



FACTORS OF FORMATION OF PSYCHOLOGICAL DETERMINANTS IN THE PERSONAL AND PROFESSIONAL DEVELOPMENT OF PRIMARY EDUCATION TEACHERS

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Abstract

This article examines the factors of formation of psychological determinants in the personal and professional development of primary education teachers. The research emphasizes the role of psychological determinants as underlying mechanisms that shape teachers' attitudes, motivation, resilience, and adaptability in the context of contemporary educational demands. The study highlights how psychological characteristics such as self-regulation, emotional intelligence, professional identity, and value orientations significantly influence the growth of teachers both as individuals and as professionals. Attention is given to the ways in which social environment, institutional culture, and pedagogical practices interact with personal qualities to form stable psychological determinants. The article also explores how these determinants contribute to coping with professional stress, maintaining motivation, and sustaining long-term commitment to teaching. By analyzing empirical studies and theoretical models, the research identifies the interplay of individual traits and external factors that shape teachers' personal and professional growth. Special emphasis is placed on the importance of continuous professional development, reflective practices, and supportive learning communities that help teachers cultivate psychological determinants essential for their career. The study concludes that the formation of psychological determinants is a dynamic process influenced by both internal and external conditions, and recognizing these factors is crucial for the effective training and professional development of future teachers.



Keywords: Psychological determinants, personal development, professional development, primary education teachers, emotional intelligence, professional identity, self-regulation, motivation, pedagogical psychology, teacher training.

BOSHLANG'ICH TA'LIM O'QITUVCHILARINING SHAXSIY VA KASBIY RIVOJLANISHIDA PSIXOLOGIK DETERMINANTLARNING SHAKLLANISH OMILLARI

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Annotatsiya:

Mazkur maqolada boshlang'ich ta'lim o'qituvchilarining shaxsiy va kasbiy rivojlanishida psixologik determinantlarning shakllanish omillari tahlil qilinadi. Tadqiqotda psixologik determinantlarning zamonaviy ta'lim talablari sharoitida o'qituvchilarning munosabatlari, motivatsiyasi, bardoshliligi va moslashuvchanligini shakllantiruvchi asosiy mexanizmlar sifatidagi o'rni yoritiladi. O'rganishlar shuni ko'rsatadiki, o'zini o'zi boshqarish, emotsional intellekt, professional identitet va qadriyat yo'nalishlari kabi psixologik xususiyatlar o'qituvchilarning shaxsiy hamda kasbiy o'sishida muhim ahamiyat kasb etadi. Shuningdek, ijtimoiy muhit, institutsional madaniyat va pedagogik amaliyotlarning shaxsiy sifatlar bilan o'zaro ta'siri natijasida barqaror psixologik determinantlar shakllanishi ko'rsatib o'tiladi. Maqolada bu determinantlarning professional stressni yengishda, motivatsiyani saqlashda hamda ta'lim jarayoniga uzoq muddatli sadoqatni mustahkamlashda tutgan o'rni ham yoritiladi. Empirik tadqiqotlar va nazariy modellar tahlili orqali o'qituvchilarning shaxsiy hamda kasbiy rivojlanishini belgilovchi individual xususiyatlar va tashqi omillarning o'zaro ta'siri aniqlangan. Tadqiqotda, shuningdek, uzluksiz kasbiy rivojlanish, reflektiv amaliyotlar va qo'llab-quvvatlovchi o'quv jamoalari orqali o'qituvchilarda kasbiy faoliyat uchun zarur bo'lgan psixologik determinantlarni shakllantirishning ahamiyati alohida ta'kidlanadi. Xulosa qilib aytganda, psixologik determinantlarning shakllanishi ichki va tashqi shart-sharoitlar ta'sirida kechadigan dinamik jarayon bo'lib, ularni to'g'ri anglash kelajak



o'qituvchilarini samarali tayyorlash va kasbiy rivojlantirishda muhim ahamiyat kasb etadi.

Kalit so'zlar: Psixologik determinantlar, shaxsiy rivojlanish, kasbiy rivojlanish, boshlang'ich ta'lim o'qituvchilari, emotsional intellekt, professional identitet, o'zini o'zi boshqarish, motivatsiya, pedagogik psixologiya, o'qituvchi tayyorlash

Introduction

The personal and professional development of primary education teachers is a complex and multidimensional process that is shaped by various psychological, social, and pedagogical factors. In modern educational systems, the demands placed on teachers extend far beyond the simple transmission of knowledge; teachers are expected to cultivate creativity, critical thinking, and emotional resilience in their students while at the same time managing their own growth as professionals. This dual responsibility highlights the importance of psychological determinants, which serve as the internal mechanisms guiding teachers' behaviors, attitudes, and professional choices. These determinants include self-awareness, emotional regulation, motivation, value systems, and professional identity, all of which contribute to shaping the teacher's role in both personal life and professional practice.

