

Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

PSYCHOLOGICAL DETERMINANTS OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS

Ikramova Malikabonu Azizovna

Bukhara Institute of Psychology and Foreign Languages

doctoral student

ПСИХОЛОГИЧЕСКИЕ ДЕТЕРМИНАНТЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Икрамова Маликабону Азизовна

Бухарский институт психологии и иностранных языков докторант

Annotation:

This article reveals the scientific and theoretical foundations for the formation of professional competence of foreign language teachers, as well as the role and significance of the factors influencing it. Empirical results and psychological interpretation of personality traits that influence their professional competence are also described.

Keywords: psychological competence, "I-concept", social perception, reflex, stress, aggression, altruism, aggression, social courage, social maturity, socio-psychological competence.

Аннотация:

В данной статье раскрываются научно-теоретические основы формирования профессиональной компетентности учителей иностранного языка, а также роль и значение факторов, влияющих на нее. Также описаны эмпирические результаты и психологическая интерпретация особенностей личности, влияющих на их профессиональную компетентность.

Ключевые слова: психологическая компетентность, "Я-концепция", социальное восприятие, рефлекс, стресс, агрессия, альтруизм, агрессия, социальная смелость, социальная зрелость, социально-психологическая компетентность.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

INTRODUCTION

Studying the psychological foundations of the professional competence of foreign language teachers in world scientific research institutions and centers, developing mechanisms for the formation and development of professional competence, systematizing their psychological criteria, creating a model for research and development of indicators of social-psychological competence, social-psychological Research is being conducted on the development of a set of psychodiagnostic methods consisting of specially modeled tasks designed to improve competence. Particular attention is paid to the issues of raising the level of psychological training of foreign language teachers, identifying the socio-psychological factors and mechanisms that shape their socio-psychological competence, increasing the role of professional training of foreign language teachers and their impact on the effectiveness of their work. In this regard, research on improving the professional competence of foreign language teachers is of particular importance.

As a result, opportunities were created to deepen scientific research in the directions of increasing the psychological competence of foreign language teachers, realizing their personal qualities, showing the possibilities of socio-psychological competence factors that directly affect the effectiveness of activities through psychocorrective methods. of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", No. PF-5590 of December 7, 2018 "Uzbekistan Decrees of the Republic "On comprehensive measures to fundamentally improve the healthcare system" and PQ-4190 of February 13, 2019 "Protecting the mental health of the population of the Republic of Uzbekistan in 2019-2025 the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 472 of June 7, 2019 "On the further improvement of the system of personnel training in the field of psychology and measures to prevent crimes in society" scientific research of this problem serves to a certain extent in the implementation of the tasks specified in the decision and other regulatory legal documents related to this activity.

As a result, opportunities were created to deepen scientific research in the directions of increasing the psychological competence of foreign language teachers, realizing their personal qualities, showing the possibilities of socio-psychological competence factors that directly affect the effectiveness of activities through psychocorrective methods. of the President of the Republic of Uzbekistan No. PF-4947 of February



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", No. PF-5590 of December 7, 2018 "Uzbekistan Decrees of the Republic "On comprehensive measures to fundamentally improve the healthcare system" and PQ-4190 of February 13, 2019 "Protecting the mental health of the population of the Republic of Uzbekistan in 2019-2025 the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 472 of June 7, 2019 "On the further improvement of the system of personnel training in the field of psychology and measures to prevent crimes in society" scientific research of this problem serves to a certain extent in the implementation of the tasks specified in the decision and other regulatory legal documents related to this activity.

Today, large-scale work is being carried out on the preparation of socially active pedagogical personnel who have the necessary qualities and qualities for professional activity and develop methods for improving their psychological competence. At the same time, the need to improve the quality and tools of modern education aimed at developing the professional competence of foreign language teachers, and to put into practice the achieved innovative results is increasing more and more.

Methodology:

In this regard, it is important to research the factors affecting the formation of professional competence of foreign language teachers. Based on this point of view, in determining the role and importance of personality traits in the development of professional competence of foreign language teachers, R.B. Cattell's questionnaire "Study of personality using 16 factors" was conducted.

It is known that R. Cattell's questionnaire "Study of personality with the help of 16 factors" is of particular importance as it aims to clarify the psychological characteristics of a person. The author of this survey is one of the first psychologists in the West to turn to personality psychology. We aimed to research the personality traits of foreign language teachers based on the point of view that the professional competence of foreign language teachers develops in harmony with their personality traits.

In our study, six of the factors contained in the questionnaire are of a clinical nature, so we found it necessary to use only ten factors. The factors we used are important because they are aimed at highlighting the psychological characteristics of a person.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

By evaluating the indicators of these ten factors, it was adapted to the general purpose of the research from the point of view of being able to evaluate the characteristics related to the formed social intelligence in the personality of foreign language teachers. This methodology has been widely used in the studies conducted before our research. This helped us in our application as a psychodiagnostic method that serves to provide objective scientific information for practice. The methodology was applied to the research object like previous methodologies. Below we will analyze the results of the survey in general and specific cases in detail (see Table 1).

THE RESULT

R.B. of foreign language teachers Based on Cattell's "16-Factor Personality Study" questionnaire, the personality traits have the following psychological descriptions. In almost all factors, the indicators of foreign language teachers were above average. This indicator of their personality characteristics is interpreted in individual cases according to factors:

Communicativeness (A) scale (5.28). This value means that foreign language teachers at this stage are ready to cooperate with others, are attentive, do not fall into situations of extreme anger or happiness (internal excitement, passion), have the ability to control their behavior, i.e. at the same time compassionate and sincere, at the same time it means demanding in a special way.

