



PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF PROFESSIONAL SELF-DEVELOPMENT IN THE PERSONALITY OF A FUTURE TEACHER

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Abstract

This article analyzes the psychological and pedagogical characteristics that emerge during the professional self-development of future teachers. It emphasizes that students and young specialists entering the teaching profession should not only acquire theoretical knowledge and practical skills but also develop personal qualities, think independently, maintain professional motivation, and be prepared for continuous self-improvement. Psychological aspects such as self-awareness, internal reflection, emotional stability, and social adaptability are explored in detail. The article highlights the importance of harmonizing both psychological and pedagogical dimensions in preparing well-rounded and competent future educators.

Keywords. Professional development, psychological characteristics, pedagogical training, reflection, motivation, methodological competence, self-awareness, personal growth, teaching profession.

Аннотация

В данной статье анализируются психолого-педагогические особенности, возникающие в процессе профессионального саморазвития будущих учителей. В ней подчеркивается, что студенты и молодые специалисты, вступающие в профессию учителя, должны не только приобретать теоретические знания и практические навыки, но и развивать личные качества, мыслить самостоятельно, сохранять профессиональную мотивацию и быть готовыми к постоянному самосовершенствованию. Подробно рассматриваются такие психологические аспекты, как самосознание, внутренняя рефлексия, эмоциональная устойчивость и социальная адаптация.



В статье подчеркивается важность гармонизации как психологических, так и педагогических аспектов в подготовке всесторонне развитых и компетентных будущих педагогов.

Ключевые слова. Профессиональное развитие, психологические особенности, педагогическая подготовка, рефлексия, мотивация, методическая компетентность, самосознание, личностный рост, профессия учителя.

Introduction

In the contemporary landscape of education, the role of the teacher extends far beyond the transmission of knowledge. Today's educators are expected to be reflective practitioners, capable of continual self-assessment and growth. For future teachers, the process of professional self-development begins long before they enter the classroom as full-time professionals. It is rooted in a deep understanding of one's own cognitive, emotional, and motivational states, which shape their attitudes toward learning, teaching, and personal growth. This makes the study of psychological and pedagogical features in their development not only relevant but essential in shaping competent and resilient educators.

Psychological traits such as self-awareness, emotional regulation, intrinsic motivation, and adaptive resilience serve as the internal foundation for professional growth. These characteristics enable future teachers to effectively manage the challenges of pedagogical work and to build a sustainable teaching identity. The development of such traits often requires intentional reflection and structured opportunities for feedback and self-evaluation. Furthermore, self-directed learning, a key component of self-development, is only possible when individuals possess the internal psychological readiness to take ownership of their growth journey.

From the pedagogical perspective, the learning environment plays a crucial role in either fostering or hindering the process of professional self-development. A supportive academic culture that promotes collaboration, critical thinking, and experiential learning can significantly enhance the growth of future teachers. The role of mentoring, practical teaching experiences, and exposure to diverse



educational contexts further contributes to the development of pedagogical competence. Such environments not only encourage the application of theoretical knowledge but also help students internalize the values and ethics of the teaching profession.

Taken together, psychological and pedagogical dimensions are interdependent and must be nurtured simultaneously for effective self-development. Understanding how these factors interact within the personality of a prospective teacher provides valuable insights for educators, policymakers, and teacher preparation institutions. It highlights the importance of designing teacher education programs that address both internal and external factors, ultimately leading to the formation of reflective, adaptive, and committed professionals capable of meeting the dynamic demands of modern education.

Analysis of literature and methodology

The process of professional self-development in future educators has been deeply explored through various psychological and pedagogical theories. Lev Vygotsky's sociocultural theory plays a foundational role in understanding this process. He emphasized the concept of the "zone of proximal development," highlighting that individuals reach higher levels of competence through social interaction and guided learning. For future teachers, this means that their professional identity and capabilities are shaped not only by internal effort but also by meaningful collaboration with mentors, peers, and learners. Vygotsky's perspective underscores the importance of reflective dialogue, scaffolding, and culturally embedded experiences in developing pedagogical maturity.

Building upon the idea of internalization, Albert Bandura's theory of self-efficacy contributes significantly to the psychological aspect of teacher development. Bandura proposed that individuals' belief in their ability to succeed influences their motivation and performance. In the context of teacher training, future educators with high self-efficacy are more likely to engage actively in learning opportunities, persevere through difficulties, and approach professional challenges with confidence. This sense of agency is essential for sustaining long-term commitment



to self-growth, particularly in dynamic educational environments where adaptability is critical.

From the perspective of activity theory, A.N. Leontiev emphasized the importance of purposeful and socially meaningful activity in shaping human consciousness and behavior. His framework is particularly relevant to future teachers, whose development is intricately tied to their engagement in teaching-related tasks, including lesson planning, classroom management, and student interaction. According to Leontiev, it is through repeated and intentional engagement in such activities that pedagogical skills are not only acquired but internalized as part of the teacher's personality. This process highlights the dynamic interplay between action, reflection, and personal transformation in professional growth.