Primary education teachers face unique challenges because they work with young learners at a formative stage of their development. This requires high levels of patience, adaptability, empathy, and communication skills. The process of forming these qualities is closely linked to the presence of stable psychological determinants. For example, a teacher with strong self-regulation is more capable of managing stress and maintaining positive classroom interactions, while a teacher with well-developed emotional intelligence can better understand and respond to the needs of students. These attributes are not static; rather, they develop through continuous personal experiences, pedagogical training, and professional reflection.

The social environment also plays a critical role in shaping psychological determinants. Teachers operate within institutional frameworks that set expectations, provide resources, and create cultural norms. Supportive school



environments, constructive feedback from colleagues, and opportunities for professional collaboration can strengthen positive determinants such as resilience and motivation. On the other hand, environments characterized by excessive workload, lack of recognition, or insufficient support may hinder professional growth and create psychological strain.

In addition, psychological determinants are influenced by broader cultural and societal values. Teachers are often seen as role models in their communities, which means their personal integrity and professional commitment have a direct impact on the perception of education. Therefore, the development of teachers must be understood not only as an individual psychological process but also as a socially embedded one. Recognizing the factors that contribute to the formation of psychological determinants is essential for designing teacher education programs that foster both personal and professional development. This understanding will help create teachers who are not only effective in their classrooms but also capable of sustaining long-term engagement and growth in their careers.

Methods

The methodological basis of this research rests on a combination of theoretical analysis, empirical observation, and psychological evaluation. A review of relevant literature was conducted to identify the key psychological determinants that influence the personal and professional development of primary education teachers. This included an examination of theories in educational psychology, developmental psychology, and teacher training, which provided a framework for understanding how individual traits and external factors interact in the process of professional growth. Sources included international research as well as studies focused on regional contexts to ensure a comprehensive perspective.

Empirical methods were also employed to observe and evaluate how these determinants manifest in real educational environments. Surveys and questionnaires were designed to collect data from primary education teachers regarding their levels of motivation, emotional intelligence, self-regulation, and professional identity. These instruments provided both quantitative and qualitative insights into the psychological resources that teachers draw upon in



their daily work. In addition, semi-structured interviews were conducted to gather in-depth perspectives on the challenges teachers face and the strategies they employ to manage stress, maintain motivation, and adapt to changing professional requirements.

The study also made use of pedagogical case studies in which teachers' responses to specific professional scenarios were analyzed. These case studies involved classroom management challenges, interactions with parents, and professional development opportunities. By analyzing teacher responses, the research sought to determine how psychological determinants influence decision-making, coping strategies, and reflective practices. This approach provided valuable insights into the practical application of psychological resources in real-world contexts.

In addition, the study incorporated a comparative analysis between novice and experienced teachers. This comparison was designed to highlight the developmental trajectory of psychological determinants over time and to identify which factors remain stable and which evolve with experience. The role of institutional support systems, professional communities, and continuous learning opportunities were also examined as external influences shaping the formation of psychological determinants.

Through the integration of literature review, surveys, interviews, and case studies, the methodology provided a comprehensive approach to understanding the dynamics of psychological determinants in the development of primary education teachers. This multi-method framework ensured that both theoretical concepts and practical realities were captured, allowing for a balanced and reliable analysis of the research problem.

Results

The findings of this study show that psychological determinants play a crucial role in shaping the personal and professional development of primary education teachers, with several key factors emerging as particularly significant. The survey data indicated that emotional intelligence, self-regulation, and intrinsic motivation were consistently rated by teachers as the most influential elements in their ability to perform effectively and sustain their careers. Teachers who demonstrated high levels of emotional intelligence were better able to manage



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classroom dynamics, resolve conflicts, and build supportive relationships with students and colleagues. Similarly, teachers with strong self-regulation skills reported lower levels of stress and greater resilience when faced with professional challenges.

The interviews revealed that professional identity is central to the way teachers perceive their role and commitment to the profession. Teachers who had a strong sense of professional identity expressed higher levels of job satisfaction and long-term engagement, even in the face of difficulties such as workload or resource limitations. In contrast, teachers who lacked a clear professional identity were more likely to experience burnout, dissatisfaction, and decreased motivation. This suggests that cultivating a strong sense of identity is essential for sustainable professional growth.

Case studies provided further evidence of how psychological determinants influence daily practice. For example, in classroom management situations, teachers with well-developed coping strategies demonstrated patience and creativity, while those with weaker determinants tended to experience frustration and disengagement. The responses also highlighted the importance of reflective practice: teachers who engaged in self-reflection reported being better prepared to adapt their teaching methods and address the diverse needs of students.

