



Psychological Content Effective Professional Activity of A Teacher, in the Context of Modeling Image Potential

Narzikulova Furuza Botirovna

Doctor of Psychological Sciences DSc, Professor of the Department of «Psychology », Faculty of «Psychology and Social and Political Sciences », Samarkand State University named after Sh. Rashidov

(Received: 02 September 2023

Revised: 14 October

Accepted: 07 November)

KEYWORDS

professional image potential of a primary education teacher, modeling, structural features, structural elements, model of the structure of professional image potential, expert questionnaire, experiment, etc.

Abstract

The article presents a mechanism for modeling the structure of the professional image potential of a modern primary education teacher, in the process of preparing and developing an empirical study. The article presents the results of organizing and conducting an expert assessment of generalized individual psychological characteristics characterizing the professional image potential identified in the framework of the study, which allowed us to prepare a structural model consisting of four components including twelve relevant structural components, as well as their classification and ranking by degree of significance.

INTRODUCTION

In modern educational institutions of the world, creative models of improving socio-psychological conditions for the development of professional level, individual psychological characteristics, professional image of teachers and their potential are being introduced into educational processes. At the same time, special attention is paid to scientific research, according to expert assessment, generalized individual psychological characteristics characterizing the potential of a professional image, improving their models, providing socio-psychological conditions to eliminate psychological internal obstacles (barriers).

The analysis of the scientific literature on the problem under study shows that the psychological content of the effective professional activity of teaching staff are relatively variable, which, as a rule, are predetermined not only by the development of society, but also by the development of the personality of the teacher himself in the process of daily practical, creative activity. At the same time, according to the positions of a number of researchers, effective pedagogical activity has its own characteristic specifics,

differing mainly in the socio-psychological context [4; 5; 8; 9];

modern pedagogical activity is complicated by the fact that its object is other people (in particular children). In the course of it, psychological and pedagogical influence on the object is carried out, an incentive to activity, as a result of which consciousness is generated, which is reduced by the consciousness of the teacher;

the product of pedagogical activity is specific, i.e. the student, who is a component of the social whole, a set of social relationships, has unique individual qualities.

In addition, the means of pedagogical activity with which the teacher influences the student are also specific. First of all, it is the personality of the teacher himself, his knowledge, skills, emotions, feelings, will, morality, professionalism, etc. [3; 6].

Of great importance for pedagogical activity is the teacher's awareness of the need to take into account the individual psychological properties of the student for his psychologically healthy development. This presupposes appropriate knowledge about the psychological diagnosis of



the child's characteristics, his interests, inclinations, abilities, about ensuring the productive cognitive activity of the student, the activation of all his mental spheres through the use of teaching methods that adequately correspond to the capabilities of the child. The above knowledge should allow the teacher to understand that the assimilation of educational material cannot be achieved at the cost of the child's health, the level of requirements for his mental activity should correspond to age and individual needs [11;12;13; 14].

MATERIALS AND METHODS

Concretizing the content-psychological aspect, it is advisable to identify the following generalized structural components of the effective professional activity of a modern teacher: motivational-value, which mainly covers the formation of the appropriate orientation of the teacher to carry out pedagogical activity, professional self-improvement; cognitive, which mainly covers psychological and pedagogical knowledge, the mastery of which ensures the theoretical readiness of the teacher to carry out professional activities; procedural, which mainly covers a set of skills, the quality of assimilation of which is necessary for the implementation of professional activities, effective and adequate solutions to emerging pedagogical situations; analytical-productive, which involves mainly analysis, comprehension, introspection of the work done, which requires critical thinking, the ability to make value judgments, reflection and correction of the results of their own professional activities.

Thus, the teacher's focus on the implementation of his professional activity presupposes the formation of a set of properties and qualities that we attribute to psychological content, and further research required the preparation of a model of the structure of the professional image potential of a modern teacher.

As practice shows in psychological research, a model is usually understood as a certain scheme or action plan aimed at the realization of the corresponding goal. The range of characteristics of modern models is quite wide and can cover both the structural content of a phenomenon, the hierarchy of interrelations of meaningful elements, and the successive time stages of a certain process, the characteristics of expected results, forecast indicators, their interdependence, etc. [11; 12; 13; 1; 2;].

Thus, based on the approaches to modeling existing in psychological research, in the aspect of our research, when developing a model of the structure of the professional image potential of a modern teacher, we consider it expedient to base on understanding it as an integral set of mutually dependent structural elements, where each of them is considered taking into account the degree of influence on the phenomenon being studied as a whole.

