



# Social And Psychological Aspects Of A Teacher's Professional Activity

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**Abstract:** The successful development of innovative education largely depends on the readiness of professional personnel working in the field of education to operate in an innovative mode and to respond flexibly and promptly in their professional activity to the constantly changing needs of society and the individual. Therefore, developing teachers' professional competence becomes one of the most important conditions for reforming education.

**Keywords:** Profession, teacher, society, activity, competence, personality, education and upbringing, method, personal qualities.

**INTRODUCTION:** If we look at history, we can see that the teaching profession, like the medical profession, is one of the oldest. In essence, a teacher is a link between generations and a bearer of socio-historical experience. It should be emphasized separately that the socio-cultural integrity of a people and civilization as a whole is largely determined by the role of the teacher in the educational system. In a changing world of professions—whose total number amounts to several tens of thousands—the teaching profession remains constant, although its content, working conditions, and quantitative and qualitative composition change. The teacher's role in the progressive development of society is significant because the teacher educates young people and shapes a generation that will continue the work of older generations, but at a higher level of societal development. Therefore, to some extent, it can be said that the teacher shapes the future of society, as well as the future of its science and culture.

At present, the socio-psychological role of the teacher lies in the ability to influence the development of certain trends in society and to prepare the younger generation to solve global or local problems of modern

times. We see that the teacher occupies a central place in the education system.

## LITERATURE REVIEW

In the works of Eastern encyclopedic scholars, a number of scientific and theoretical insights are presented on human maturation, education and teaching, as well as the role of personal characteristics within these processes. This issue is described in detail in the works of Abu Nasr al-Farabi, Abu Ali Ibn Sina, Abu Rayhan al-Biruni, Davani, Alisher Navoi, and especially in the earliest written hadiths.

According to Abu Rayhan al-Biruni, in order to teach a student, a teacher must be honest, literate, and kind to their pupils. The fact that a teacher always guides a student onto the right path makes the teacher realize the necessity of being both sensitive and demanding. The great scholar al-Biruni maintained that a teacher should treat students with care, show them the correct path, adjust their intentions toward a good way, be open, and not arrogant. After all, a kind attitude toward a child is a criterion of education and upbringing. While teaching a student, he states that the duty of the teacher is to teach moral science, the science of governing society, secular sciences, and to educate them politically and spiritually. According to Abu Ali Ibn Sina, "A teacher must be a persistent person with a pure conscience, honest, well acquainted with the methods of educating a child and the rules of ethics. A teacher must study the student's entire inner and outer world and penetrate the layers of their consciousness" [6].

The modern teacher performs a number of tasks. The teacher is the organizer of the learning process in the classroom. The teacher is one of the sources of knowledge for students during lessons and extracurricular activities, and at the same time provides necessary advice in out-of-class situations. Many teachers perform the role of homeroom teacher and are considered organizers of the educational process. A modern teacher cannot avoid being a social psychologist. That is why it is necessary to be able to establish relationships among students and to use socio-psychological mechanisms within a group of children. It should be noted that along with the requirements to increase the effectiveness of the educational process, social demands on the teacher's personality and professional activity are also growing. The demands placed on the teacher by society, various social expectations, the teacher's individuality, and thus the subjective readiness to respond to the demands presented, indicate the readiness of a particular teacher for pedagogical activity.

It is important to examine in detail the personal

qualities required of a modern teacher. What are these qualities? Research conducted by many psychologists, including Uzbek psychologists, makes it possible to identify the characteristics that are most necessary for today's teachers. The teaching profession has been thoroughly studied by Russian psychologists N.V. Kuzmina, V. Slastenin, and F.N. Gonobolin, as well as Uzbek psychologists R.Z. Gaynutdinov, M.G. Davletshin, S. Jalilova, A. Jabborov, M. Kaplanova, and others, which allows these issues to be presented in greater detail. A professionogram helps young people choose their future teaching profession correctly and consciously.

It is necessary to show that the effectiveness of education and its success depend on what knowledge and skills—and especially what abilities and personal qualities—a person possesses when professional training is organized [7].

