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PSYCHOLOGICAL AND PEDAGOGICAL INDICATORS OF THE ORIENTATION OF FUTURE TEACHERS TO STUDENTS IN THE PROFESSION

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Abstract. The article examines the psychological and pedagogical indicators characterizing the professional orientation of future teachers toward students as one of the key components of their readiness for pedagogical activity. The relevance of the study is determined by the increasing importance of student-centered interaction, professional responsibility, empathy, and effective communication in contemporary teacher education. The purpose of the research is to identify and theoretically substantiate the psychological and pedagogical indicators that reflect future teachers' orientation toward students in their professional activities. The study considers professional orientation as an integrated personal and professional characteristic that combines motivational, cognitive, emotional, communicative, and behavioral components. Particular attention is paid to such indicators as positive attitudes toward the teaching profession and students, professional motivation, empathy, acceptance of individual differences, communicative competence, pedagogical reflection, responsibility, and readiness to establish constructive teacher–student interaction. The research is based on theoretical analysis, comparison, systematization, and generalization of psychological and pedagogical literature related to teacher education and professional development. The analysis demonstrates that a sustainable orientation toward students is associated with the future teacher's ability to understand learners' educational needs, recognize their individual characteristics, establish psychologically supportive communication, select appropriate pedagogical strategies, and critically reflect on professional actions.

The findings suggest that the development of student-oriented professional attitudes should be systematically incorporated into university teacher-training programs. The identified indicators can be used as a theoretical basis for diagnosing future teachers' professional orientation and for developing educational strategies aimed at strengthening their psychological and pedagogical readiness for student-centered professional practice.

Keywords: future teachers, professional orientation, student-centered education, psychological indicators, pedagogical indicators, professional motivation, empathy.

Introduction

The modernization of contemporary education places increasing demands on the professional training of future teachers. The effectiveness of teaching is determined not only by a teacher's subject knowledge and methodological competence but also by the ability to understand students, recognize their individual characteristics, establish constructive interaction, and create favorable psychological and pedagogical conditions for their development. In this context, the orientation of future teachers toward students becomes an important component of professional readiness and an essential indicator of the quality of teacher education [1]. The professional orientation of a future teacher represents an integrated system of motives, values, attitudes, interests, and behavioral intentions that determine the individual's relationship with the teaching profession and its participants. Within this system, orientation toward students occupies a particularly significant position because pedagogical activity is fundamentally based on interpersonal interaction. A teacher is expected to perceive the student not

merely as an object of educational influence but as an active participant in the educational process with individual needs, abilities, interests, experiences, and learning trajectories [2].

Contemporary student-centered education has further strengthened the importance of this professional orientation. The transition from predominantly teacher-centered models toward collaborative and learner-centered approaches requires future teachers to develop empathy, emotional responsiveness, communicative flexibility, pedagogical reflection, tolerance, responsibility, and readiness for dialogue. These characteristics influence the teacher's ability to establish positive relationships with students, identify learning difficulties, provide appropriate support, and adapt teaching strategies to individual and group needs. Therefore, professional orientation toward students should be regarded as a multidimensional psychological and pedagogical construct rather than as a single professional characteristic. From a psychological perspective, orientation toward students is associated with professional motivation, value attitudes, empathy, emotional stability, reflection, and the capacity to understand another person's psychological state. The motivational and value components determine why a future teacher chooses to work with students and what significance the individual assigns to their development and well-being. The emotional component is reflected in the ability to demonstrate empathy, acceptance, respect, and appropriate emotional responses in pedagogical situations. Reflection enables future teachers to evaluate their own behavior, recognize difficulties in interaction, and make informed adjustments to their professional actions [3].

From a pedagogical perspective, student orientation is manifested through the ability to organize productive communication, select appropriate teaching methods, consider learners' individual and age-related characteristics, provide constructive feedback, and establish an inclusive and supportive learning environment. Consequently, psychological readiness and pedagogical competence should not be considered separately. Their integration determines whether future teachers are capable of transforming student-centered values into actual professional behavior. The university stage of teacher education is particularly important for the development of these qualities. During professional training, students acquire theoretical knowledge and methodological skills while simultaneously forming their professional identity, values, attitudes toward children and adolescents, and perceptions of the teacher's role [4]. Teaching practice, pedagogical observation, reflective activities, communication with learners, and the analysis of professional situations provide opportunities for future teachers to transform theoretical knowledge into practical experience. For this reason, higher education institutions need reliable indicators that make it possible to determine the extent to which future teachers are oriented toward students and identify areas requiring further professional development.

