



THE ROLE OF PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS IN THE PROFESSIONAL SELF-DEVELOPMENT OF FUTURE TEACHERS

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Annotation

This paper explores the essential role of psychological and pedagogical characteristics in the professional self-development of future teachers. It highlights how traits such as self-awareness, emotional resilience, motivation, and reflective thinking contribute to the effective growth of teaching professionals. Simultaneously, it emphasizes the importance of pedagogical competencies including instructional planning, adaptive teaching methods, and ethical responsibility in shaping a well-rounded educator. The study underscores the interconnection between psychological readiness and pedagogical skills as a foundation for continuous self-improvement and professional success in the teaching career.

Keywords: Psychological characteristics, pedagogical skills, self-awareness, motivation, emotional resilience, reflective practice, teaching competence, lifelong learning.

Аннотация

В данной работе исследуется важная роль психолого-педагогических характеристик в профессиональном саморазвитии будущих учителей. Она подчеркивает, как такие качества, как самосознание, эмоциональная устойчивость, мотивация и рефлексивное мышление, способствуют эффективному росту педагогических кадров. В то же время он подчеркивает важность педагогических компетенций, включая планирование обучения, адаптивные методы обучения и этическую ответственность в формировании всесторонне развитого педагога. В исследовании подчеркивается взаимосвязь



International Conference on Medical Science, Medicine and Public Health

Hosted online from Jakarta, Indonesia

Website: econfseries.com

30th July, 2025

между психологической готовностью и педагогическими навыками как основой для постоянного самосовершенствования и профессионального успеха в педагогической карьере.

Ключевые слова: Психологические характеристики, педагогические навыки, самосознание, мотивация, эмоциональная устойчивость, рефлексивная практика, педагогическая компетентность, непрерывное обучение.

Introduction

The journey toward becoming a professional educator involves much more than acquiring subject knowledge or mastering teaching methods. For future teachers, the path to professional self-development is deeply rooted in the integration of psychological and pedagogical traits that collectively shape their identity and capabilities as educators. As teacher education becomes more complex and student needs grow increasingly diverse, the importance of understanding and cultivating these characteristics becomes essential. Teacher candidates must develop not only the technical aspects of instruction but also the inner emotional, cognitive, and reflective faculties that enable sustainable professional growth.

Psychological characteristics such as motivation, emotional stability, self-regulation, and resilience play a foundational role in how a teacher engages with learning, adapts to challenges, and manages the dynamics of a classroom. Without these internal mechanisms, even the most knowledgeable teacher may struggle to thrive in demanding educational settings. These traits foster the confidence and persistence needed for continuous learning, helping future teachers to navigate setbacks, embrace constructive feedback, and build long-term commitment to the teaching profession. Thus, cultivating psychological readiness should be a core element in teacher training programs.

In parallel, pedagogical development shapes the future teacher's ability to design effective instruction, understand diverse learning needs, and create inclusive educational environments. Pedagogical characteristics include the capacity for critical reflection, classroom management, curriculum planning, and ethical decision-making. Through pedagogical competence, future educators translate



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30th July, 2025

theory into meaningful practice. More importantly, it helps them approach their work not merely as a series of tasks, but as a purposeful and socially responsible endeavor. The balance between pedagogical skill and psychological insight leads to a more holistic professional identity.

Recognizing the interdependence of these dimensions is vital for preparing educators who are adaptable, reflective, and resilient. Professional self-development does not occur in isolation; it requires a dynamic interaction between one's internal mindset and external teaching practice. When psychological and pedagogical growth are pursued together, they form the foundation of a teacher who can not only cope with the demands of the classroom but also inspire and lead learners through meaningful educational experiences. This article seeks to explore these dimensions in depth, shedding light on their impact in shaping the teachers of tomorrow.

Literature analysis and methodology

The professional self-development of future teachers has been widely explored in pedagogical and psychological literature, often emphasizing the interplay between internal personal traits and external teaching competencies. Contemporary research suggests that teacher identity formation is a dynamic process shaped not only by educational experiences but also by individual psychological readiness. Authors such as Beauchamp and Thomas view teacher identity as a construct influenced by reflection, social interaction, and personal growth. These aspects are deeply embedded in psychological domains, suggesting that future teachers must engage in self-awareness and introspection to effectively construct their professional selves.

Several psychological theorists have highlighted the importance of emotional intelligence, resilience, and self-regulation in teacher preparation. Goleman's framework of emotional intelligence is particularly relevant, as it outlines how the ability to recognize, manage, and use emotions positively correlates with effective teaching. Studies grounded in Bandura's theory of self-efficacy further demonstrate that when future teachers believe in their capacity to influence student outcomes, they are more likely to persist in challenging teaching scenarios. These psychological traits are not fixed; rather, they can be nurtured through intentional



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training and reflective practice, a point frequently discussed in teacher education literature.

From the pedagogical perspective, theorists such as Shulman emphasize the development of pedagogical content knowledge as a critical element in a teacher's self-development. This includes not only knowing subject matter but also understanding how to convey it effectively to diverse learners. Vygotsky's sociocultural theory adds further dimension, proposing that knowledge construction occurs through social interaction and guided practice. This has implications for future teachers, suggesting that pedagogical growth is best achieved in collaborative, supportive environments where dialogue and mentorship are present. These frameworks position pedagogy not just as a skillset but as an evolving professional orientation.

