

RESEARCH ARTICLE

The Manifestation Of Professional Competence In Future Educators As A Psychological Phenomenon

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VOLUME: Vol.06 Issue01 2026

PAGE: 82-86

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Abstract

This article examines the manifestation of professional competence in future preschool educators as a psychological phenomenon. Professional competence is analyzed as an integrative system combining cognitive, emotional, motivational, and social-communicative components. Particular attention is paid to the role of emotional intelligence, reflection, adaptability, and social intelligence in shaping effective pedagogical behavior. The study synthesizes theoretical perspectives from psychology and pedagogy to explain the structural and functional aspects of competence development. The interrelation between personal qualities and professional effectiveness is emphasized. The article highlights the significance of socio-psychological competence in organizing successful educational interactions. The findings contribute to a deeper understanding of competence as a dynamic and multidimensional construct. The results may serve as a theoretical foundation for improving teacher training programs in preschool education.

KEY WORDS

Professional competence, psychological phenomenon, future educators, emotional intelligence, social intelligence, reflective competence, pedagogical mastery, professional development, motivation, adaptability, communication skills, socio-psychological competence, preschool education, teacher personality, cognitive competence, behavioral competence, self-awareness, interpersonal interaction, educational effectiveness, teacher training.

INTRODUCTION

This article highlights the manifestation of professional competence in future educators as a psychological phenomenon. Professional competence in future preschool educators, when viewed as a psychological phenomenon, encompasses a wide range of theoretical and practical aspects and is expressed through personal characteristics, emotional intelligence, motivation, social-communicative abilities, and the individual's capacity for social adaptation. As a psychological phenomenon, professional competence contributes not only to the development of future educators'

knowledge and skills but also to their interest in the profession and their responsible attitude toward professional activity. Professional competence is considered a complex of abilities formed in the process of personal and professional development, closely interconnected with an individual's internal aspirations, level of self-awareness, and ability to adapt to changes in the surrounding environment. In pedagogical practice, particularly in preschool education, professional competence acquires deep psychological significance, as educators play a crucial role in the intellectual,

moral, and social development of the younger generation.

Emotional intelligence is an integral component of professional competence, as it develops an individual's ability to understand and manage emotions, as well as to establish effective relationships with children and colleagues. Educators with a high level of emotional intelligence are able to perceive children's needs more deeply and provide timely psychological support. Empathy, in turn, serves as a foundation for establishing sincere relationships with children and understanding their emotional states, thereby enhancing the effectiveness of the educational process.

One of the key aspects of professional competence as a psychological phenomenon is social-communicative ability. Through this ability, educators successfully establish effective communication with children and their parents, achieve cooperation in the educational process, and manage interpersonal relationships in a positive manner. For future educators, this competence is particularly important, as it plays a decisive role in resolving pedagogical challenges that arise during the educational process.

Reflective competence, defined as the ability to analyze one's own activity and evaluate achievements and shortcomings, is of great importance in the manifestation of professional competence. Reflective competence enables educators to continuously assess their pedagogical practices, engage in self-improvement, and refine their professional activities. This ability ensures professional growth and allows educators to adapt their approaches in accordance with children's needs.

The manifestation of professional competence in future educators as a psychological phenomenon is a complex and multifaceted process shaped by the interaction of internal abilities, emotions, motivation, and social skills. This phenomenon serves as a fundamental factor in educators' effective communication with children, management of the educational process, and positive influence on children's development. Therefore, the development of professional competence ensures not only professional growth but also personal maturity in future educators.

An important aspect of professional competence is the psychological adaptability of future educators. The educational process is characterized by constantly changing conditions, requiring educators to be prepared to adapt to new demands and intellectual challenges. Psychological adaptability enables educators to consider the diverse needs of learners, apply

various teaching methods, and develop creative approaches in their professional activities.

The effective formation of professional competence also depends on the development of social intelligence. Social intelligence refers to educators' ability to understand social situations, establish interpersonal relationships, and perceive the emotional states of children. Educators with well-developed social intelligence are able to build effective communication with children and positively influence their growth and development. Through this, they establish trusting and open relationships that foster positive interactions within the educational environment.