Despite considerable research on professional competence, teacher motivation, pedagogical communication, empathy, and student-centered learning, the problem of identifying these characteristics within an integrated system of psychological and pedagogical indicators remains relevant. Individual qualities may be examined separately, while their interrelationships within the structure of future teachers' professional orientation are not always sufficiently addressed. A systematic analysis is therefore required to determine which indicators most clearly characterize a future teacher's readiness to recognize the student as a central participant in professional pedagogical activity [5]. Accordingly, the purpose of this study is to identify and theoretically substantiate the psychological and pedagogical indicators of future teachers' orientation toward students in the teaching profession. To achieve this purpose, the study addresses the following objectives: to clarify the concept and structural characteristics of future teachers' professional orientation toward students; to identify its motivational-value, cognitive, emotional-empathic, communicative, reflective, and behavioral components; to determine psychological and pedagogical indicators suitable for assessing these components; and to substantiate their significance for improving the professional preparation of future teachers. The scientific significance of the study lies in the systematization of psychological and pedagogical indicators within an integrated model of student-oriented.

Materials and metods

The problem of future teachers' professional orientation has been widely discussed in psychological and pedagogical research because professional preparation involves not only the acquisition of subject knowledge and teaching techniques but also the development of values, motives, attitudes, and patterns of interaction that determine teachers' relationships with students. Contemporary studies increasingly conceptualize teacher professionalism as a multidimensional construct in which professional identity, motivation, self-efficacy, emotional competence, reflection, and interpersonal relationships interact with one another [1–3]. From this perspective, orientation toward students can be regarded as an integral characteristic reflecting how future teachers perceive learners, understand their needs, communicate with them, and organize educational activities. An important theoretical foundation for understanding professional orientation is provided by research on teacher motivation. Motivation influences the choice of the teaching profession, persistence during professional preparation, willingness to improve pedagogical competence, and attitudes toward future professional responsibilities. Studies of pre-service teachers demonstrate that intrinsic motivation, social utility values, perceived teaching ability, and expectations regarding professional activity are important elements in the formation of commitment to teaching [6].

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An important theoretical foundation for understanding professional orientation is provided by research on teacher motivation**.** Motivation influences the choice of the teaching profession, persistence during professional preparation, willingness to improve pedagogical competence, and attitudes toward future professional responsibilities. Studies of pre-service teachers demonstrate that intrinsic motivation, social utility values, perceived teaching ability, and expectations regarding professional activity are important elements in the formation of commitment to teaching. However, professional motivation should not be reduced to an individual's intention to become a teacher. In student-oriented teaching, motivation also includes an interest in learners' development and a willingness to invest cognitive and emotional resources in supporting their educational progress. The concept of professional identity provides another important perspective. Teacher identity develops through the interaction of personal beliefs, previous educational experiences, university training, teaching practice, and social expectations concerning the profession. During initial teacher education, future teachers gradually construct an understanding of what it means to be a teacher and what kind of relationships they should establish with students. Therefore, professional identity formation is closely connected with the development of student-oriented values. A future teacher who perceives teaching primarily as interpersonal and developmental work is more likely to recognize students as active participants in education rather than passive recipients of knowledge. Research on teacher–student relationships confirms the central role of interpersonal interaction in effective education. Positive relationships between teachers and students are associated with students' engagement, motivation, sense of belonging, and academic development. Teacher support, respect, fairness, emotional availability, and responsiveness can influence students' willingness to participate in learning activities. This suggests that the capacity to establish constructive relationships should be considered one of the major pedagogical indicators of future teachers' orientation toward students. Within this context, empathy represents an essential psychological characteristic. Teacher empathy involves the ability to recognize and understand students' emotional states and perspectives while responding to them in a professionally appropriate manner. Empathic orientation enables teachers to identify learners' difficulties, interpret behavior within its educational and social context, and select

