



Difficulties of Becoming Psychology Students

Utepbergenova Nursulu Beketovna

*3 years students, Undergraduate degree Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan)*

Abstract: *This article deals with the difficulties of becoming psychology students*

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The peculiarities of the professional development of psychology students are determined by the specifics of professional psychological training. The work of a future specialist psychologist requires numerous and multifaceted knowledge about a person, assuming different scientific explanations of the same psychological phenomena that go beyond the limits of general scientific logic. The subjective relevance of the acquired knowledge is very high, since a psychology student can relate it both to another person and to his own personality. Already during his studies at the university, the psychologist is focused on interaction with others, tries out the technologies developed in psychology for its implementation. However, due to the peculiarities of the theoretical component of training, the dynamism and variability of the social context in which communication and interaction with the client takes place, the student psychologist is faced with the fact that:

1. there is no standard, "ready-made" interaction technology, but it should be built as experience is gained based on theoretical developments and one's own intuition;
2. the direct application of most of the acquired knowledge, skills and abilities is possible only in a situation of professional communication and is limited outside the professional sphere of life.

A special peculiarity of the students' training is given by the fact that the personality of a psychologist is greatly influenced by communication in a "psychologist-client" situation, regardless of whether this situation is real or played out in a practical lesson. Such an influence is associated with the process of reflecting oneself in another, the ability to see oneself through the eyes of another person, with the gradual cumulative formation of personality as a social quality based on the information received. During their studies at the university, psychologists' indicators of sociability, expressivity and a number of others increase, students gain experience in communication, which compensates for secrecy and isolation in external manifestations.

Many researchers note the complex, contradictory nature of the professional formation of psychologists during their studies at the university. To systematize the difficulties of professional development of psychology students, one can rely on the structure of their professionalism: cognitive, self-assessment, everyday components and a component of professional experience. In the content of the cognitive component, such difficulties include:

1. gaps in ideas about theories and a mixture of theoretical concepts of various psychological approaches, the lack of an integrated system of special scientific terminology;
2. underdevelopment of professional thinking;
3. inadequate understanding of the psychologist's mission in the meaning of the profession;
4. the image of the client either does not correspond to the meaning of the profession, or, for all its complexity and detail, contains considerable intersperses of everyday observations.

Inside the self-assessment component:

1. a feeling of dissatisfaction with oneself, insufficient conformity of one's "Self" to the profession;
2. dependence on the teacher's opinion . In the content of the everyday component: focus more on emotional and personal interaction, rather than on communication in the space of a future profession. Inside the "practical experience" component:
 1. difficulties in choosing one's professional line, psychological paradigm, and own work style;
 2. the narrowness of practical psychological skills.

These difficulties determine the contradictions of the professional development of psychology students:

1. related to the content of cognitive and self-esteem components - between unrealistic ideas about future professional activity and interest in practicing psychology;
between the competence of students and their non-recognition of themselves as professionals;
2. due to the content of cognitive and everyday components, the profession of a psychologist attracts with the possibility of solving their own problems, and higher psychological education does not perform a psychotherapeutic function;
3. arising between the cognitive component and the component of practical experience:

students define psychology as a fundamental science, but focus on the field of practical psychological activity;

they strive to study psychology, but they do not know the demand for psychological services, and they experience difficulties in finding a job in their specialty;

4. between the content of the self-assessment component and the "practical experience" component, students have motivation to engage in psychological activities, but at the same time achieving their own professionalism is considered a very distant prospect;
5. in the content of the self-assessment, everyday components and the "practical experience" component, people with psychological problems make the choice of a psychologist's profession, and after graduation a specialist without psychological, subjective difficulties should be formed.

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