Another important thread in the literature revolves around reflective practice. Schön's concept of the "reflective practitioner" has become a cornerstone in teacher development, encouraging educators to critically assess their own teaching and learn from experience. This practice fosters both psychological maturity and pedagogical refinement. Additionally, research indicates that future teachers who engage in systematic reflection are more likely to adjust their instructional strategies, recognize students' emotional and cognitive needs, and approach their work with greater empathy and adaptability.

In summary, the existing body of literature supports a dual emphasis on psychological and pedagogical dimensions in the self-development of future teachers. These studies collectively affirm that professional growth is not linear but cyclical, rooted in reflection, contextual awareness, and the integration of internal and external competencies. As such, teacher education programs must consider both the emotional and instructional readiness of candidates, promoting environments where both psychological insight and pedagogical expertise can flourish. This integrated perspective offers a more holistic view of teacher preparation and better equips educators for the realities of the classroom.



Discussion

The process of professional self-development for future teachers is a multifaceted journey shaped by a range of internal and external factors. Among the most crucial are psychological and pedagogical characteristics, which not only define the teacher's performance but also influence their long-term growth and adaptability. Psychological traits such as self-motivation, emotional awareness, and reflective thinking play a significant role in preparing future educators to navigate the challenges of classroom life. These traits serve as foundational tools that empower individuals to maintain resilience under pressure, remain committed to student learning, and actively seek personal and professional improvement.

One key psychological aspect that stands out is self-reflection. The ability to reflect critically on one's own teaching experiences helps prospective educators identify their strengths and areas for growth. This self-awareness leads to more intentional and strategic professional development. When future teachers engage in regular reflection, they tend to adopt a growth mindset, allowing them to view mistakes as learning opportunities rather than failures. Moreover, emotionally intelligent teachers who can manage their emotions and empathize with students are better equipped to foster positive classroom environments and handle interpersonal challenges effectively.

On the pedagogical side, future teachers must develop a solid understanding of instructional strategies, curriculum planning, and classroom management techniques. These competencies are essential for translating theory into practice and ensuring that learning objectives are achieved in diverse educational settings. The ability to design engaging lessons, adapt to student needs, and employ differentiated instruction is not merely a technical skill but a reflection of deeper pedagogical insight. As future teachers encounter real-world classroom dynamics, those with stronger pedagogical preparation are more likely to respond with flexibility and innovation.

The interaction between psychological and pedagogical characteristics creates a dynamic platform for holistic professional development. For instance, a teacher who is pedagogically competent but lacks emotional resilience may struggle to cope with stress, leading to burnout. Conversely, a psychologically strong teacher without



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pedagogical mastery may lack the tools to implement effective instruction. Therefore, an integrated approach that nurtures both domains is necessary. Teacher education programs should strive to create experiences that simultaneously enhance emotional intelligence and instructional competence through reflective practices, peer collaboration, and guided mentorship.

In conclusion, psychological and pedagogical characteristics should not be treated as isolated components in teacher development. They function in synergy, reinforcing one another in shaping a well-rounded, adaptable, and reflective teaching professional. By recognizing the interdependence of these traits, teacher training institutions can create more effective programs that prepare future educators not only for the technical demands of teaching but also for the emotional and cognitive challenges they will inevitably face. This integrated view is essential in cultivating educators who are prepared to lead, inspire, and continuously evolve in a rapidly changing educational landscape.

Conclusion

The role of psychological and pedagogical characteristics in the professional self-development of future teachers is foundational and multifaceted. Psychological traits such as self-awareness, emotional stability, and motivation are essential for teachers to engage deeply with their own growth process. Without a strong psychological foundation, prospective educators may struggle to adapt to the evolving demands of teaching and student needs. These inner qualities empower teachers to approach challenges constructively, maintain resilience in stressful situations, and sustain a lifelong commitment to learning and self-improvement.

Pedagogical characteristics, equally important, shape how future teachers plan, deliver, and assess educational experiences. Mastery of pedagogical skills enables them to create meaningful and adaptive learning environments that respect student diversity and encourage active engagement. This skill set is not static but continuously refined through reflection, feedback, and practical experience. As pedagogical competence grows hand in hand with psychological readiness, teachers become more confident and effective in implementing varied instructional strategies and managing classroom dynamics.



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The interaction between psychological and pedagogical factors is where true professional development takes place. Psychological well-being supports the ability to absorb new pedagogical knowledge and apply it creatively in real classroom settings. Conversely, pedagogical success can reinforce a teacher's motivation and self-efficacy, creating a positive feedback loop that encourages ongoing self-improvement. Neglecting either side can lead to an incomplete preparation that may impact both teacher effectiveness and personal satisfaction in the profession.

Moreover, cultivating these intertwined characteristics requires intentional support within teacher education programs. Integrating psychological skill-building, such as reflective practices and emotional intelligence training, with pedagogical coursework helps future educators develop holistically. Mentorship and collaborative learning environments further foster this integration, allowing aspiring teachers to experiment, receive constructive feedback, and internalize both the cognitive and affective aspects of their roles. Such comprehensive preparation is critical for meeting the complexities of modern educational demands.

In summary, the professional self-development of future teachers depends heavily on the balanced development of psychological and pedagogical characteristics. Their synergy equips teachers not only with the technical knowledge but also with the emotional resilience and reflective capacity necessary to thrive in diverse and challenging educational contexts. Recognizing and promoting this balance should be a priority in teacher training to ensure that educators emerge capable, confident, and committed to lifelong growth and excellence in teaching.

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