communication strategies that maintain dignity and psychological safety. For future teachers, empathy is particularly important because their professional attitudes toward students are still developing during university education and teaching practice. Consequently, empathy can be considered both an indicator of student orientation and a professional quality that can be intentionally developed through pedagogical training. Closely related to empathy is emotional competence. Teaching requires continuous emotional interaction, and teachers regularly encounter situations involving students' anxiety, conflict, frustration, lack of motivation, or behavioral difficulties. The ability to recognize and regulate one's own emotions while responding appropriately to students is therefore significant for maintaining productive pedagogical interaction. Emotional competence contributes to the creation of a supportive classroom environment and may prevent negative communication patterns that weaken teacher–student relationships. Another frequently investigated construct is teacher self-efficacy**,** understood as teachers' beliefs in their capacity to organize and perform actions necessary to achieve educational goals. Self-efficacy is associated with instructional strategies, classroom management, student engagement, persistence, and professional behavior. For future teachers, self-efficacy develops through theoretical preparation, observation of professional models, teaching practice, feedback, and reflection. Nevertheless, confidence alone cannot be interpreted as evidence of student orientation. Its significance emerges when future teachers believe they can support diverse learners, adapt instruction, manage interaction constructively, and respond effectively to students' educational needs. The literature also emphasizes reflective competence as a fundamental element of teacher professionalism. Reflection enables future teachers to analyze their decisions, recognize the consequences of their actions for students, reconsider established assumptions, and modify pedagogical strategies. In the context of student orientation, reflection involves questions such as whether teaching methods correspond to learners' needs, whether communication is respectful and inclusive, whether all students have opportunities to participate, and how the teacher's own expectations may influence interaction. Thus, pedagogical reflection connects professional knowledge with actual behavior.

