

**CONSIDERING AND FORMING PERSONAL PSYCHOLOGICAL
QUALITIES IN THE TRAINING OF FUTURE TEACHERS****Khuda-Zade Konul***Azerbaijan State Pedagogical University**Department of Pedagogical Psychology**orcid.org/0000-0002-0374-6911*[*Konul.xuda-zada@adpu.edu.az*](mailto:Konul.xuda-zada@adpu.edu.az)

Abstract: The formation and development of personal psychological qualities in the training of future teachers is a critical aspect of teacher education. As educators play a pivotal role in shaping the cognitive, emotional, and social growth of students, it is essential for teacher preparation programs to emphasize the cultivation of psychological competencies. This abstract examines the importance of integrating psychological quality development within teacher training programs, focusing on qualities such as emotional intelligence, empathy, self-regulation, resilience, and interpersonal communication. These qualities are fundamental for creating a positive learning environment, managing classroom dynamics, and fostering meaningful teacher-student relationships.

Keywords: personal psychological qualities, teacher training, emotional intelligence, empathy, self-regulation, resilience, interpersonal communication, teacher education, professional development

The psychological preparation of students for the teaching profession is an essential stage in achieving successful professional activity. Pedagogical activity has partially psycho-pedagogical features in terms of its functionality and plays an important role in the formation of students as a personality, as well as in the educational process.

Each student who chooses the teaching profession should know the intricacies of psychographic work to optimally develop his activity and master the psychological requirements imposed on him, along with the important aspects of the profession. Therefore, researchers note psychographic training as the main direction in teacher training and consider practical psychological training as one of the most important qualities of pedagogical personnel.

Within the requirements for the teaching profession, teacher training can be grouped into three directions. It includes subject knowledge, pedagogical and didactic studies, and teaching experience. However, if there is one thing that needs to be determined, it is knowing what should be taught in these fields of study, especially in pedagogical studies. At this time, professional knowledge is needed. One way to determine the content of the concept of "professional knowledge" is to answer the following questions: "What constitutes a teacher's pedagogical and didactic activity?" and "What kind of knowledge and qualifications does a teacher need to cope with this?"

According to Shulman, this process, that is, pedagogical thinking and action, goes through the following stages: a) understanding/perception; b) change/transformation; c) teaching; D) assessment; D) opinion; e) don't think. "Professional studies" are required for the teacher to cope with the above, namely: a) pedagogical content knowledge and b) curriculum resources [16]. In this regard, Turner-Bisset offers a course that will cover the necessary qualifications and focus on the following areas: "subject knowledge", "syntactic knowledge", subject perception, curriculum knowledge, contextual knowledge, self-awareness, didactic preparation, knowledge about students, knowledge about goals and results of teaching, general pedagogical knowledge [21].

This amount of knowledge that can guarantee the teacher's competence is determined by the existing conditions and contexts, as well as by the personal experience, beliefs, and needs of each teacher, which makes the a priori definition of this knowledge extremely difficult. Nevertheless, there are areas of knowledge that constitute a necessary background for every teacher, or at least for a significant part of them [20] and form the main part of "professional knowledge". The taught subject does not coincide with the relevant science, but the teaching of a specific subject requires familiarity with scientific knowledge.

It should be taken into account that it is necessary to start with what the teacher is oriented towards in his work. Abilities are generally the most highly paid aspect of personality. If students have a desire to become teachers, they can be formed. In this regard, abilities are often manifested and developed in individuals with a personal orientation to the relevant work. It should be noted that if the teacher does not have a professional pedagogical self-awareness, a complex of ideas about the teacher himself as a professional, then one cannot talk about his success in pedagogical activity.

A teacher's understanding of professional norms, rules, models, and qualities, turning them into a standard, is one of the conditions of teacher training. Here, the foundations of the professional worldview are formed. If the teacher is not aware of how a real teacher should be, it will be difficult for him to evaluate himself. Based on having a general education, the teacher's professional credo, his personal

conception of the teacher's work is formed, and he will be based on this conception on his future professional behavior.