Practice shows that when preparing a model of the structure of the professional image potential of a modern primary education teacher, it is advisable to take into account the principle of constructive modeling, which involves the correlation of the results obtained, i.e. modern theoretical provisions on the one hand and experimental and practical activities on the other [10; 11; 12; 13].

RESULT AND DISCUSSIONS

Thus, adhering to the above formulated approach to the process of modeling the structure of the professional image potential of a teacher, we organized and conducted an expert assessment of generalized individual psychological characteristics characterizing the professional image potential highlighted in the first chapter of the dissertation. 135 experts, both female and male, took part as experts gender with significant work experience in the field of primary education (Fig.2.1-2.3.).

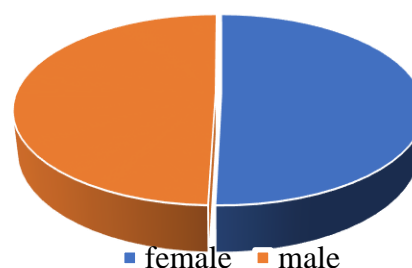


Figure 2.1 Characteristics of experts assessing the structural components of the professional image potential of primary education teachers by gender (n=135)

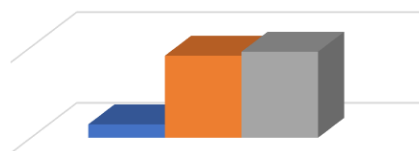


Figure 2.2 Characteristics of experts assessing the structural components of the professional image potential of a primary education teacher by professional experience (n=135)

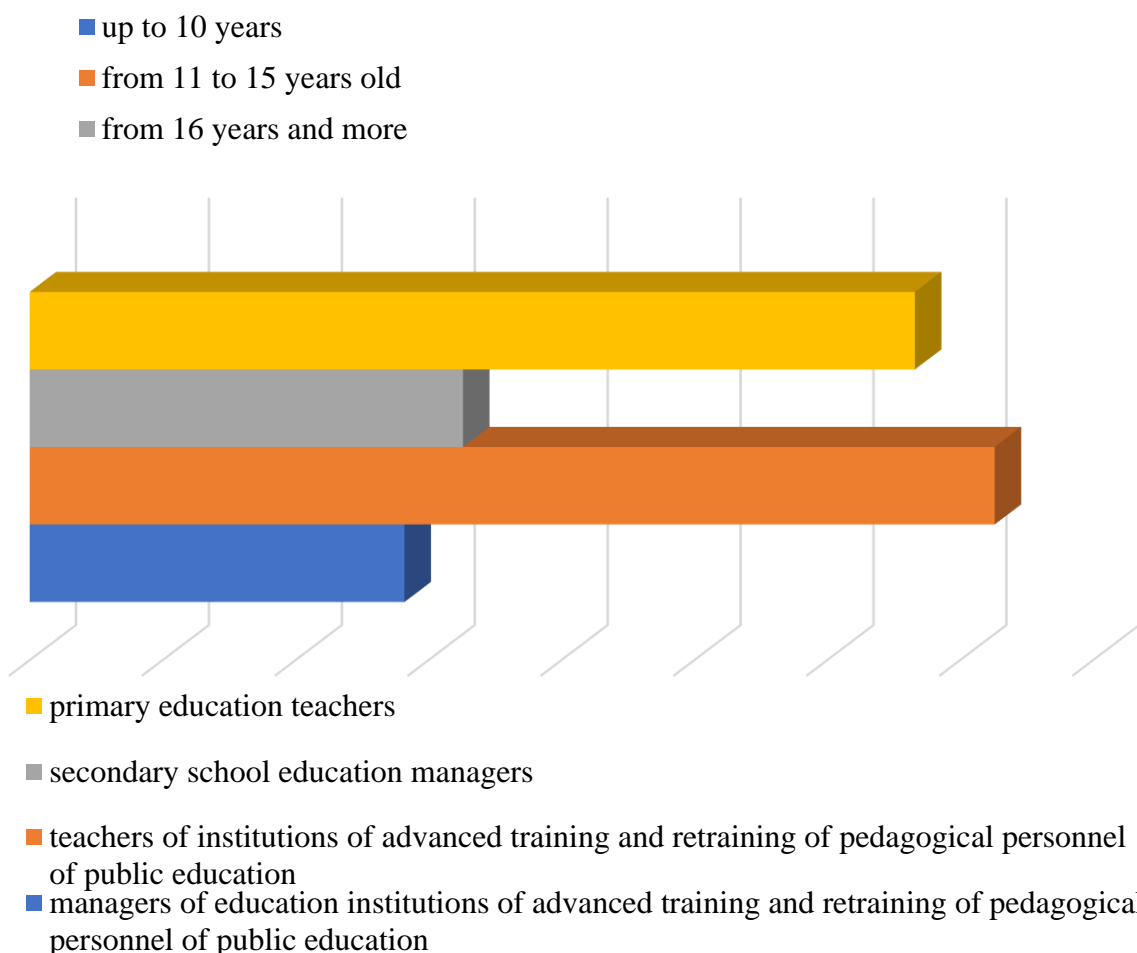


Figure 2.3 Characteristics of experts assessing the structural components of the professional image potential of primary education teachers by category (n=135)