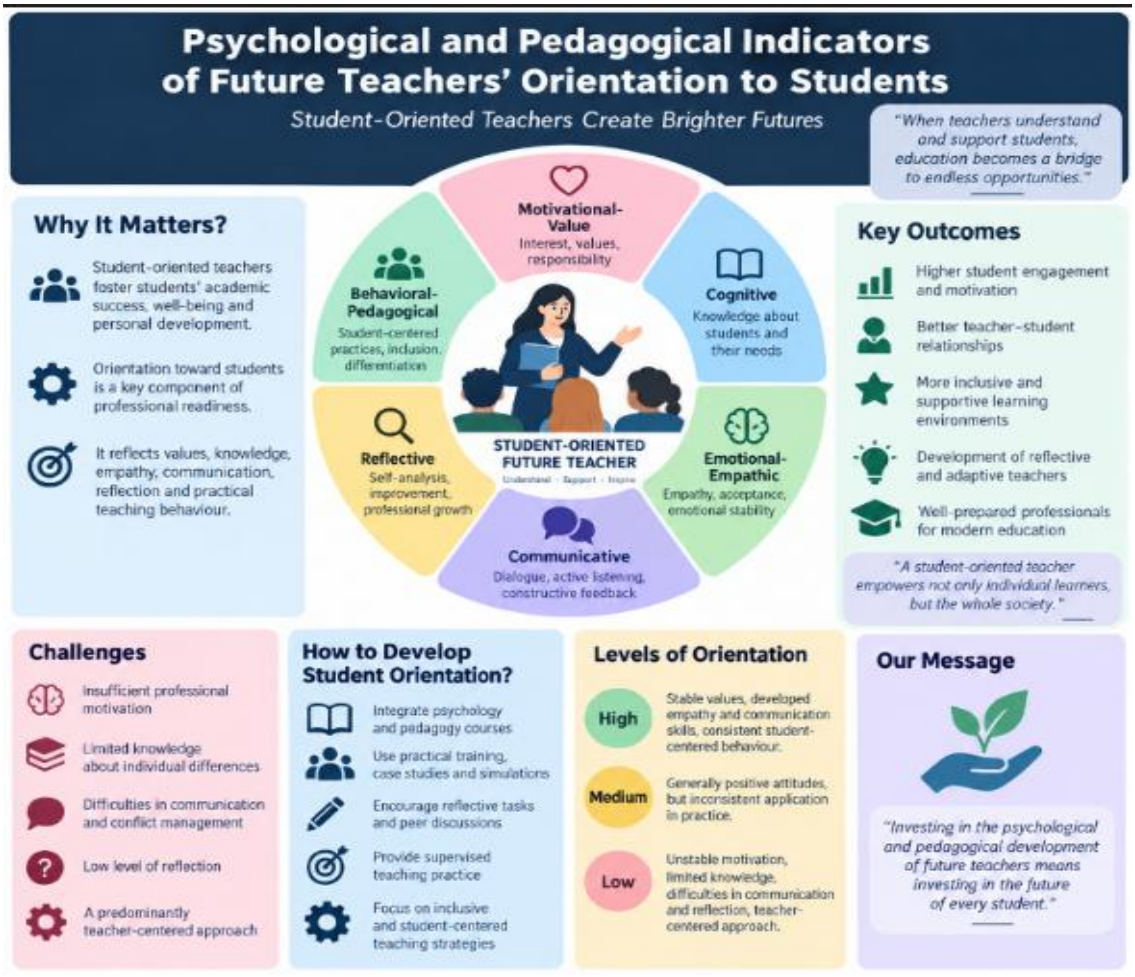
The growing emphasis on student-centered and learner-centered education further expands the concept of professional orientation. Student-centered teaching requires a shift from the transmission of predetermined information toward the organization of meaningful learning experiences in which students participate actively in knowledge construction. In this model, teachers perform the roles of facilitators, organizers, mentors, and providers of feedback. Such teaching requires knowledge of students' prior experiences and abilities, flexibility in instructional planning, differentiated support, and the creation of opportunities for autonomy and collaboration. Accordingly, readiness to implement student-centered methods can serve as a behavioral and pedagogical indicator of future teachers' orientation toward learners. The issue is also closely connected with inclusive education**.** Contemporary classrooms are characterized by differences in students' abilities, cultural and linguistic backgrounds, socioeconomic circumstances, learning pace, and educational needs. Future teachers' willingness to accept diversity and adapt teaching practices is therefore an important dimension of their professional orientation. Student orientation in an inclusive context implies respect for individual differences, rejection of discriminatory expectations, and readiness to provide equitable opportunities for participation and development. The analysis of previous research demonstrates that the orientation of future teachers toward students cannot be adequately assessed through a single characteristic. Professional motivation indicates the value assigned to teaching and work with learners; empathy and emotional competence characterize the psychological quality of interpersonal interaction; communicative competence reflects the ability to establish productive dialogue; self-efficacy concerns perceived professional capability; reflection supports the evaluation and improvement of pedagogical actions; while student-centered and inclusive practices demonstrate the behavioral realization of these orientations. Based on the reviewed literature, the psychological and pedagogical indicators of future teachers' orientation toward students can therefore be organized into six interrelated components: **(**1) motivational-value**,** including professional motivation and recognition of the value of student development; (2) cognitive**,** including knowledge of students' psychological, age-related, and individual characteristics; (3) emotional-empathic, including

empathy, emotional responsiveness, and acceptance; (4) communicative, including dialogue, active listening.

Results and Discussion

The results of the theoretical and methodological analysis made it possible to identify a system of psychological and pedagogical indicators that characterize future teachers' orientation toward students in professional activity. The findings demonstrate that this orientation has a multidimensional structure and cannot be explained exclusively by professional motivation or by the acquisition of pedagogical knowledge. It involves the interaction of motivational-value, cognitive, emotional-empathic, communicative, reflective, and behavioral-pedagogical components. The motivational-value component was identified as one of the fundamental indicators of professional orientation. A student-oriented future teacher demonstrates a sustainable interest in pedagogical activity, recognizes the personal and educational value of interaction with learners, and perceives responsibility for students' development as an essential aspect of the teaching profession. This component is particularly important because professional motivation determines not only the choice of teaching as a career but also the future teacher's willingness to invest effort in understanding and supporting students. The cognitive component reflects future teachers' knowledge and understanding of students' psychological, age-related, individual, and educational characteristics. The analysis indicates that student orientation requires more than general pedagogical knowledge. Future teachers need to understand how differences in motivation, abilities, prior experience, learning pace, and educational needs can influence students' participation in the learning process.