Undoubtedly, a teacher cannot effectively manage pedagogical activity only by understanding his own qualities. Understanding these qualities in other people, and comparing oneself with any medium-qualified professional both abstractly and in the image of one's professional colleagues, is also an aspect that increases the efficiency of the activity. At the same time, it is important to take into account the evaluation of oneself as a professional by other people - students, colleagues, management, and the expectations of other people. It would be appropriate to mention one point. Pedagogical studies show that self-evaluation plays an important role in the structure of a teacher's personality. If the teacher cannot evaluate himself adequately, his evaluation criteria will not be adequate. Of course, this process does not happen suddenly. In pedagogical activity, a stable "I-concept" is gradually formed in the teacher, based on the teacher's ideas about himself in different pedagogical situations, based on the opinions of students and colleagues, which gives him a sense of professional certainty or indecision. Based on this concept, the teacher evaluates what is happening at school.

In the optimal structure of the teacher's self-evaluation, there are minimal differences between actual and reflexive self-evaluation, between retrospective and actual self-evaluation, and maximum differences between actual and ideal self-evaluation. It leads to the teacher's overall positive assessment of himself, determination of his own positive qualities, and perspectives, and the creation of a positive "I-concept". A teacher who perceives himself positively increases his self-confidence, satisfaction with his profession, and the effectiveness of his work as a whole. Such a teacher strives for self-realization.

Studies [1;3;4;5] show that the positive "self-concept" of the teacher is the leitmotiv for the development of the positive "self-concept" in students. While the teacher feels calm and confident, he is kind and gentle with the students. The understanding of the weaknesses of one's work, and the intention to correct them, does not break the general positive self-esteem. On the contrary, a teacher with low professional self-esteem feels insecure, perceives those around him negatively from the perspective of his stress and excitement, and uses an authoritarian style as a means of psychological self-defense.

The next integral characteristic of the teacher's personality is the individual style of his activity and communication. Individual style is a stable combination of pedagogical activity and communication issues, tools and methods characteristic for this teacher, as well as mental-physiological characteristics and unique features such as work rhythm determined by experience. Optimum personal style ensures higher results with minimal time and effort. A teacher is less stressed and less tired when working in his own style.

The individuality of the teacher ensures his authority in the eyes of the students - a special professional position that has a specific impact on the students, the right to make decisions, express evaluations, and give advice. The teaching position itself only creates the conditions for prestige but does not automatically guarantee it. The real influence is based on the characteristics of the teacher as a subject of activity and communication and the characteristics of his personality described above: the democratic style of cooperation with students, open communication ability, empathy, positive "I - concept", and his tendency to grow internally. At the same time, it is necessary to avoid the false reputation that arises when the teacher uses roles and even masks that are not characteristic of him in communication.

Another integral characteristic of the teacher's personality is his creative potential. If we consider the variability of methods of solving pedagogical problems as one of the manifestations of creativity, then every teacher realizes it when he enters the classroom every day. In other words, the inadequacy of the typical methods of pedagogical activity in an infinite number of different pedagogical situations objectively stimulates the teacher to be creative.

A.K. Markova writes "In literature, the issue of which characteristics of the personality allow him to consider himself creative is widely discussed. They may be needed by the teacher during his self-analysis. Let's pay attention to some of them: the ability to see and form alternatives, to question what is known at first glance, to avoid superficial expressions; the ability to enter the problem and at the same time to separate from reality, to see the perspective; refusal to focus on reputation; the ability to see a familiar object from a completely new angle, in a new context; rejection of definitive judgments, dividing into white and black parts; to be ready to move away from the usual balance and stability of life for the sake of uncertainty and search" [5, p. 42]. Pedagogical mastery is one of the important and urgent requirements given to the profession in teacher training. Pedagogical mastery is the teacher's performance of his work at the level of high examples and benchmarks prepared in practice and already described in methodical projects and recommendations. Mastery is the mastery of the basics of one's profession, the successful application of methods known in science and practice.