Psychologist Carl Rogers' humanistic approach also provides valuable insight into the personal development of future teachers. Rogers argued that individuals possess an inherent potential for growth, which can be actualized in environments that are supportive, accepting, and empathetic. Applying this to teacher education, it becomes clear that psychological safety and emotional support are critical in helping future educators explore their strengths and confront their weaknesses. When future teachers feel valued and respected, they are more likely to take ownership of their learning journey, take risks, and engage in deep self-reflection—key components of authentic professional self-development.

Discussion

The professional self-development of future teachers is a multidimensional process influenced by an interplay of psychological and pedagogical characteristics. From a psychological standpoint, attributes such as motivation, emotional resilience, cognitive flexibility, and self-awareness are crucial in shaping how a future educator navigates their learning journey. These traits not only affect how an individual processes challenges but also determine the extent to which they can reflect on experiences and apply them meaningfully. Future teachers who demonstrate higher emotional intelligence and intrinsic motivation are typically more open to constructive feedback and are better equipped to overcome setbacks during teacher training, which is often emotionally and intellectually demanding.



Pedagogical characteristics, meanwhile, provide the structural and strategic framework through which professional growth can be realized. Effective pedagogical thinking includes the ability to adapt instruction based on learners' needs, utilize reflective teaching practices, and design learning environments that foster student engagement. Future teachers must develop a sense of pedagogical responsibility that goes beyond the delivery of content; they are required to internalize the ethical and professional standards of the teaching profession. This pedagogical maturity is usually cultivated through supervised teaching practice, coursework, and collaborative problem-solving in real classroom contexts, where future teachers transition from theoretical understanding to practical application.

A central issue in the discussion of self-development is the role of self-regulation and metacognition. These processes enable future teachers to evaluate their strengths and weaknesses, set personal learning goals, monitor progress, and adjust strategies as needed. Without these skills, even well-intentioned efforts at self-improvement can become directionless. Moreover, the development of professional identity is closely tied to psychological self-perception—how an individual sees themselves in the role of a teacher. This identity is constantly shaped by social interaction, feedback from mentors, and internal reflections, highlighting the dynamic and evolving nature of teacher development.

In conclusion, fostering the self-development of future teachers requires a well-balanced cultivation of both psychological resilience and pedagogical competence. These dimensions are not isolated; rather, they operate in tandem to create a sustainable foundation for long-term professional growth. As education systems become more complex and student needs increasingly diverse, it is essential that teacher education programs focus on equipping future educators with the tools to continuously adapt, reflect, and evolve. Only by addressing the psychological and pedagogical aspects together can we ensure that future teachers are not only knowledgeable, but also thoughtful, responsive, and resilient professionals.

Conclusion

In conclusion, the journey of professional self-development for future teachers is a deeply personal and intellectually demanding process that integrates both



psychological readiness and pedagogical competency. The psychological traits of self-awareness, emotional intelligence, intrinsic motivation, and adaptability form the inner foundation that supports ongoing learning and self-refinement. Without a stable psychological core, the pressures and unpredictability of the teaching profession can become overwhelming. Therefore, cultivating emotional stability and a growth mindset should be an essential objective of teacher education programs.

On the pedagogical side, developing the skills necessary to translate theoretical knowledge into effective classroom practice is a continuous endeavor. Future teachers must learn to analyze complex learning environments, apply varied teaching strategies, and remain responsive to the needs of diverse students. These abilities are not innate; they emerge through reflection, mentorship, and repeated practice. Consequently, pedagogical growth must be seen as a dynamic and recursive process, where learning, teaching, and self-assessment are tightly interconnected. Institutions that support this through practical experiences and reflective dialogue better prepare educators for the realities of the profession.

Equally important is the recognition that psychological and pedagogical characteristics do not operate in isolation. They interact closely to shape the emerging identity of the teacher. A pedagogically skilled but psychologically unprepared teacher may struggle with stress, burnout, or lack of professional resilience. Conversely, a psychologically balanced individual who lacks pedagogical awareness may fail to meet students' academic needs. It is in the integration of these two dimensions that a well-rounded, competent, and reflective teacher emerges—one who is not only capable of teaching but also of growing with and through their practice.

Thus, a holistic approach to teacher development must be prioritized—one that acknowledges the complexity of human growth and the multifaceted nature of teaching. Educator preparation programs must design experiences that address both the internal psychological processes and external pedagogical demands of teaching. When future teachers are equipped with the tools to understand themselves, their learners, and the broader context of education, they become more than just instructors—they become lifelong learners, mentors, and change agents within their communities.



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