1-table. Psychological and Pedagogical indicators of future teachers Orientation to students



The cognitive component therefore provides a foundation for selecting appropriate teaching strategies and making informed pedagogical decisions. The emotional-empathic component was found to be particularly significant for the psychological dimension of student orientation. Empathy enables future teachers to recognize learners' emotional states, understand their perspectives, and respond appropriately to difficulties arising in educational situations. However, professional empathy should not be understood merely as emotional sympathy. In pedagogical practice, it involves the capacity to combine emotional responsiveness with professional judgment, fairness, and appropriate boundaries. The analysis also highlighted the importance of the communicative component**.** Teacher–student interaction is realized primarily through communication; therefore, active listening, constructive dialogue, appropriate questioning, clear explanation, respectful communication, and effective feedback constitute observable manifestations of student-oriented professional behavior. Communication competence also enables future teachers to manage disagreements and pedagogical conflicts without undermining students' dignity or motivation. The reflective component serves as a mechanism connecting professional experience with further development. A future teacher may possess theoretical knowledge and positive attitudes toward students but still experience difficulties in translating these qualities into effective professional practice. Reflection allows future teachers to examine their own decisions, evaluate the consequences of particular communication strategies, identify unsuccessful approaches, and make necessary adjustments. Consequently, reflective competence can be regarded as an important condition for transforming professional experience into professional growth. The behavioral-pedagogical component represents the practical realization of all the preceding components. Orientation toward students becomes professionally meaningful when motivational, cognitive, emotional, and reflective characteristics are manifested in actual pedagogical decisions. These manifestations include adapting instruction to students' educational needs, providing differentiated support, encouraging active participation, using constructive feedback, creating opportunities for cooperation, and maintaining an inclusive and psychologically supportive learning environment.

Integration of the Identified Indicators The findings suggest that the six components should be interpreted as an interconnected system rather than as independent characteristics. Professional motivation without sufficient pedagogical knowledge may not result in effective student support. Similarly, knowledge of student-centered methods without empathy and communication skills may limit the quality of interpersonal interaction. Empathy without reflection may lead to emotionally responsive but pedagogically inconsistent decisions, while reflection without practical implementation may remain disconnected from observable teaching behavior. Accordingly, future teachers' orientation toward students can be represented through the following conceptual relationship:

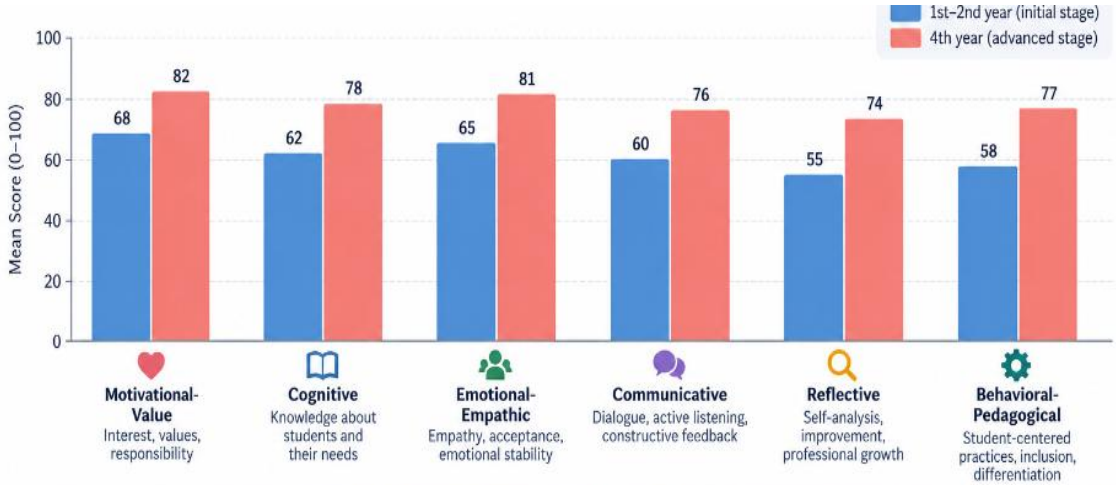
Professional orientation toward students = motivational-value orientation + cognitive readiness + emotional-empathic responsiveness + communicative competence + reflective competence + behavioral-pedagogical readiness. This model emphasizes that a high level of student orientation requires the balanced development of psychological dispositions and pedagogical competencies. The psychological indicators describe how future teachers perceive and understand students, whereas the pedagogical indicators demonstrate how these attitudes are transformed into professional actions. Levels of Future Teachers' Orientation toward Students. On the basis of the identified indicators, three general levels of orientation can be distinguished: high, medium, and low. A high level is characterized by stable professional motivation, recognition of the student as an active participant in education, developed empathy, effective communication, systematic reflection, and readiness to adapt pedagogical practices to individual learner needs. Future teachers at this level demonstrate consistency between their professional values and pedagogical decisions. A medium level is characterized by a generally positive attitude toward students and an understanding of student-centered principles, but these characteristics may not be consistently reflected in professional behavior. Future teachers may demonstrate empathy and communicative readiness while experiencing difficulties with differentiated instruction, reflection, conflict management, or the practical adaptation of teaching strategies. A low level may be associated with unstable professional