The comparative analysis between novice and experienced teachers showed that while intrinsic motivation and enthusiasm were high among new teachers, experienced teachers displayed more advanced emotional regulation and professional resilience. This indicates that certain psychological determinants, such as adaptability and stress management, develop over time and through experience. However, the study also found that without sufficient institutional support, even experienced teachers were vulnerable to stress and professional stagnation.

Overall, the results demonstrate that the formation of psychological determinants is influenced not only by personal traits but also by external factors such as institutional culture, peer support, and opportunities for professional development. The interplay of these factors creates a dynamic process in which teachers continuously adapt and grow. The findings underscore the importance



of fostering psychological resources through both individual self-development and supportive educational environments.

Discussion

The results of the study highlight the complex and dynamic nature of psychological determinants in the development of primary education teachers. These determinants do not operate in isolation but emerge through an interaction between individual traits and the broader educational environment. Emotional intelligence, self-regulation, and professional identity were identified as the most significant determinants, and their influence provides valuable insights for both teacher education and institutional policy.

One of the key findings is that emotional intelligence serves as a foundation for effective teaching practice. Teachers with high emotional intelligence can create supportive learning environments, manage conflicts, and respond sensitively to students' emotional and cognitive needs. This ability not only enhances student outcomes but also contributes to the teacher's own resilience and job satisfaction. The development of emotional intelligence, therefore, should be an explicit focus in teacher training programs, where opportunities for reflection, empathy-building, and interpersonal skill development can be integrated.

Another important determinant is self-regulation, which enables teachers to maintain balance in the face of stress and workload pressures. The research shows that teachers with strong self-regulation strategies demonstrate greater persistence, adaptability, and problem-solving abilities. This highlights the need for professional development initiatives that include stress management training, mindfulness practices, and the promotion of healthy work-life boundaries. Such initiatives not only enhance teachers' well-being but also sustain their long-term commitment to the profession.

Professional identity emerged as a factor that strongly influences motivation and career sustainability. A well-defined professional identity helps teachers connect their personal values with their professional roles, creating a sense of meaning and purpose in their work. Teacher education institutions should therefore encourage reflective practices, mentorship programs, and peer learning



communities that help shape and reinforce professional identity from the earliest stages of a teacher's career.

The findings also underscore the role of institutional and social factors. While personal determinants such as motivation and resilience are crucial, they are often strengthened or weakened by the surrounding environment. Supportive institutional cultures, recognition of teacher contributions, and opportunities for continuous learning foster positive psychological determinants, whereas environments lacking such support contribute to burnout and professional disengagement. This interplay suggests that policy makers and educational leaders have a responsibility to create conditions that facilitate teachers' psychological growth.

In summary, the discussion illustrates that psychological determinants are not fixed attributes but evolving capacities shaped by both individual and contextual influences. A holistic approach that integrates personal development with institutional support is necessary for the sustainable personal and professional growth of primary education teachers.

Conclusion

The study demonstrates that psychological determinants are central to the personal and professional development of primary education teachers and that their formation depends on a combination of internal characteristics and external influences. Emotional intelligence, self-regulation, motivation, and professional identity emerged as the most critical factors shaping teachers' capacity to succeed and sustain their engagement in the profession. These determinants allow teachers to cope with stress, maintain enthusiasm, and foster meaningful interactions with students, colleagues, and the wider school community. Without these psychological resources, even the most technically skilled teachers may struggle to achieve long-term professional success and personal satisfaction.

The findings emphasize that the formation of psychological determinants is not a static process but a dynamic and continuous one. Novice teachers often enter the profession with enthusiasm and motivation, but these qualities must be nurtured and supported to ensure they evolve into resilience, adaptability, and a strong professional identity. Experienced teachers, while often more resilient, require ongoing opportunities for growth to prevent stagnation and burnout. This



demonstrates the importance of lifelong learning and continuous professional development in sustaining psychological well-being.

Institutional and social environments play a decisive role in strengthening or weakening psychological determinants. Supportive school cultures, peer collaboration, constructive feedback, and recognition of professional achievements all contribute positively to teacher development. Conversely, environments characterized by excessive workload, limited resources, and lack of support undermine psychological stability and hinder growth. This suggests that educational leaders and policy makers must prioritize the creation of supportive structures that enable teachers to flourish both personally and professionally.

In conclusion, the factors that contribute to the formation of psychological determinants in primary education teachers highlight the importance of adopting a holistic approach to teacher development. Future efforts should focus on integrating psychological training into teacher education programs, providing systematic institutional support, and promoting reflective practices that strengthen personal and professional identity. Recognizing and nurturing these determinants ensures that teachers are better prepared to meet the demands of their profession while maintaining their well-being and commitment, thereby securing the long-term quality and sustainability of primary education.

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