The social functions of the teacher change along with the development of society itself. This cannot be otherwise: the teacher lives in society and, therefore, experiences together with it the same evolutionary and revolutionary changes that occur within that society. It is not surprising that in different historical periods the teacher's social role changed and evolved from the level of a hired craftsman to that of a civil servant. Historical examples prove that the social role and functions of the teacher depend on the history of society itself. At the same time, there is something constant and common to them across different historical periods and eras. The main ones are as follows: the teacher plays the role of a "driver" in society, a catalyst of social progress; the role of an "accumulator" who gathers social experience and knowledge and passes them on to the younger generation; the teacher is a person authorized by society to represent the world of youth to the older generation; and the teacher also participates in shaping the spiritual world of young people in accordance with the principles and values of a particular society.

The teacher is the organizer of the educational process and a source of knowledge for students during lessons, additional classes and consultations, as well as outside the formal learning process. Most teachers perform the function of homeroom teachers, that is, they are organizers of the educational and upbringing process. A modern teacher cannot avoid being a social psychologist, because they need to be able to regulate students' interpersonal relations and use the socio-psychological mechanisms of the children's collective. As a member of the teaching staff, the teacher participates in organizing the life of the school community, works in methodological associations of subject teachers and homeroom teachers, and carries

out public assignments. Every teacher, when giving lectures and holding talks for students' parents and the wider public, acts as a promoter of pedagogical knowledge.

A number of very serious requirements are placed on the teacher's personality. Among them there are primary and secondary ones. Both among the main and among the additional psychological qualities necessary for a qualified teacher, there are stable traits that are constantly characteristic of teachers and educators of all eras, times, and peoples, and there are variable traits determined by the specific stage of the socio-economic development of the society in which the teacher lives and works.

The main and enduring requirement placed on a teacher is love for children and for pedagogical work, as well as the possession of specialized knowledge in the field in which they teach; broad erudition, pedagogical intuition, a highly developed intellect, a high level of general culture and morality, and professional mastery of diverse methods of teaching and educating children. None of these qualities is innate. They are acquired through systematic and persistent work and through the teacher's extensive self-development. A teacher, as a subject of pedagogical activity, represents a combination and fusion of individual, personal, and specifically subject-related qualities, the correspondence of which to the requirements of the profession ensures the effectiveness of their work [3].

The priority tasks of modern education—most important for the development of both society as a whole and the individual—namely, fostering a creative and emotionally value-based attitude toward the world, impose special requirements on the teacher's personal and professional qualities. Humanistic education relies on the teacher's personality and requires from them faith in the human being, respect for their inner world, and a civic stance. The educational environment of the school considers the "teacher–student" system as a constantly developing spiritual community, in which the teacher not only creates optimal positive conditions for the development of each student's personality, but is also open to new experience and new knowledge, continuously develops, and derives satisfaction from their work. The professional development of a teacher is not only growth, formation, and personal realization in pedagogical labor of professionally significant qualities and abilities, professional knowledge and skills, but, most importantly, it is the teacher's qualitative transformation of their inner world.

In the pedagogical process, the student's personality is formed through a series of consecutive stages that

precede the development of mature consciousness and worldview. At the early stages of this process, the teacher has a number of initial advantages, since they are the bearer of a formed personality and also possess established ideas about the goals and mechanisms of shaping the learners' personalities. The teacher's personality characteristics, their individual psychological and professional qualities, act as an important condition determining the nature of dialogue. Necessary professional qualities of a teacher include the ability to notice and adequately evaluate children's individual characteristics, their interests, inclinations, and moods. Only a pedagogical process built with consideration of these characteristics can be effective.

The communicative component of pedagogical interaction is also largely conditioned by the nature of the relationship between the roles of the participants in the dialogue. At the early stages of pedagogical interaction, a child does not yet possess the potential necessary to be an equal participant in the exchange of information, since they do not have sufficient knowledge for this. The teacher acts as the bearer of human experience embodied in the knowledge embedded in the educational program. However, this does not mean that pedagogical communication, even at the early stages, is a one-sided process. Under modern conditions, simply delivering information to students is insufficient. In communication between teacher and student, the task is not only—and not so much—to transmit information, but to achieve its adequate understanding by the latter. That is, in interpersonal communication, the interpretation of a message received from the teacher to the student and vice versa emerges as a special problem.

