

## SKILLS FOR IMPROVING THE PSYCHOLOGICAL POTENTIAL OF EDUCATORS IN EDUCATION

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**Abstract.** *This scientific article analyzes the skills and systematic pedagogical approaches to improving the psychological potential of teachers in the educational process. The study provides information about the main abilities of teachers' psychological potential, its components and their significance in professional activity. Also, recommendations for the development of emotional intelligence in improving the psychological potential of teachers, an analysis of modern pedagogical and psychological approaches aimed at developing stress resistance and reflexive skills are considered. According to the results of the study, information is provided on important areas of psychological potential in improving the professional activity of teachers and improving the quality of education.*

**Keywords:** *Pedagogical approaches, psychological potential, stress, psychological preparation, professional development, psychological approaches, educational effectiveness.*

### TA'LIMDA PEDAGOGLARNING PSIXOLOGIK SALOHIYATINI OSHIRISH KO'NIKMALARI

**Annotatsiya.** *Ushbu ilmiy maqolada ta'lim jarayonida pedagoglarning psixologik salohiyatini oshirish ko'nikmalari va tizimli pedagogic yondashuvlar asosida tahlil qilingan.*

*Tadqiqotda pedagoglarning psixologik salohiyatini asosiy ko'nikmalari, uning tarkibiy komponentlari hamda kasbiy faoliyatdagi ahamiyati haqida ma'lumotlar beriladi. Shuningdek, pedagoglarning psixologiksalohiyati oshirishda emotsional intellektini rivojlantirish bo'yicha tavsiyalar, stressga chidamlilik va refleksiv ko'nikmalarni shakllantirishga qaratilgan zamonaviy pedagogik-psixologik yondashuvlar tahlili muhokama qilib o'tiladi. Tadqiqot natijalariga asoslangan holda pedagoglarning kasbiy faoliyatini oshirish va ta'lim sifatini oshirishda psixologik salohiyatning muhim yo'nalishlari haqida ma'lumotlar keltirib o'tiladi.*

**Kalit so'zlar:** *Pedagogik yondashuvlar, psixologik salohiyati, stress, psixologik trening, kasbiy rivojlanish, psixologik yondashuvlar, ta'lim samaradorligi.*

## INTRODUCTION

Pedagogical activity always requires high responsibility, emotional tension, communicative activity and quick decision-making. In the educational process, a teacher is not only a person who gives knowledge, but also a person who educates, motivates, advises, and provides psychological support. Therefore, if the psychological potential of a teacher is not sufficiently developed, this can negatively affect the effectiveness of the educational process, the mental state and social adaptation of students.

The concept of psychological potential includes the teacher's internal resources, mental stability, emotional intelligence, stress resistance, the ability to reflect, communication culture and internal motivation for professional growth.

The harmonious development of these components allows a teacher to find the right path in complex pedagogical situations, constructively resolve conflicts, establish effective communication with students and achieve satisfaction from his professional activities. Today, many studies show that professional fatigue, emotional exhaustion syndrome, stress and psychological stress are widespread among teachers. These situations are mainly explained by the fact that the teacher's psychological potential is not sufficiently formed or he cannot effectively apply existing skills in practice. Therefore, the formation of skills to improve the psychological potential of teachers is emerging as one of the urgent tasks of the education system. The process of improving the psychological potential of teachers should be continuous and systematic.

This process is carried out in pedagogical educational institutions, starting from the educational process and throughout their professional activity, through various trainings, seminars, psychological exercises and reflective practices. In particular, modern pedagogical approaches should be aimed at activating the teacher's internal potential, increasing his level of self-awareness, and professional growth. Theoretically, the issue of increasing the psychological potential of a teacher is studied on the basis of personality psychology, pedagogical psychology, theories of professional development and the competency approach. According to these approaches, the personality of a teacher is not just a set of knowledge and skills, but a complex psychological system, the effective functioning of which is formed as a result of the interaction of internal and external factors. If internal factors include motivation, self-esteem, emotional stability and reflection, then external factors include the educational environment, social relations and the system of professional support. From a methodological point of view, a person-oriented approach is of great importance in increasing the psychological potential of teachers.

This approach involves ensuring development taking into account the individual characteristics, needs and professional experience of the teacher. Also, an activity-oriented approach ensures the development of the teacher's psychological skills through the application of them in real pedagogical situations. The competency approach is aimed at the formation and assessment of psychological competencies necessary for the professional activity of a teacher. The psychological potential of a teacher is a complex, multi-layered structure, which represents a set of internal psychological resources that allow the teacher to effectively carry out his professional activity. This potential is manifested not only in the use of knowledge and skills in the pedagogical process, but also in such aspects as the correct establishment of emotional and social relationships with students, self-control in stressful situations, and the desire for professional growth. Therefore, in solving this issue on a scientific basis, it is of great importance to identify and analyze the components of the teacher's psychological potential.