Reflection, understood as the analysis of one's own activity, is one of the fundamental factors in the development of professional competence. Future educators regularly analyze their professional activities, identify shortcomings, and take measures to overcome them. This process supports the enhancement of professional skills and the achievement of high performance outcomes. Personal reflection facilitates self-awareness and professional development, thereby increasing educators' effectiveness in teaching and nurturing children.

The manifestation of professional competence in future educators as a psychological phenomenon represents the integration of internal and external dimensions of personality. Among these dimensions, emotional intelligence, psychological adaptability, personal reflection, innovative approaches, and social intelligence occupy a central position. The development of professional competence in educators is essential not only for achieving success in their professional careers but also for exerting a positive influence on the upbringing of the younger generation. The harmonious integration of these components prepares future educators to effectively fulfill their professional responsibilities, organize high-quality educational processes, and contribute positively to children's personal development.

A.K. Markova proposes a distinctive perspective on socio-psychological competence. Based on this approach, the professional activity model developed by A.K. Markova includes the labor process and its psychological outcomes, efficiency and inefficiency, as well as specificity under various conditions. In describing the structure of a teacher's personality, A.K. Markova identifies a set of qualities referred to as intellectual characteristics, including professional self-awareness, defined as the system of an educator's perceptions

of themselves as a professional; an individual style of intellectual activity and communication, representing a stable integration of tasks, tools, and methods characteristic of the educator; and creative potential, understood as a set of creative abilities that enable the individual to solve unique and non-standard intellectual problems.

According to N.V. Samoukina, an acmeogram can be considered a system that reflects educators' professional competence, including socio-psychological competence. This approach represents a developed and concretized form of the subject-oriented approach in education and encompasses mechanisms of psychological reflection and psychological regulation involved in solving real professional tasks. A comprehensive study of professional activity based on an individual approach involves examining activity within the "subject of labor–professional environment" system and identifying the structure of interrelationships among components within the subsystems of the "subject of labor" and the "professional environment." The professional environment, in turn, includes the object and tools of labor, the technology and subject of professional activity, as well as the professional, organizational, physical, and social conditions under which professional activity is carried out.

If competence is considered as an ability, then it refers to various human abilities and talents. In this context, it can be observed that there are different approaches to the interpretation of the concept of "ability." Within the functional-genetic approach, ability is interpreted as a characteristic of the effectiveness of functional systems that implement a particular psychological process. In such a case, the concepts of "competence" and "competency," which reflect the unity of cognitive, motivational, and behavioral components within the structure of personality, can be regarded as abilities. According to A.I. Subetto, the concepts of competence and competency are complex, structurally dynamic formations; however, they are considered secondary in relation to categories of quality and characteristics. From this perspective, they are subject to the following general principles: the principle of the existence of a system of potential and actual external and internal contradictions in the emergence and development of quality; the principle of integrity and systematicity, where the internal structure of quality determines the object's quality at a higher qualitative level, while the external structure of quality determines the real qualitative level of interaction between the object or

process and the external environment; and the principle of reflecting the quality of various processes in results.

In M. Kyaerst's research, the content of competence includes components such as abilities, talents, and knowledge as its foundation; human activity as a process (definitions, descriptions, characteristics); and activity outcomes (work results and changes in the object of activity). The author includes the following characteristics in the content of competence: intellectual suitability of an employee for tasks that are mandatory within a given position; the quantity and quality of tasks formed and solved by a specialist within their main professional activity; success in solving core tasks; and personal characteristics manifested in the effectiveness of solving problematic tasks. Within the structure of psychological competence, J.G. Garanina interprets two levels based on knowledge, skills, abilities, and thinking: the first level includes concepts, emotional images, social standards, stereotypes, and systems of thinking related to reflective intellectual activity aimed at solving social problems; the second level includes practical and executive skills, namely the system of abilities and competencies related to interaction with other people. These two directions serve to reveal the reflective and intellectual characteristics of competence. In our view, without these two levels, the concept of competence would not be sufficiently comprehensive.