In order to standardize the results obtained and simplify organizational issues, the expert assessment was carried out according to a pre-prepared expert questionnaire, the basis of which is 32 generalized individual psychological characteristics (structural components) that characterize the professional image potential of a primary education teacher, selected according to the results of theoretical analysis. To differentiate the structural components, a fifteen-point evaluation scale is included in the questionnaire, where the range is: from 1 point to 3 points - a low level of compliance with the assessed structural component (not significant);

from 4 points to 6 points - below the average level of compliance with the assessed structural component (not significant); from 7 points to 9 points - the average level of compliance with the assessed structural component; from 10 points to 12 points - above the average level of compliance with the assessed structural component (highly significant); from 13 points to 15 points - a high level of compliance with the assessed structural component (highly significant).

In addition, in order to clarify the procedure for conducting an expert assessment, the questionnaire



provides detailed instructions covering all the necessary aspects for fruitful work with the prepared tools. According to the results of the expert evaluation, all the results obtained were summarized in a single table for calculating basic statistical data (average score, median, etc.) for each assessed structural component of the professional image potential of an elementary school teacher. Thus, the analysis in the context of average scores shows that, according to experts, out of 32 structural components, 12 (37.5%) characterize the

professional image potential of a modern primary education teacher at a highly significant level, i.e. at high (15.6%, 5 characteristics) and above average (21.9%, 7 characteristics) levels (Fig.2-4). Accordingly, the remaining 20 (62.5%) structural components, according to experts, characterize the phenomenon under study at:
low level - 9.4% / 3 characteristics; below the average level - 25% / 8 characteristics; average level - 28.1% / 9 characteristics

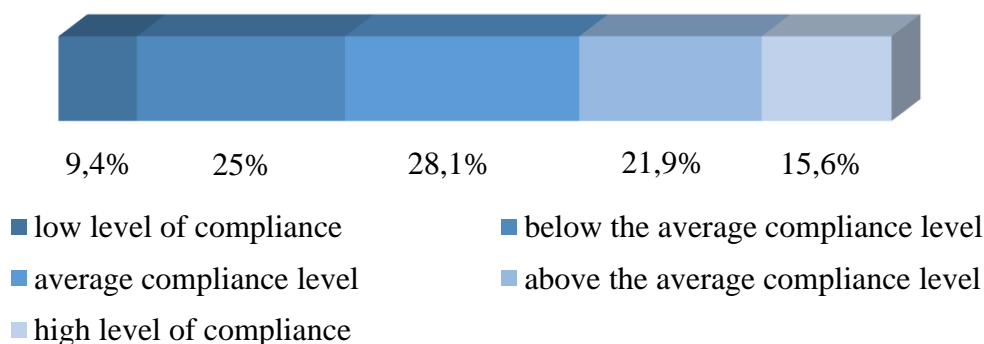


Figure 2.4. The results of the expert assessment of the structural components of the professional image potential of the primary education teacher in the context of average points (n=135)

The analysis of the expert evaluation results obtained in the context of another indicator of the so-called distribution center (median) showed almost identical data to the previous analysis. Thus, the number of highly significant (37.5%, 12 characteristics) structural components includes, in general, absolutely the same structural components:
above the average level of compliance - 18.8 % / 6 characteristics;

high level of compliance - 18.8% / 6 characteristics (Fig. 2.5).

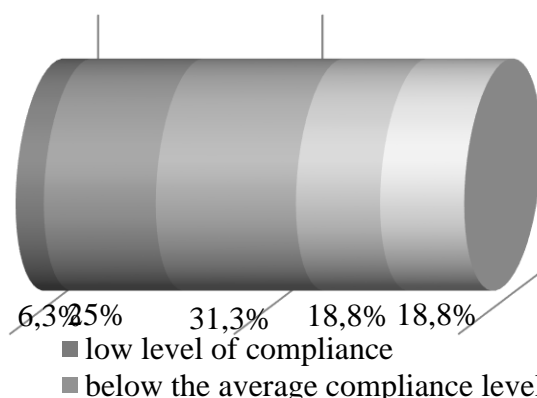


Figure 2.5. Results of an expert assessment of the structural components of the professional image potential of a primary education teacher in the context of the distribution center (median) of points (n=135)

Accordingly, the remaining 20 (62.5%) structural components, according to experts, characterize the phenomenon under study at: low level - 6.3% / 2



characteristics; below the average level - 25% / 8 characteristics; average level - 31.3% / 10 characteristics.