motivation, limited consideration of individual student characteristics, difficulties in establishing constructive communication, insufficient reflection, and a predominantly teacher-centered understanding of educational interaction. At this level, students may be perceived primarily as recipients of instruction rather than active participants in the educational process.

Discussion

The identified structure supports the broader understanding of teacher professionalism as a combination of personal, psychological, communicative, and pedagogical characteristics. In particular, the results indicate that orientation toward students should not be reduced to a positive emotional attitude toward learners. It is a professionally organized orientation that includes understanding students, accepting individual differences, communicating effectively, reflecting on pedagogical decisions, and selecting appropriate educational strategies. Another important implication concerns the relationship between student-centered values and professional behavior**.** Future teachers may theoretically support student-centered education without consistently implementing its principles in practice. This possible discrepancy highlights the importance of examining not only self-reported attitudes but also responses to pedagogical situations and behavior during teaching practice. Therefore, the assessment of professional orientation should combine psychological diagnostic instruments with pedagogical observation, case analysis, and reflective tasks. The findings also underline the role of teaching practice in developing student orientation. Direct interaction with learners provides future teachers with opportunities to test theoretical assumptions, encounter individual differences, solve communication problems, and reflect on the consequences of their pedagogical decisions. For this reason, pedagogical practice should not be regarded solely as an opportunity to demonstrate teaching techniques; it should also function as an environment for developing empathy, reflection, communication, and professional responsibility. From the perspective of teacher education, the identified indicators can be incorporated into university training programmes. Courses in psychology and pedagogy can strengthen cognitive understanding of learners, while practical workshops and simulations can develop communication and conflict-management skills. Reflective diagries, case studies, peer discussions, and supervised teaching practice can contribute to reflective competence. Activities involving differentiated and inclusive teaching can support the behavioral implementation of student-centered principles.

2-table. Comparative Analysis of Psychological and Pedagogical indicators of future teachers Orientation to students



Indicator	1st–2nd year (initial stage) Mean Score	4th year (advanced stage) Mean Score	Change (+/-)
Motivational-Value	68	82	+14
Cognitive	62	78	+16
Emotional-Empathic	65	81	+16
Communicative	60	76	+16
Reflective	55	74	+19
Behavioral-Pedagogical	58	77	+19

The proposed system of indicators also has diagnostic significance. Rather than providing only a general assessment of professional readiness, it allows researchers and teacher educators to identify particular areas of strength and areas requiring development. For example, a future teacher may demonstrate strong professional motivation and empathy but insufficient reflective or communicative competence. Another student may possess substantial pedagogical knowledge while demonstrating a less developed motivational-value orientation. Such differences indicate the need for differentiated approaches to professional preparation. Overall, the results demonstrate that future teachers' orientation toward students should be understood as an integrated psychological and pedagogical characteristic. Its development requires systematic interaction between professional motivation, knowledge about learners, empathy, communication, reflection, and practical student-centered behavior. The integration of these components into teacher education can contribute to the preparation of professionals who are capable of responding to individual learner needs and establishing constructive, respectful, and development-oriented teacher–student relationships.