In particular, Sh.A. Amonashvili and his followers emphasize that the result of educating and nurturing learners largely depends on the personality of the educator. According to the author, the effectiveness of pedagogical activity is determined by individual characteristics, attentiveness to children, the ability to listen to them, activeness, and the presence of an effective mechanism of educational influence. Research conducted by S.D. Yakusheva indicates that one of the most essential personal qualities of an educator is the system of professional values. Yakusheva demonstrates that professional and socio-psychological competence is manifested through knowledgeability, diligence, creativity, humanism, and the educator's active engagement.

Thus, an educator's professional mastery is directly related to personal qualities, which facilitate the fulfillment of various tasks. Educators are expected to interact effectively in interpersonal relationships, establish a creative collaborative environment in intellectual activity, and unlock the creative potential of both educators and learners in professional practice. An educator must pay attention to their behavior,

emotions, mood, ability to perceive others in communication, and capacity to manage communication culture. Based on the analytical data obtained, it can be stated that possessing professional and socio-psychological competence requires continuous self-improvement from every preschool educator. Such competence is formed through practical experience; however, not every experience serves as a source of professional competence. Competence represents the distinctive manifestation and practical implementation of professional theoretical knowledge, skills, and abilities.

Moreover, the competence of preschool educators is reflected in their personal and professional qualities. Many educators encounter difficulties in organizational and communicative activities, which hinder the effective organization of the educational process. The primary reason for such difficulties lies in the insufficient formation of socio-psychological competence. In G.Yu. Eysenck's research, particular attention is given to an individual's intellectual potential. Specifically, intelligence is interpreted as the ability to process social information in order to adapt to the surrounding environment. This very aspect—processing and analyzing social information to adapt to interpersonal relationships—constitutes a crucial element of socio-psychological competence.

Studies conducted by R. Selman analyze the stages of development of this competence. According to Selman's concept, competence is interpreted in connection with an individual's socialization. This theoretical approach is directly linked to J. Piaget's theory of operations and L. Kohlberg's theory of moral development. Social competence is characterized as a multidimensional and complex structure that includes the following aspects: communicative characteristics formed through the integration of qualities that express psychological connections and communicative cooperation; an individual's consistent self-respect and openness to new ideas; social perception, thinking, imagination, and the ability to model and understand social phenomena, people, and their motivating factors; and energetic characteristics such as psychological and physical endurance, activity, or fatigue.

The above-mentioned qualities are regarded as essential conditional indicators of socio-psychological competence manifested in a specific manner. In analyzing the competence factors of preschool educators, particular attention should be paid to intellectual qualities. The ability of preschool educators to perceive learners, colleagues, and other individuals is

considered a significant factor. In psychology, when characterizing the concept of social competence, it is important to adopt an approach that emphasizes not merely academic knowledge but the presence of abilities that ensure effective communication, problem-solving in practical situations, full interpersonal interaction, and the capacity to resolve everyday challenges without difficulty.

Western scholars L. Strauss and D. Myers define competence as a type of thinking that emerges as a result of the integration of abilities necessary for performing specific professional activities within one's specialization, the manifestation of skills, and the embodiment of a sense of responsibility. Similarly, Doctor of Psychological Sciences Shoir Abdullaeva, in her research, applied intellectual methodologies to provide scientific clarification of issues related to teachers' competence. G.E. Beliskoy identified the following components of socio-psychological competence in educators: motivational competence, the motive to provide assistance, cognitive competence, and behavioral competence. Beliskoy's research extensively addresses the distinctive socio-psychological competence of preschool educators, revealing its motivational, cognitive, and behavioral components.

CONCLUSION

In conclusion, the manifestation of professional competence in future educators as a psychological phenomenon is expressed through their effective application of knowledge and skills, emotional intelligence, motivation, adaptability, and social intelligence as personal characteristics. This competence forms the basis not only for professional growth and success but also for establishing trustworthy and effective communication with children. These aspects contribute to educators' personal development and enhance their ability to exert a positive influence on children within the educational process.

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