

Pedagogical and Psychological Characteristics of Developing Professional Qualities in Teachers

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ABSTRACT

The pedagogical training of aspiring teachers is examined in this article, with particular attention paid to the relationship between theoretical and practical preparation and how it affects the growth of professional attributes. It also reveals axiologically based methods for developing professional and personal competencies and for fusing theoretical knowledge with real-world applications. The significance of lifelong learning, the role of pedagogical technologies in the contemporary educational process, and the development of skilled teachers via creative methods are acknowledged as top priorities. These results have led to the development of useful recommendations.

Keywords: Psychology; Pedagogy; Personality; Education; Determination; Impartiality; Diplomacy; Individuality; Humanization; Socialization.

1. Introduction

As is known, along with practical training, theoretical preparation is one of the key components in preparing future teachers for their professional activities. Theoretical preparation includes acquiring psychological and pedagogical knowledge, developing intellectual skills, and mastering didactic knowledge from a theoretical perspective. In particular, based on the axiological approach, the improvement of professional qualities of future teachers also involves theoretical training such as acquiring extensive theoretical materials, analyzing them, and engaging in critical thinking toward them.

Practical training also plays an important role in the ability to apply theoretical knowledge in practice. The uniqueness, multifaceted nature, and complexity of future teachers' entry into practical activity require preparation that aligns with the entire educational process. Several forms of this preparation can be identified, such as the integration of knowledge acquired during the study of various subjects, and a system of knowledge that enables students to determine the role of pedagogical process methodology and technology in their professional training.

In the Resolution No. PQ-4623 of the President of the Republic of Uzbekistan dated February 27, 2020, "On measures for the further development of pedagogical education" [1], the Ministry of Public Education of the Republic of Uzbekistan, together with the Ministry of Higher and Secondary Specialized Education, is tasked with ensuring that all necessary conditions are created for students to conduct teaching during their pedagogical internship.

It is crucial to emphasise the need for a thorough and comprehensive investigation of future teachers' pedagogical preparedness when describing the methodological underpinnings of this study. Using an axiological (value-based) approach to mould their personal and professional traits is thought to be extremely important in this process. This is due to the fact that in today's educational environment, a teacher must not only possess knowledge but also be a socially beneficial person with moral maturity. Because of this, the research methodology stresses new, value-based integrated methods in addition to traditional approaches.

The coherence of general scientific, philosophical, and psychological-pedagogical approaches is crucial as the methodological underpinnings of the study. These strategies include systemic analysis, didactic integration, and adaptive techniques based on divergent and convergent thinking, in addition to analytical and descriptive methods. Specifically, adaptive approaches increase the teacher's personality development and opportunities to adapt to the evolving educational environment. The Republic of Uzbekistan's state policy in the area of education and the associated documents, especially the tasks outlined in the President's decree PQ-4623 dated February 27, 2020, were thoroughly examined as theoretical underpinnings. These documents served as theoretical underpinnings for the country's ongoing educational reforms, the new demands made on teachers' personalities, and contemporary methods. The elements of pedagogical preparation, including professional-ethical traits, theoretical and practical training, and their connections and mechanisms of influence, were examined in terms of content.

Several key techniques were employed throughout the investigation. The current situation and scientific sources were examined using the analytical method. Finding the distinctions and parallels between pedagogical preparation experiences from various eras and locales was made easier by the use of comparison and contrast techniques. The views of professors, instructors, and students at higher education institutions were examined through expert surveys. Analysing practical exercises and pedagogical practice processes was made easier with the help of diagnostic techniques and empirical observation. Lastly, a model for enhancing the professional attributes of aspiring teachers was created using modelling techniques and an axiological framework.

1.1. Study Objectives

This research is aimed at achieving the following objectives:

- to explore the role of theoretical and practical preparation in developing professional qualities in future teachers, with a focus on how pedagogical knowledge translates into classroom effectiveness.
- to investigate the value-based (axiological) foundations of teacher education, emphasizing the integration of personal and professional competencies as essential to the holistic development of a future educator.
- to analyze the interdependence of pedagogical technologies and the teacher's personality, and to evaluate how creative and adaptive methods contribute to the formation of professional traits.
- to identify effective strategies for merging theory with practice in the professional training process, including the use of diagnostic, comparative, and modeling methods for competence development.
- to assess the influence of continuous professional development and reflective practice on the readiness of teacher candidates to meet modern educational standards and demands.
- to provide methodologically grounded recommendations that support the formation of responsible, ethical, and socially aware educators capable of adapting to evolving pedagogical contexts.

2. Discussion

The fate of future generations is embedded in the foundation of any education system, and the interests of the people lie at its core. In order to realize these interests, the personal qualities and virtues of the younger generation

play a leading role. The level of professional knowledge and skills, the type and volume of knowledge currently being provided to them, and the quality of education and training are directly related to the virtues of the growing young generation. To this day, the pedagogical methods developed by humanity are not free from shortcomings. Therefore, the theory of methods has continuously evolved, with all educators and pedagogues searching for methods that respond effectively to the needs. As a result of these searches, the technological method of the educational process has emerged [2].

The modern requirements expected from participants in today's educational process include designing pedagogical processes and planning, organizing, and improving the activities of the subjects involved. This also involves considering the interrelationship and interdependence of the components of the continuous education system, as well as its integrative nature. Additionally, it involves planning, organizing, and improving innovative and collaborative activities within the system, while creating the necessary conditions for addressing existing issues and ensuring their resolution [3].