First, the form and content of a message depend substantially on the personal characteristics of both the teacher and the student, their perceptions of each other and the relationship between them, and on the overall situation in which communication takes place.

Second, the instructional message conveyed by the teacher does not remain unchanged: it is transformed and modified under the influence of the student's individual typological characteristics, their attitude toward the teacher, the text itself, and the communication situation [5].

V.A. Slastenin defined pedagogical activity as a special type of social activity aimed at transferring to younger generations the culture and experience accumulated by humanity, creating conditions for their personal development, and preparing them to perform certain social roles in society [10]. V.E. Pisarev describes pedagogical activity as a special type of socially useful

activity of adults, consciously directed toward preparing the younger generation for independent activity in accordance with economic, political, moral, and aesthetic goals [8].

The effectiveness and results of a teacher's socio-psychological activity depend on professional and pedagogical qualities, education, general culture, and a humane attitude toward the surrounding reality. It should be noted that weak psychological and pedagogical training, low erudition, low self-esteem, and the absence of a creative style lead to conflict situations and tension in the relationship between teacher and student. Often, a teacher cannot correctly understand and formulate the goal of education; that is, for them the main task becomes controlling students' actions and preventing even the slightest violations. They forget the main point—creating conditions for their pupils' successful learning. No threats or reprimands will help if there is no interesting life in the classroom.

Thus, an obstacle to successfully solving the tasks of socio-psychological activity is the inability to establish contact with students, negativity in non-standard situations, and an inability to evaluate events deeply and objectively and to conduct professional analysis.

Pretence and confrontation have never brought peace and agreement to anyone. The стремление to mutual understanding, shared conditions, and cooperation between teacher and student give rise to creativity, productive thinking, and the idea of humanization. Today, with the гуманитаризация of education, the teacher's psychological and pedagogical competence becomes especially relevant. It manifests itself as the ability to interact with other people—this set of specific personal qualities combined with a high level of professionalism and effective influence on students. Psychological and pedagogical competence includes:

1. harmony;
2. the ability to apply one's knowledge in pedagogical activity;
3. the presence of professionally significant personal qualities.

The characterization of a teacher's psychological and pedagogical competence includes an orientation toward the student as the main value; knowledge about the specific ways in which particular students master learning material in accordance with their individual abilities; knowledge about the characteristics of the learning, cognitive, and communicative activity of the study group and of the individual student within it; as well as awareness of the strengths and weaknesses of one's own activity and the characteristic

qualities of one's personality.

In the socio-psychological aspects of a teacher's activity, orientation (directedness) occupies a special place. Thus, F.N. Gonobolin [1] identifies the following range of pedagogical profiles. The generalized form of a teacher's professional-pedagogical profile also consists of four substructures.

### 1. Socio-psychological orientation. Type of pedagogical centration.

Centration (C.) is the teacher's selective orientation toward different aspects of the pedagogical process:

- **conformist** (C. focused on the interests and opinions of colleagues);
- **egocentric** (C. focused on the interests and needs of one's own "I");
- **humanistic** (C. focused on the interests of children; teachers with this C. are distinguished by attention and a sensitive attitude toward all students);
- **authoritarian** (typical of teachers with individually unrealized characteristics due to their исполнительность and the reproductive nature of their activity);
- **focused on parents' interests** (found among teachers who have become dependent on the parents of their students);
- **methodological** (C. focused on the content, means, and methods of teaching).

### 2. Professional competence.

#### 2.1. Pedagogical competence.

#### 2.2. Psychological competence.

#### 2.3. Social-communicative competence:

- social-communicative adaptability;
- striving for agreement;
- intolerance of uncertainty;
- avoidance of failure;
- frustration tolerance.

Professional competence is an integrative quality of a specialist's personality, including a system of knowledge, skills, and abilities, generalized ways of solving typical tasks, and a constant striving for self-improvement, acquiring ever new knowledge and skills, and enriching one's activity.

### 3. Pedagogically significant qualities.

#### 3.1. Logical thinking.

#### 3.2. Creative potential.

#### 3.3. Empathy:

- **empathic concern / co-experiencing** (the ability to feel other people's emotions);

- **internality** (a personality trait of taking responsibility for events in one's life, explaining them by one's abilities, personal traits, and behavioral characteristics);
- **externality** (an individual's predisposition toward a certain form of locus of control).