One of the main components of the teacher's psychological potential is the motivational component. Motivation is manifested in the teacher's internal attitude to professional activity, in the conscious choice of a profession, in his active participation in the educational process, and in the desire to work on himself. A teacher with high intrinsic motivation receives spiritual satisfaction from his work, is open to innovation, and demonstrates a tendency to creatively solve pedagogical problems. On the contrary, lack of motivation can lead to pedagogical apathy, professional burnout and emotional coldness. Another important component of psychological potential is the emotional-communicative component.

This component includes the teacher's ability to manage his emotional state, understand and control his own emotions, as well as to establish effective communication with students, colleagues and parents. Emotional stability allows the teacher to remain calm in difficult pedagogical situations, constructively resolve conflicts and create a positive psychological environment. A teacher with developed emotional intelligence is sensitive to the psychological state of students and chooses an approach that is appropriate to their individual needs.

The cognitive-reflexive component represents the teacher's ability to analyze his own activities, realize his mistakes and draw conclusions from them. Reflection allows the teacher to constantly evaluate his pedagogical experience, improve his professional skills and identify ways of personal development. This component plays an important role in the adoption and implementation of pedagogical innovations, since a teacher with developed reflective thinking skills can critically evaluate new approaches and adapt them to his/her own activities. Another important component of a teacher's psychological potential is the component of stress resistance and self-management. Pedagogical activity is associated with many stress factors, and constant time constraints, high responsibility, assessment system, and social pressure can cause psychological stress in a teacher. A stress-resistant teacher is able to control his/her mental state in such situations, direct negative emotions constructively, and maintain professional efficiency.

Self-management skills help a teacher to properly allocate energy resources and prevent professional burnout. Socio-psychological competence is also a component of a teacher's psychological potential. This component represents a teacher's ability to work with a team, correctly understand social roles, and ensure cooperation and solidarity. A socially active and adaptable teacher contributes to the creation of a healthy psychological environment in an educational institution and increases its professional prestige. The psychological potential of a teacher may also include a moral-volitional component. This component includes such personal qualities of the teacher as a sense of responsibility, patience, justice, conscience and will. These qualities determine the teacher's professional ethics and serve as a positive personal example for students. In general, the psychological potential of a teacher is formed on the basis of a combination of motivational, emotional, cognitive, reflexive, social and volitional components.

The sufficient development of these components allows the teacher to effectively carry out his professional activities, psychologically correctly solve pedagogical problems and achieve sustainable results in the educational process. The skills of improving the psychological potential of teachers serve to ensure psychological stability in their professional activities, establish effective communication, promote self-development. These skills are aimed at activating the teacher's internal capabilities, which are formed through targeted pedagogical and psychological influences. One of the important skills in increasing the psychological potential of teachers is self-awareness, thinking skills. Self-awareness is an understanding of the teacher's personal characteristics, strengths and weaknesses, emotional states, and professional values. Reflection allows the teacher to analyze his or her own activities, assess the effectiveness of the pedagogical decisions made, and plan future activities. By developing these skills, the teacher consciously approaches his or her professional activities and strives for constant growth. The skills of developing emotional intelligence also play an important role in increasing the psychological potential of the teacher.

Emotional intelligence represents the teacher's ability to recognize his or her own emotions, manage them, and understand the emotional state of others. A teacher with developed emotional intelligence establishes trusting relationships with students, maintains balance in conflict situations, and creates a positive psychological environment in the educational process.

These skills are effectively formed through training, psychological exercises, and practical exercises. The skills of developing stress resistance and emotional stability in teachers also require special attention. Self-control in stressful situations, management of negative emotions, and the use of mental recovery mechanisms help maintain the teacher's professional effectiveness.

Relaxation techniques, breathing exercises, autogenic training, and psychological preparation are used as important tools in the formation of such skills. Communication and effective communication skills are an integral part of the teacher's psychological potential. The teacher's speech culture, listening skills, empathy, and constructive expression skills ensure effective communication with students. Effective communication allows the teacher to identify the needs of students, increase their internal motivation, and organize the educational process in a person-oriented manner. Role-playing games, analysis of problem situations, and practical exercises are used to develop these skills. Motivational self-management skills are also important in increasing the psychological potential of teachers. These skills allow the teacher to have a positive attitude towards professional activities, set clear goals, and mobilize internal resources to achieve them. A teacher who is able to motivate himself will continue his work steadily and achieve high results despite professional difficulties. Also, developing teachers' creative thinking and flexibility skills is one of the important areas of increasing psychological potential. In modern educational conditions, a teacher is required to make quick decisions, apply innovative approaches, and constantly adapt his activities. The ability to think creatively allows a teacher to find new pedagogical solutions beyond traditional methods.

