professional teaching

Social factors of the object causing psychological unpreparedness	Percentage indicator	Number of participants
Decrease in the level of professional motivation by the end of university education	31,57%	24
Insufficiently formed professional identity, perception of one's own professional role and professional obligations	36,84%	28
Experiencing "emotional shock" as a result of the discrepancy between personal expectations and professional reality	23,68%	18
Over-romanticization of professional activity, enthusiastic and positive image of the profession	21,05%	16

Increased anxiety, professional fear (“I will not be able to complete the lessons”, “I will not be able to find an approach to all children”, “I will not be able to teach what the program requires”, “Fear of communicating with parents”, etc. )	34,21%	26
Transformation of the system of values and meanings due to unfavorable experience of educational and professional crises	23,68%	18
Low stress resistance, ineffective coping strategies	19,73%	15

The topic of the essay was defined as broadly as possible in order to obtain additional reflective authorial input. Analysis of the subjects’ essays revealed the following general trends:

1. Emotionally positive attitude and bright expectations from the process and results of professional and pedagogical activity (I consider my entry into the pedagogical university a gift of fate, because the teacher is a very respected and worthy profession” );

2. The great importance of the teaching profession. The following statements of the respondents can be cited as an example: “I think that the role of a primary school teacher in the life of any person is very great, because it is during this period that most of a person’s development occurs. The child’s thinking, views, values, etc. are formed .

3. Open humanistic attention. This can be illustrated by the following considerations of graduates: “Perhaps the realization that I can help very young children develop their individual views, reveal their talents and abilities prompted me to choose this great and wonderful profession . ” In my opinion, when working with children, it is necessary to be democratic, take into account the individual qualities of each child, feel the absolute participation of children in the learning process, the participation of children in the educational process. Such an attitude will earn respect and trust in a teacher.

Respondents see the main goal of the teaching profession in the full implementation of the main functions of teaching and note the importance of professional skills. We present some excerpts from their essays: “I am sure that the knowledge I have acquired, in addition to forming the

personality of children, will instill in them such qualities as attentiveness, patience, conscientiousness, responsibility, and most importantly, love of learning!”. When studying the issue of psychological preparation, one of the complex integrative personal-professional concepts is professional personality, the development of which largely determines the professional activity of the teacher. (Table 5).

Table 5. Indicators of professional personality types in students

Types of professional identity	Prematurely deformed	Diffuse	Moratorium	Result achieved	False identity
Data distribution percentage (%)	13,15%	28,94%	21,05%	10,52%	9,21%

The tabular data show that the respondents mainly demonstrate a diffuse personality, which is manifested in the insufficiently developed nature of many professional concepts, often a fuzzy value system and a weak sense of purpose in solving the problems of professional development and growth. This situation arises as a result of a protracted or ineffectively resolved professional crisis.

The results obtained are undoubtedly worrying, because despite the lack of experience and certain knowledge, future teachers must develop their basic professional qualities (values, meanings, understanding the goals and objectives of pedagogical activity, etc.). It should also be noted that a third of teachers (36.5%) demonstrated an identification moratorium, which largely indicates the beginning of a crisis. These respondents try to resolve internal conflicts in order to reduce the severity of their professional experience.

They look for various ways to alleviate and resolve the crisis (seeking advice from teachers, friends and experienced teachers, reading useful literature, visiting a psychologist, etc.). In this regard, it is important to note that active self-help tactics in solving professional difficulties are a positive feature of crisis management; they provide opportunities for growth, a change of values, and a new understanding of many aspects of personality and professional work. Scientific psychological literature shows that the boundaries of crises are blurred and can fluctuate significantly. Using this

methodology, we cannot accurately determine which crisis graduates are facing - the “third-year crisis” or the onset of a professional adaptation crisis. Additional in-depth research is needed.

The acquired personality, which is a comprehensive indicator of professional maturity, was demonstrated in 15.6 percent of graduates. Other types of professional personality were only slightly expressed: 6.8% demonstrated a pseudo-personality and 8.9% a prematurely deformed personality. However, the presence of these types in some respondents indicates serious problems in the professional development of future teachers. Here, it is necessary to take into account the wrong motivational tendencies resulting from the applied professional choices, lack of awareness of many aspects of their professional work, rigidity, low ability to professional self-reflection, lack of independence, etc.

## **Conclusions**

The problem of psychological unpreparedness among future primary school teachers is an obstacle to professional development and a serious obstacle to achieving success in their professional pedagogical career. Developed psychological preparedness, as a comprehensive and integrative professional state, on the contrary, determines confidence in making professional decisions, independence, responsibility, the ability to mobilize one’s mental resources to fulfill professional duties and solve problems.

During our study, we found that graduates of the Primary Education specialty have formed basic concepts about themselves as professionals, their roles, professional goals, objectives and value orientations. The professional perceptions of the subjects are highly emotionally positive, optimistic, humanistic and somewhat idealized.

Among the objective factors that determine psychological unpreparedness, respondents indicated low social status and professional prestige, professional overload, lack of support, and dissatisfaction with the educational environment. Among the personal factors, respondents noted emotional difficulties, such as professional fears, emotional distress caused by possible professional

difficulties, and low stress tolerance.

Data on the development of professional personality as an indicator of psychological readiness for professional activity were very important for our study. For example, diffuse personality and moratorium prevailed among the subjects. This indicates that some subjects were faced with a professional crisis during the survey, while others were faced with the consequences of their unconstructive solution. The results obtained allow us to identify some guidelines for further study of the psychological readiness of young primary school teachers as a scientific problem and to develop special psychological assistance and social support programs for novice teachers.

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