3.5. Social intelligence.

#### 4. Pedagogically undesirable qualities.

4.1. rigidity (unwillingness to change one's action program in accordance with new situational requirements);

4.2. authoritarianism (a socio-psychological characteristic of personality reflecting the desire to subordinate interaction and communication partners to one's influence as much as possible);

4.3. demonstrativeness (a tendency toward actions performed for public display in order to attract attention to oneself, or as a challenge to public opinion);

4.4. pedantry (extreme precision and аккуратность in actions; excessive inclination to comply with formal requirements, rules, etc.).

The state of a teacher's socio-psychological readiness helps them successfully perform their duties, correctly use knowledge and experience, maintain self-control, and reorganize their actions when unforeseen obstacles arise.

Readiness is a decisive condition for rapid adaptation to working conditions, professional improvement, and raising the level of a teacher's mastery. Readiness, as a person's mental state, is the teacher's inner orientation toward certain behavior when solving pedagogical tasks, a disposition toward active and purposeful actions. The emergence of a state of readiness is determined by an understanding of professional tasks, awareness of responsibility, the desire to achieve success, and so on.

When speaking about psychological readiness for professional activity, K.K. Platonov considers it necessary to examine it from several perspectives [9].

First, professional readiness is viewed as a subjective state of the individual who considers themselves capable of and prepared for performing a certain professional activity and strives to carry it out.

Second, professional preparedness is understood as the optimal result of a person's professional training and education

Third, readiness for work is seen as a complex formation that includes two substructures: operational components (a system of basic polytechnic and professional knowledge and skills) and personal

components (attitudes, orientation toward work, motives and interest in it, habits and relationships, emotional and volitional functions of the person, and professionally significant personal qualities).

M.I. Dyachenko and L.A. Kandybovich [2], for example, distinguish the following types of psychological readiness: advance readiness (general or long-term), temporary readiness, and situational readiness (a state of readiness).

Advance readiness represents previously acquired attitudes, knowledge, skills, abilities, and motives of activity. On its basis, a state of readiness arises for carrying out particular current tasks of activity.

A temporary state of readiness is the actualization and adjustment of all forces, the creation of psychological capacities for successful actions at a given moment.

Situational readiness is a dynamic, integral state of the personality—an inner orientation toward certain behavior and the mobilization of all forces for active and purposeful actions. As integral formations, both general and situational psychological readiness include the following components:

a) motivational (the need to successfully complete the assigned task, interest in the activity, the desire to achieve success and present oneself in the best light);

b) cognitive (understanding duties and tasks, assessing their significance, knowing the means of achieving the goal, and having an idea of probable changes in the situation);

c) emotional (a sense of responsibility, confidence in success, and inspiration);

d) volitional (self-regulation and mobilization of efforts, concentration on the task, distraction from external influences, overcoming doubts and fear).

Consistent with this viewpoint is the position of O.I. Shishkina [12], who distinguishes two forms of readiness for activity—long-term readiness and situational readiness. The first is understood as relatively stable properties, characteristics, and qualities of a person that determine the potential possibility of their involvement in an activity and its successful performance.

Situational readiness is presented as a person's state that precedes activity and determines the possibility and success of its course. At the same time, the need to consider situational and long-term readiness in unity is emphasized. The emergence of readiness as a state largely depends on long-term readiness. In turn, situational readiness is a concretization of long-term readiness under given circumstances.

According to O.M. Krasnoryadtseva [4], psychological

readiness for professional activity manifests itself:

1. in the form of attitudes (as a projection of past experience onto the “here and now” situation) that precede any mental phenomena and manifestations;
2. as motivational readiness to “put one’s picture of the world in order” (such readiness enables a person to realize the meaning and value of what they are doing);
3. as professional-personal readiness for self-realization through the process of personalization.

One of the main professionally significant qualities of a teacher’s personality is their “personal orientation.” According to N.V. Kuzmina [11], personal orientation is one of the most important subjective factors in reaching the highest level in professional-pedagogical activity. The choice of the main strategies of activity determines, in Kuzmina’s view, three types of orientation:

1. truly pedagogical;
2. formally pedagogical;
3. falsely pedagogical.