Conclusion

The study of the psychological and pedagogical indicators of future teachers' orientation toward students demonstrates that this phenomenon should be considered an integrated component of professional readiness rather than an isolated personal quality. Student orientation combines future teachers' professional values and motivation with their knowledge of learners, emotional responsiveness, communication skills, reflective abilities, and readiness to implement student-centered pedagogical practices. The analysis enabled the identification of six interrelated components: motivational-value, cognitive, emotional-empathic, communicative, reflective, and behavioral-pedagogical**.** Each component performs a specific function in the formation of professional orientation. The motivational-value component determines the future teacher's professional intentions and recognition of the value of student development. The cognitive component provides knowledge about learners' psychological, age-related, and individual characteristics. The emotional-empathic component supports understanding and acceptance of students, while the communicative component ensures constructive teacher–student interaction. The reflective component enables future teachers to critically evaluate and improve their professional actions, whereas the behavioral-pedagogical component transforms these qualities into practical student-centered teaching strategies. The findings also indicate that these components should not be developed separately. Effective professional orientation requires their systematic integration. Positive attitudes toward students without sufficient pedagogical knowledge may be inadequate for addressing individual educational needs, while theoretical knowledge without empathy, communication, and reflection may not result in constructive professional interaction. Therefore, teacher education programmes should provide conditions in which psychological qualities and pedagogical competencies develop simultaneously. Particular attention should be paid to the role of pedagogical practice. Direct interaction with students allows future teachers to apply theoretical knowledge, develop communication skills, recognize individual differences, evaluate their own professional behavior, and acquire experience in making student-centered pedagogical decisions. Reflective tasks, case-based learning, classroom simulations, supervised teaching practice, and the analysis of authentic pedagogical situations may therefore be effective instruments for strengthening professional orientation toward students. The proposed system of indicators has both theoretical and practical significance. Theoretically, it contributes to a more systematic understanding of student orientation as a multidimensional element of future teachers' professional readiness. Practically, the identified indicators can provide a basis for developing diagnostic instruments, evaluating the professional preparation of future teachers, and designing educational interventions aimed at strengthening particular components of student-oriented competence. Future research should empirically examine the relationships among the identified components using validated psychological and pedagogical instruments and larger samples of pre-service teachers. Comparative studies involving students at different stages of teacher education may also clarify how professional orientation changes during university training and pedagogical practice. Longitudinal research would be particularly valuable for determining whether student-oriented attitudes developed during initial teacher education are

maintained and transformed into sustainable professional behavior after entry into the teaching profession. In conclusion, the formation of a stable orientation toward students should be regarded as one of the priorities of contemporary teacher education. Preparing a professionally competent teacher requires not only subject knowledge and methodological skills but also the capacity to understand students, respect their individuality, communicate constructively, reflect on professional actions, and create educational conditions that support their academic and personal development.

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БОЛАШАҚ ПЕДАГОГТЕРДІҢ КӘСІБИ ҚЫЗМЕТТЕ БІЛІМ АЛУШЫЛАРҒА БАҒДАРЛАНУЫНЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ КӨРСЕТКІШТЕРІ

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Аңдатпа. Мақалада болашақ мұғалімдердің педагогикалық қызметке даярлығының негізгі құрамдас бөліктерінің бірі ретінде олардың кәсіби қызметте білім алушыларға бағдарлануын сипаттайтын психологиялық-педагогикалық көрсеткіштер қарастырылады.

Зерттеудің өзектілігі қазіргі педагогикалық білім беру жүйесінде білім алушыға бағдарланған өзара әрекеттестіктің, кәсіби жауапкершіліктің, эмпатияның және тиімді коммуникацияның маңыздылығының артуымен айқындалады. Зерттеудің мақсаты – болашақ мұғалімдердің кәсіби қызмет барысында білім алушыларға бағдарлануын сипаттайтын психологиялық-педагогикалық көрсеткіштерді анықтау және оларды теориялық тұрғыдан негіздеу.

Зерттеуде кәсіби бағдарлану мотивациялық, когнитивтік, эмоционалдық, коммуникативтік және мінез-құлықтық компоненттерді біріктіретін тұлғалық-кәсіби интегративті сипаттама ретінде қарастырылады. Мұғалім мамандығына және білім алушыларға жағымды қатынас, кәсіби мотивация, эмпатия, жеке ерекшеліктерді қабылдау, коммуникативтік құзыреттілік, педагогикалық рефлексия, жауапкершілік және мұғалім мен білім алушы арасында сындарлы өзара әрекеттестік орнатуға даярлық сияқты көрсеткіштерге ерекше назар аударылады.