Methods for improving the psychological potential of teachers should be organized on the basis of a systematic and comprehensive approach. Such methods include psychological trainings, seminars, interactive sessions, consultations, and the organization of reflective activities. In particular, practice-oriented methods expand the opportunities for teachers to apply their psychological skills in real pedagogical situations and enrich their professional experience. In general, the skills of improving the psychological potential of teachers are an important factor in ensuring their personal and professional development, and the formation of these skills is of great importance in improving the quality of education and creating a healthy pedagogical environment.

Improving the psychological potential of teachers requires not only theoretical knowledge, but also achieving effectiveness through its practical application in the process of real pedagogical activity. Therefore, it is of great importance to systematically introduce practical mechanisms and teaching technologies aimed at developing the psychological potential of teachers into the educational process. These mechanisms serve to activate the internal psychological resources of the teacher, increase professional flexibility, and ensure emotional stability. One of the important practical mechanisms for increasing the psychological potential of teachers is the establishment of a system of continuous psychological training. This system includes psychological development programs that are regularly implemented in pedagogical educational institutions, starting from the period of study and throughout professional activity.

Continuous training allows the teacher to anticipate and adapt to psychological difficulties that may arise in his professional activity. Mechanisms of mentoring and professional cooperation also play an important role in increasing the psychological potential of teachers. Cooperation of experienced teachers with young specialists, mutual advice and professional communication increase the sense of trust in teachers, contribute to their professional adaptation. The mentoring process serves to create a psychological environment that supports the personal and professional development of the teacher. Also, the organization of psychological counseling and individual consultations for teachers is an effective means of increasing psychological potential.

An individual approach is aimed at identifying and eliminating the teacher's personal psychological problems, helping to stabilize the teacher's emotional state. Psychological counseling helps teachers increase self-confidence and reduce professional stress. The use of innovative teaching technologies is also important in increasing the psychological potential of teachers. Interactive training, simulation technologies and modeling of problem situations develop teachers' adaptation to real pedagogical conditions. Such technologies involve teachers as active participants and help strengthen their psychological skills. The systematic and targeted use of these mechanisms serves to increase the professional efficiency of teachers, create a positive psychological climate in the educational environment, and improve the quality of education.

Empirical research uses various diagnostic methods to assess the psychological potential of teachers. These include questionnaires, psychological tests, observations, and interviews. These methods determine the level of motivation, emotional stability, stress resistance, communication skills, and reflex abilities of teachers. The results obtained allow for a comprehensive analysis of the psychological state of teachers and the development of individual development programs. The results of empirical research show that psychological stress and professional burnout in teachers are mainly associated with high workload, time constraints, and social pressure. At the same time, the emotional state of teachers in educational institutions where the psychological support system is not sufficiently established is unstable. Such situations negatively affect the quality of the educational process and cause problems in the relationship between teachers and students.

According to the results of the analysis, an individual approach is important in increasing the psychological potential of teachers. Since the psychological characteristics, professional experience and personal needs of each teacher are different, in addition to general training, it is necessary to introduce individual counseling and personal development programs. An individual approach increases the teacher's self-confidence and strengthens his internal motivation for professional development. The results of empirical research serve as the basis for developing pedagogical recommendations. First of all, it is recommended to create a favorable psychological environment for teachers in educational institutions.

#### CONCLUSION

In conclusion, it can be said that supporting teachers and creating an environment of cooperation are important in educational processes. The psychological sensitivity of leaders towards teachers and their readiness for open communication are also important factors in increasing psychological potential. It is also recommended to organize regular psychological trainings and seminars in order to increase the psychological potential of teachers.



These trainings should be aimed at stress management, developing emotional intelligence, and strengthening effective communication skills among teachers. If the trainings are organized on the basis of practical exercises and real pedagogical situations, their effectiveness will increase further. Empirical analyses show that reflexive activity is important in increasing the psychological potential of teachers.

Therefore, it is recommended to introduce mechanisms that encourage teachers to analyze their activities. Maintaining reflective diaries, mutual analytical conversations, and platforms for sharing experiences have a positive impact on the professional growth of teachers.

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