Only the first type of orientation contributes to achieving high results in pedagogical activity. “Truly pedagogical orientation consists in a stable motivation to form the student’s personality by means of the taught subject, to restructure the subject in a way that forms the student’s initial need for knowledge, the bearer of which is the teacher.” The main motive of truly pedagogical orientation is interest in the content of pedagogical activity. Job satisfaction is higher when a teacher has an optimal motivational complex: a high weight of internal and external positive motivation and a low weight of external negative motivation.

L. Festinger classifies teachers on the basis of their judgments about students’ performance. In his view, there are two types of judgments about performance:

- a) judgments of achievement based on comparing a person’s results with their own previous achievements (an individual relative norm);
- b) judgments of achievement based on comparing a person’s attained result with the corresponding results of other people (a social relative norm, a criterion of differences).

In the first case, comparison is made within a specific temporal perspective of a person’s development (orientation toward “development”); in the second, it is based on comparison of the result relative to other people’s results, often within a particular time slice (orientation toward “performance”).

The results of empirical observations in our country and abroad confirm that there are differences in the

strategies and tactics of teachers who are oriented toward students’ “development” versus those oriented toward their “performance.” Teachers oriented toward “development” more often pay attention to changeable factors of academic achievement (for them, students’ diligence or effort is of primary importance); teachers oriented toward “performance” pay greater attention to stable factors of achievement in learning (for them, students’ abilities or aptitudes are significant). Accordingly, teachers oriented toward “performance” consider it possible to make long-term forecasts of students’ academic success and their future professional careers. Teachers oriented toward “development” and toward “performance” also reinforce a student’s success in different ways.

In line with these differences in the “self-concept” of future teachers, the former are concerned with establishing and maintaining good relationships within the study group and with the teaching staff of the teacher-training institution, whereas the latter are concerned with planning their professional careers. Teachers oriented toward “performance” praise students whose indicators exceed the average even when their achievement declines. Teachers oriented toward “development,” in such cases, criticize these students. At the same time, only the latter respond with praise to barely noticeable progress made by their students. In addition, they provide positive reinforcement and offer help to students during the learning activity itself. In contrast, teachers oriented toward “performance” praise or criticize only when the learning outcome (correct or incorrect) has already been obtained. Ideally, every teacher should possess certain pedagogical abilities in order to achieve successful teaching and educational activity.

## CONCLUSIONS

1. A teacher’s socio-psychological readiness occupies a special place in professional formation. Professional formation is a long process that begins with the choice of a profession and ends with full self-realization and the individual’s high responsibility within the profession. One of the most important stages in specialist training is the stage of professional preparation at a higher educational institution. At present, high quality of education is becoming a leading condition for the successful transformation and development of society. The deepening devaluation of high-quality professional education in public consciousness makes the issue of improving not only objective, but also subjective factors of educational development especially relevant.
2. Among these, value-motivational aspects of mastering the profession and the specialist’s socio-

psychological readiness are of primary importance. It is very important to stimulate students' educational and professional motivation by activating socio-psychological phenomena manifested in the learning process. The modern understanding of the role of psychological support for professional and socio-psychological training consists in moving from direct influence on the individual toward a systemic change in the situation of their interaction with other people and with themselves. Future teachers must become aware of the features and difficulties of this profession.

3. A teacher, as a subject of pedagogical activity, represents a combination—a fusion—of individual, personal, and specifically subject-related qualities, the correspondence of which to the requirements of the profession ensures the effectiveness of their work. Therefore, it is very important to develop in future teachers goal-setting, activity, self-regulation, pedagogical self-awareness as a worldview specific to subject activity, individual psychological characteristics that determine their suitability for pedagogical activity, pedagogical abilities, adequacy of self-esteem, empathy, and altruistic qualities. Taken together, these qualities constitute the structure of the teacher's psychological portrait and the socio-psychological readiness of the specialist for activity.

4. The main and important requirement placed on a teacher is love for children and for pedagogical activity; the presence of profound knowledge in the field in which they teach children; broad erudition; pedagogical intuition; a highly developed intellect; a high level of general culture and morality; and professional mastery of diverse methods of teaching and educating children. Without any of the listed factors, successful pedagogical work is impossible.

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