Зерттеу мұғалімдерді даярлау және олардың кәсіби дамуы мәселелеріне арналған психологиялық-педагогикалық ғылыми әдебиеттерді теориялық талдау, салыстыру, жүйелеу және жалпылау әдістеріне негізделген. Жүргізілген талдау білім алушыларға тұрақты кәсіби бағдарланудың болашақ мұғалімнің білім алушылардың білім беру қажеттіліктерін түсіну, олардың жеке ерекшеліктерін ескеру, психологиялық тұрғыдан қолайлы қарым-қатынас орнату, тиісті педагогикалық стратегияларды таңдау және өзінің кәсіби іс-әрекетін сыни тұрғыдан рефлексиялау қабілеттерімен байланысты екенін көрсетті.

Зерттеу нәтижелері білім алушыға бағдарланған кәсіби ұстанымдарды қалыптастыру университеттік педагогикалық білім беру бағдарламаларына жүйелі түрде енгізілуі қажет екенін көрсетеді. Анықталған көрсеткіштер болашақ мұғалімдердің кәсіби бағдарлануын диагностикалаудың теориялық негізі ретінде, сондай-ақ олардың білім алушыға бағдарланған кәсіби қызметке психологиялық-педагогикалық даярлығын арттыруға бағытталған білім беру стратегияларын әзірлеуде қолданылуы мүмкін.

Түйін сөздер: Болашақ педагогтер, кәсіби бағдар, білім алушыға бағдарланған оқыту, психологиялық көрсеткіштер, педагогикалық көрсеткіштер, кәсіби мотивация, эмпатия.

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ПОКАЗАТЕЛИ НАПРАВЛЕННОСТИ БУДУЩИХ УЧИТЕЛЕЙ НА ОБУЧАЮЩИХСЯ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация. В статье рассматриваются психолого-педагогические показатели, характеризующие профессиональную направленность будущих учителей на обучающихся как один из ключевых компонентов их готовности к педагогической деятельности. Актуальность исследования обусловлена возрастающей значимостью личностно-ориентированного взаимодействия, профессиональной ответственности, эмпатии и эффективной коммуникации в современной системе педагогического образования. Цель исследования заключается в выявлении и теоретическом обосновании психолого-педагогических показателей, отражающих направленность будущих учителей на обучающихся в процессе профессиональной деятельности.

В исследовании профессиональная направленность рассматривается как интегративная личностно-профессиональная характеристика, объединяющая мотивационный, когнитивный, эмоциональный, коммуникативный и поведенческий компоненты. Особое внимание уделяется таким показателям, как положительное отношение к педагогической профессии и

обучающимся, профессиональная мотивация, эмпатия, принятие индивидуальных различий, коммуникативная компетентность, педагогическая рефлексия, ответственность и готовность к установлению конструктивного взаимодействия между учителем и обучающимся.

Исследование основано на методах теоретического анализа, сравнения, систематизации и обобщения психолого-педагогической научной литературы, посвящённой вопросам подготовки педагогических кадров и профессионального развития учителя. Проведённый анализ показывает, что устойчивая профессиональная направленность на обучающихся связана со способностью будущего учителя понимать образовательные потребности обучающихся, учитывать их индивидуальные особенности, устанавливать психологически благоприятное взаимодействие, выбирать адекватные педагогические стратегии и критически осмысливать собственную профессиональную деятельность.

Результаты исследования свидетельствуют о необходимости систематического включения процесса формирования личностно-ориентированных профессиональных установок в университетские программы подготовки педагогических кадров. Выявленные показатели могут служить теоретической основой для диагностики профессиональной направленности будущих учителей, а также использоваться при разработке образовательных стратегий, направленных на повышение их психолого-педагогической готовности к осуществлению профессиональной деятельности, ориентированной на обучающихся.

Ключевые слова: Будущие педагоги, профессиональная ориентация, личностно-ориентированное обучение, психологические показатели, педагогические показатели, профессиональная мотивация, эмпатия.