Analyzing in general in the context of other basic statistical data, it seems appropriate to note that when experts evaluated 20 (62.5%) structural components that are classified as low, below average and average compliance, the minimum and maximum evaluation scores on average ranged from 3.15 to 9.4. At the same

time, when evaluating highly significant (37.5%, 12 characteristics) of the structural components of the minimum and maximum evaluation scores on average ranged from 9.08 to 14.83. This fact also confirms the results of the above analyses and allows us to identify a list of relevant structural components of the professional image potential of a modern primary education teacher (Table 2.1).

Table 2.1 Actual structural components of the professional image potential of modern primary education teachers (n=135)

№	The names of the assessed characteristics of the primary education teacher	Maximum evaluation score	Minimum evaluation score	Average assessment score	Standard deviation	Median
1	the ability to regulate their behavior in communicative situations	15	12	14,09	0,89	14
2	ability to adapt to the conditions of the social environment	15	12	13,72	0,92	14
3	the ability to independently overcome emerging life problems	15	10	13,1	1,03	13
4	low level of conflict	15	8	12,94	1,27	13
5	communication and organizational skills	15	9	12,78	1,44	13
6	emotional intelligence	15	8	12,45	1,44	13
7	ability to self-regulate emotional states,	15	9	12,33	1,43	12
8	balanced emotionality	15	8	12,24	1,95	12
9	empathic abilities	15	8	12,22	1,5	12
10	developed reflexivity	15	8	11,94	1,45	12
11	communicative tolerance	14	9	11,41	1,15	11
12	striving for self-development	14	8	11,4	1,18	11
Average values		14,83	9,08	12,19	1,42	12,11

In order to facilitate the perception of the selected list of relevant structural components of the phenomenon under study, their classification is carried out according to the principle of the significance of expert assessments.

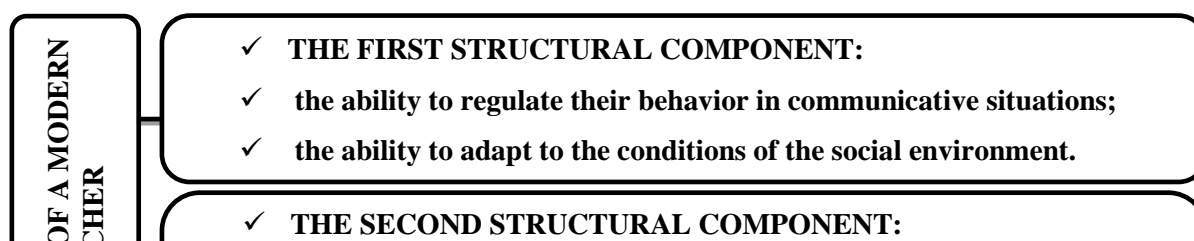




Figure 2.6. Model of the structure of the professional image potential of a modern primary education teacher

Thus, the analysis of methodological approaches to the modeling process shows that, taking into account the purpose and objectives of this dissertation research, it is expedient to understand under the model of the structure of the professional image potential of a modern primary education teacher - an integral set of interdependent structural elements, where each of them is considered taking into account the degree of influence on the phenomenon under study as a whole. In its essence, the model under study is a hierarchically ordered system of interrelated, interdependent and conditionally distinguished content elements that collectively reflect the nature of a holistic understanding of the image aspect of a modern primary education teacher. Such a campaign makes it possible to reasonably approach the process of building an appropriate model, to specify the stages of its development, as well as to outline the optimal ways to effectively develop the professional image potential of a modern primary education teacher. The conducted expert assessment (n=135) of theoretically identified individual psychological features that characterize to one degree or another the

professional image potential of a primary education teacher allowed to prepare its structural model consisting of four components including twelve relevant structural components:

Thus, the first component included actual structural components that received the maximum indicators of the distribution center (median - 14 points), as well as the maximum average value of expert points: the ability to regulate their behavior in communicative situations - 14 points; the ability to adapt to the conditions of the social environment - 14 points.

The second component of the professional and image potential of a modern primary education teacher includes such relevant structural components that were evaluated by experts with 13 points (median): the ability to independently overcome emerging life problems - 13 points; low level of conflict - 13 points; communicative and organizational abilities - 13 points; emotional intelligence - 13 points.