Emotional stability (S) (5.20±1.76). This indicator indicates that pedagogues are able to control their own feelings and moods, have a higher strength of "Embodiment", tend to have a positive "I" concept, and can work with a certain degree of success in their professional activities. It can be said that a higher level of emotional stability in foreign language teachers is desirable.

Table 1 General indicators of the manifestation of personality traits in foreign language teachers

Questionnaire "Study of personality using 16 factors". (RB Cattell)	Factors	X	y
	Propensity to communicate (A) ☑	5,28	1,61
	Emotional Stability (S)	5,20	1,76



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

	The Quest for Dominion (EU)	5,34	1,57
	Social Maturity (Qr)	5,31	1,52
	Social courage (N)	5,56	1,61
	Reliability (J)	5,06	1,68
	Confidence (Q)	5,11	1,58
	Independence (Q2.)	5,66	1,74
	Self-control (Q3.)	5,58	1,67
	Calmness (Q4.) ☑	5,25	2,01

Dominance drive (UE) (5.34 ± 1.57). This level of the factor indicates that foreign language teachers are susceptible to the influence of people around them, take into account the demands of others, are not aggressive in protecting their right to independence, and at the same time, they have a tendency to freely interact with the college management.

Social maturity (Qr) (5.31 ± 1.52). This level of this factor means that foreign language teachers take life and work lightly, do not feel responsible, and are not completely free from feelings such as lack of thrift, but this does not mean that their "Self-concept" is negative, but rather the ability to control their behavior and is the result of insufficient determination. They have a position as individuals who seek to recognize universal human values and adhere to moral rules.

Social boldness (N) (5.56 ± 1.61). Such a value indicates that foreign language teachers are sufficiently skilled, can communicate freely with people, overcome difficulties in dealings, and do not lose their temper when faced with unexpected situations.

Reliability (J) (5.06 ± 1.68). This indicator of the reliability factor allows foreign language teachers to rely on reason in solving professional activities and life issues, thereby achieving effectiveness in their work.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

Self-confidence (Q) (5.11 ± 1.58). This level of the factor makes foreign language teachers self-confident, able to manage failures, correctly assess the happenings and give an appropriate response to them, and create confidence in their own abilities. Although they do not have a tendency to self-deprecation, they have a somewhat high level of quickness and sensitivity. They should try to strengthen their confidence and pay special attention to improving their professional qualities.

Independence (Q2.) (5.66 ± 1.74). While foreign language teachers prefer to do everything themselves, they also listen to the recommendations and suggestions of others. They want to be independent, to rely on those around them, and to support them. Their independence ensures that their activities are effective. Self-control (Q3.) (5.58 ± 1.67). The indicator is that foreign language teachers are persistent in fulfilling social and moral norms, in most cases they act in an orderly and planned manner. However, they do not always overcome difficulties and finish the work they started. If they can organize their activities effectively, it is better for them to pay more attention to self-control anyway.

Manifestation of indicators of this factor indicates that foreign language teachers are somewhat stressed and tend to be more nervous due to the large number of needs. Avoidance and tension from complex goals are primarily the result of professional activity, which, in turn, is influenced to a certain extent by the characteristics of temperament types.

Conclusion

In the general overview of the personality characteristics of foreign language teachers above, we saw that there are both positive and moderate characteristics, and in some places, there are characteristics that reflect the opposite character for pedagogical activity. So, R.B. According to the results of Kettel's method, all foreign language teachers have a tendency to communicate, emotional stability, social boldness, social maturity, self-confidence, self-control in the development of interdependence and connection between professional competence and personality characteristics. It was determined that the characteristics of making are leading. The balance between the personality traits of foreign language teachers ensures that they are emotionally stable in interpersonal relationships, do not seek dominance, and reduce mental exhaustion, agitation, and stress.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th July - 2024

ISSN: 2835-396X

Website: econferenceseries.com

In general, foreign language teachers, by in-depth study and analysis of the personality characteristics of each pedagogue, and drawing appropriate empirical conclusions, evaluate the indicators of professional competence, which are of great importance in the manifestation of the harmony of personal and professional activities of foreign language teachers. It was confirmed once again that it is possible to ensure the competence of professional activity. Among the personality traits of foreign language teachers, such traits as assertiveness, emotional stability, social courage, social maturity, self-confidence, self-control ensure the stable and consistent development of indicators of professional competence in the process of professional activity.

LIST OF REFERENCES

1. Абульханова К.А. Социальное мышление личности// Современная психология: состояние и перспективы исследований. Part-3 – Социальные представления и мышление личности. – М.: pub-n "Институт психологии РАН", 2002 – р. 88-103.
2. Ананьев Б.Г. Интеллектуальная деятельность и терморегуляция// Возрастная психология взрослых. Материалы конференции. – Ленинград: 1991.– р. 75—84.
3. Бедерханова В.П. К вопросу о социальной перцепции в связи с использованием ролевых игр в процессе профессиональной педагогической подготовки// Теоретические и прикладные проблемы психологии познания людьми друг друга. – Краснодар: 1975. – р.232-233.
4. Безносков С.П. Профессиональная деформация и воспитание личности// Психологическое обеспечение социального развития человека. – Л.: 1989. – С. 69-74.
5. Собирова Д.А. The concept of development of socio-psychological competence in the activities of medical personnel Bukhara “Дурдона” 2020-96 p.