In the research, the pedagogical preparation of future teachers is developed through stages of shaping their personal and professional essential qualities, didactic integration, and organizational-functional capabilities, based on divergent and convergent thinking forms, and adaptive alignment. According to M.V. Edrenkina, professional preparedness is the process of mastering scientific knowledge, skills, competencies, and necessary personal-professional qualities, as well as its result [4].

Thus, the pedagogical preparation of future teachers is directly related to the formation and development of their personal and professional essential qualities. The personal qualities of a teacher include hard work, creative approach to work, independence, humility, high culture, skillfulness, adaptability, composure, responsibility, sensitivity, determination, orderliness, patience, diligence, performance orientation, conscientiousness, impartiality, comprehensive knowledge, observation skills, diplomacy, love for students, respect for their individuality, and others.

The mechanism for improving the professional qualities of future teachers has been studied from various perspectives by researchers. J. Mannonov has conducted scientific research on technologies for developing the competence of future teachers, using innovative technologies aimed at improving the methodological competence of future teachers, and has worked on developing mechanisms for applying modern teaching methods in education [5].

It was found during the research that the mechanism for improving the pedagogical preparation of future teachers based on an axiological approach is directly related to the forms of organizing the process. This highlights the necessity of improving the professional qualities of future teachers and the need to develop mechanisms for achieving this goal based on an axiological approach.

3. Results

In higher pedagogical education institutions, future teachers are acquiring in-depth knowledge in their specialized subjects and mastering professional skills and qualifications. However, even with the mechanisms of professional

preparation, teachers who have completed their training in higher pedagogical institutions do not always achieve the expected results in their subsequent activities. This indicates the existence of unknown regularities related to the challenges of applying the knowledge and professional skills acquired in practice. The main directions for reorganizing the professional training system of pedagogical staff are related to the leading trends in the development of professional education, reflecting national and regional tendencies. These include: ensuring the continuity of education; humanization; socialization; democratization; integration; and intensification.

According to Ibn Sina, students only respect each other and help one another in learning when they study together. If a child learns alone, it will make them unhappy. The advantage of school, as Ibn Sina emphasized, is that students always study their subjects with good spirits and enthusiasm, adopt the rules of conduct, and strive not to fall behind each other. Private conversations on various topics between them help to improve the advice given by others. Such interactions turn them into friends [6].

The ideas of Biruni regarding education and knowledge remain relevant today. Unlike many scholars of the medieval East, Biruni did not consider social and natural sciences as separate fields of knowledge. In other words, he supported their interconnectedness. He emphasized the unity of theory and practice. Furthermore, he pointed out that every scholar, regardless of their specialization, should possess certain knowledge from other fields as well. He stressed that only when a scholar is engaged in scientific practice and their research is specific, can they confidently express opinions on a particular subject of science [7]. Despite this, he believed that a philosopher must study the fundamentals of all sciences.

Farabi considered teaching the art of reasoning one of the most important general methods. Furthermore, Farabi constantly emphasized the necessity of acquiring reliable knowledge that does not cause doubts, uncertainty, or suspicion in any field, and that cannot be rejected by a person. This can be achieved through education that is based on the student's life experience [8].

For the development of the professional qualities of future teachers, they must direct their activities toward a specific goal and follow the conditions below to achieve it:

1. Independently enhance their knowledge, effectively utilize the material and technical base and information resource center capabilities of the educational institution where they undergo pedagogical practice, and adapt the classroom, workshop, and practical conditions to meet the needs of the learners.
2. Future teachers must develop the following qualities in themselves:
 - deeply feel and understand the aspirations and interests of students, taking into account their spiritual needs;
 - establish an emotional connection with students and actively influence various aspects of their intellectual, moral, and practical activities.
3. Future teachers must choose the most effective methods and approaches for working on the development of their professional competence and act accordingly by selecting appropriate objectives.
4. It is advisable for future teachers to improve their knowledge either individually or collaboratively, taking into account pedagogical conditions and adapting to them, as well as to engage in practical exercises.

5. Future teachers need to organize their knowledge enhancement as a continuous process of creative inquiry and direct it toward a specific goal. To achieve this, they should:

- be inclined to manage the process of creative inquiry;
- keep in mind that the effectiveness of creative inquiry depends on the teacher's pedagogical, psychological, and technical preparedness.

It is worth noting that the development of professional qualities in future teachers is closely linked not only to their personal traits but also to their activities and responsibilities as students. At the same time, assessing the role of individual psychological characteristics in the formation of professional qualities is considered important.

4. Conclusion

According to the research, training future educators for pedagogical activity involves both learning theoretical material and being able to use it successfully in the real world. It's a thorough and methodical process. The axiological approach is a key component of the interconnected theoretical and practical elements that make up professional training. Future educators cultivate professional traits, critical and creative thinking, and a dedication to the teaching profession through the axiological approach.

Furthermore, in institutions of higher pedagogical education, future teachers' personal attributes, social responsibility, diligence, and communication skills are just as important as their level of knowledge. The results of the study show that pedagogical training systems that incorporate divergent and convergent thinking and didactic integration are successful. However, contemporary practice demonstrates that success cannot be ensured solely by pedagogical knowledge and abilities; instead, more profound, methodical, and creative approaches are needed. One of the most important issues facing the educational system today is the thorough preparation of future educators and their development in accordance with contemporary educational demands and technologies.

Declarations

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Consent for publication

The author declares that he/she consented to the publication of this study.

Authors' contributions

Author's independent contribution.

Informed Consent

Not applicable.

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