Accordingly, the third component covered the actual structural components, which were estimated by experts at 12 points (median): ability to self-regulate emotional



states arising in a communicative situation - 12 points; balanced emotionality - 12 points; empathic abilities - 12 points; developed reflexivity - 12 points.

The final fourth component of the studied phenomenon includes the remaining relevant structural components estimated at 11 points (median): communicative tolerance - 11 points; striving for self-development - 11 points (Fig. 2.6).

The identification of relevant structural components of the professional image potential of a modern primary education teacher, as well as their classification and ranking by degree of significance were based on the analysis of the basic statistical data obtained (average score, median, etc.) expert assessments.

CONCLUSION

Thus, the study of the psychological content of the effective professional activity of a teacher, in the context of modeling the structure of the professional image potential of a modern primary education teacher, allows us to formulate the following conclusions:

The results of the analysis of methodological approaches to the modeling process show that under the model of the structure of the professional image potential of a modern primary education teacher, it is considered appropriate to understand an integral set of mutually dependent structural elements, where each of them is considered taking into account the degree of influence on the phenomenon being studied as a whole. In its essence, the model under study is a hierarchically ordered system of interrelated, interdependent and conditionally distinguished content elements that collectively reflect the nature of a holistic understanding of the image aspect of a modern primary education teacher. Such a campaign makes it possible to reasonably approach the process of building an appropriate model, to specify the stages of its development, as well as to outline the optimal ways to effectively develop the professional image potential of a modern primary education teacher.

The expert assessment (n=135) of theoretically identified individual psychological features that characterize to one degree or another the professional image potential of a primary education teacher made it possible to prepare its structural model consisting of four components including twelve relevant structural components, which in turn proves the presence of

psychological content represented in skills and abilities, in the development of effective professional activity of a teacher, in the context of modeling image potential, namely: - the ability to regulate their behavior in communicative situations, the ability to adapt to the conditions of the social environment; - the ability to independently overcome emerging life problems, low level of conflict, communicative and organizational abilities, emotional intelligence; - ability to self-regulate emotional states arising in a communicative situation, balanced emotionality, empathic abilities, developed reflexivity; - communicative tolerance, striving for self-development.

REFERENCES:

1. Afonin V.V. Modeling of systems: Educational and practical manual / V.V. Afonin. - M.: BINOM. LZ, INTUIT, 2012. - 231 p.
2. Brazhe R.A., Grishina A.A. Modeling in scientific cognition. - Ulyanovsk: UISTU, 2007. - 58 p.
3. Zanina L.V. Fundamentals of pedagogical mastery. - Rostov N./D.: Phoenix, 2003. - 288 p.
4. Kaminskaya M.V. Pedagogical activity as a phenomenon of culture. // Psychological science and education. - 2002. - No. 3. - pp. 53-68.
5. Kaminskaya M.V. The nature of pedagogical activity. - M.: Experiment, 2002. - 72 p.
6. Kukushin V.S. Introduction to pedagogical activity. - Moscow: March, 2005. - 256 p.
7. Kostyleva N.E. Psychological and pedagogical conditions of the effectiveness of the management of the development of professional competence of a teacher in the process of humanization and democratization of the school: Abstract of the dissertation of the Candidate of pedagogical Sciences: 13.00.01 Kazan. ped. un-t, 1997. - 22 p.
8. Sergeev I.S. Fundamentals of pedagogical activity. - St. Petersburg: Peter, 2004. - 316 p.
9. Sidorenko E.G. Methods of mathematical processing in psychology. - St. Petersburg: LLC "Speech", 2002. - 350 p.
10. Leonova E.V. Empirical methods of psychological research: Textbook. - M.: NRU MEPhI, 2014. - 324 p.
11. Narzikulova F.B. Socio-psychological model of teacher's professional image development. //



- International Journal of Psychosocial Rehabilitation. - No. 24/4. - 2020. - pp. 2047-2054.
12. Narzikulova F.B. Improvement of socio-psychological conditions for the development of professional image potential of the teacher. //Abstract for the degree of Doctor (DS) in psychological sciences. 19.00.05- Social psychology. Ethnopsychology. – Tashkent: SHZMU khabarlari. – 2023 – 77 pages .
13. Narzikulova F.B. Improvement of socio-psychological conditions for the development of professional image potential of the teacher. //Dissertation for the degree of Doctor (DS) in psychological sciences. 19.00.05- Social psychology. Ethnopsychology. – Tashkent: SHZMU khabarlari. – 2023 – 250 pages .
14. Petrushin V.I. Psychological aspects of teacher and class teacher activity. - M., 2007. - 160 p..