Mastery is the ability of a teacher to know his subject well, and to achieve high and sustainable results in training, mainly in the knowledge of students. Every teacher can become a master of his work if he wishes and shows persistence. The mastery of the teacher is not directly related to his work experience in the school. In addition to the teacher, he may have knowledge of each subject that he teaches in the classroom, available in the curriculum, because this allows him to adapt to the material in an interdisciplinary approach, that is, to use images, analogies, and knowledge that students acquire from other subjects (Ernest 1989). Finally, the

knowledge of the subject being taught is related to the teacher's beliefs. Studies have shown that teachers' opinions about the subject they teach have a significant impact on the effectiveness of the teacher's activity [6]. In addition, the activities of teachers who have a more "comprehensive" view of the subjects they teach are usually more effective [21]. Knowledge about students: this includes the biological, social, psychological, and cognitive development of students, group dynamics and students, as well as issues related to the interaction between teachers and students, students' behavioral problems, learning motivation, adaptation problems, learning difficulties, etc. includes knowledge of c) Teaching methodology: one of the methods of determining the necessary qualification of the teacher is to give a detailed description of the teaching methodology.

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One of the requirements for a teacher's personality in teacher training is that he/she has pedagogical creativity. Pedagogical creativity is always a search for innovation and finding it. An educator should be an innovator more than anyone else. Innovation is a special type of thinking that includes, first, methods of discovering common problems with an original decision and its return to pedagogical practice. Innovation is a special personality type. For this personality, it is a stable professional orientation, a positive and constructive "I - concept", the ability to defend one's ideas, to prove their novelty and ability to act, individuality, and the concept of authorship. Innovations are contributions to both science and practice. Not every teacher rises to this level of creativity, although, in principle, this level of creativity is not limited to every teacher. It should also be taken into account that creativity is a high level of teacher professionalism, which is one of the important aspects of teaching for modern education.

It is often emphasized by researchers that concrete skills are necessary for self-expression and self-development of the teacher's personality in teacher training. This is, first, the ability to maintain a stable professional position of a teacher who understands the importance of his profession, who can stand up to difficulties for the sake of its social and universal value; the ability to realize and develop their pedagogical abilities, including both their perceptive component and management component, and the ability to influence not only their actions, but also their motives and goals; the ability to manage their emotional states by giving them a constructive rather than destructive character; the ability to perceive the positive possibilities of oneself and the students and thereby help to strengthen one's own positive self-concept; the ability to master labor standards (pedagogical mastery); is the ability to carry out creative search.

The development of personal qualities and characteristics forms aspects of a professional position, such as teacher-citizen, teacher-optimist, teacher-individual, teacher-artist, and creative innovator. The following psychological qualities are connected with the listed personal skills. A developed interest in this other person, respect for his uniqueness, understanding of the teacher's right to individuality and uniqueness, the tendency to individual work style; the presence of adequate self-evaluation, which can resist the external non-objective evaluation of the whole self-concept and the teacher's work, to ensure his professional stability, motivation, and tendency to acquire high work patterns and pedagogical mastery; motivation and creative tendency as ways of personality development, i.e. self-actualization in not only subject and communicative but also personality creativity.

How teachers perceive their job functions determines not only their choice but also how they perceive, explain, and use that knowledge [17]. Finally, it should be noted that the characteristics that can ensure the effectiveness of a teacher's activity are not the totality of his knowledge, but rather the relationship between the different types of knowledge he has. Such knowledge does not simply exist at the same time: it must form a whole, indivisible unit of knowledge. The degree of connection between these separate types of knowledge separates the "competent" teacher from the "perfect" teacher, because the "competent" teacher succeeds in partially combining these forms of knowledge, while the "perfect" teacher uses the knowledge obtained from each area most effectively [21, p. 55].

Summarizing the information given in the article, it can be concluded that the serious psycho-pedagogical problems that manifest themselves in the preparation for the teaching profession are the weak integration or connection of school life with pedagogical education. Giving the system of necessary knowledge to the requirements does not ensure their preparation for the profession. Every student who wants to become a teacher must deeply master psychological and pedagogical knowledge, and master the psycho-pedagogical mechanisms of its practical

application. The facts show that it is essential to focus on the teacher's personality in teacher training. Self-esteem, which is one of the main elements of personality, deforms personality when inadequate. The tendency for constant and constructive self-evaluation characterizes the mature pedagogical activity of the teacher. It determines the essence of the teacher's work. If a person cannot understand himself, he cannot understand the motives and feelings of another person. Therefore, pedagogical self-analysis and self-adequate evaluation are more important in teacher training and pedagogical activities.

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