



## Psychological Factors Affecting the Efficiency of the Teacher's Activity

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<http://dx.doi.org/10.18415/ijmmu.v9i8.4054>

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### **Abstract**

In this article, the authors note that stable interest in the profession, a sense of responsibility, manifestation of temperament, adequate requirements for pedagogical activity, positive character traits, pedagogical and organizational skills, and creativity are important psychological factors affecting the effectiveness of a teacher's work. It was also believed that role-playing games can be utilized effectively in the formation of future educators' professional competence.

**Keywords:** *Pedagogue; Professional-Pedagogical Skills; Motive; Method; Competence; Role-Playing Technology*

### **Introduction**

During the years of independence, a new system of personnel training was established in our republic, and the training of highly qualified, competitive specialists who can work independently in their chosen field of study and who are able to contribute to the social, economic, and cultural development of the nation has been implemented consistently. According to the "Strategy of actions for the further development of the Republic of Uzbekistan", important tasks include "Further improvement of the continuous education system, increasing the possibilities of quality education services, and continuing the quality of training of highly qualified personnel in accordance with the modern needs of the labor market" [1]. Improving the quality and effectiveness of education is currently regarded as one of the most pressing issues. The Presidential Decree of 5 June 2018 PD-3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensively implemented reforms of the country" [2] is a clear indication of this.

### **Literature Review**

Studying the important aspects of professional training of teaching staff and its scientific justification became a priority task of pedagogic sciences in the years of independence. In particular, the experiments carried out by Yu.N. Abdullaev, M.A. Abdullajonova, B.R. Adizov, M.E. Jumaev, S. Lashin, M.Yu. Makhkamova, N.D. Makhmudova, G.I. Makhmutova, G.N. Najmiddinova, R.U. Nurjonova, D.Sh.

Olimova, M. Ochilov, B.Kh. Rakhimov, R.G. Safarova, B.G. Sersenbaeva, M. Kuronov, N.M. Orinova, S. Usmonov, T. Gafarova, O.Q. Haydarova, F.R. Yuzlikaev on this problem in the following years were studied in scientific and research works. The study of various psychological aspects of professional training of teachers is becoming a wide research object of the science of psychology in recent years. In this field, the psychological researches of M.G Davletshin, E.G. Ghoziev, V.M. Karimova, B.R. Kadirov, G.B. Shoumarov, R.Z. Gainutdinov, A.M. Jabbarov, V.A. Tokareva, Sh.R. Barotov, Z.T. Nishonova, R.I. Sunnatova, N.S. Safoev, G. Berdiev, B.T. Gappirov, S. Kh. Djalilova, M. Koplonova, M.M. Mavlanov, N.M. Majidov, A.M. Mashkurov, N.H. Muratalieva, X.A. Ruxieva, Sh.A. Eshmetov, K.B. Kadirov, E.A. Khidirov, E. Utanov and others were analyzed.

### ***Research Methodology***

Decree PD–3775 “On additional measures to improve the quality of education in higher education institutions and ensure their active participation in comprehensive reforms implemented in the country”, Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PD–4947 “On the strategy of actions for the further development of the Republic of Uzbekistan”, Decree of the President of the Republic of Uzbekistan “On measures to further develop the higher education system” No. PD–2909, of the Republic of Uzbekistan “On state policy regarding youth” – legal and regulatory documents served as the research’s methodological foundation.

Accordingly, an approach based on the principles of vitality, historicity, and scientificity in determining the psychological factors affecting the effectiveness of the teacher’s work formed the theoretical and methodological basis of the research work. In addition, observation, survey, test, comparison, analysis, and synthesis methods were widely used throughout the research process.

### ***Analysis and Results***

The fulfillment of the tasks set by the government of our republic in the field of higher and public education largely depends on the pedagogue. In the current economic situation, it is the responsibility of the pedagogue to achieve educational objectives, organize various student and youth activities, and develop them into educated, courteous, loyal, hard-working, well-rounded individuals. The future of our people and the independence of Uzbekistan depend heavily on the teacher, his level of preparation, education, and upbringing of the young generation. In this regard, the work of improving the skills of pedagogues, organizing and retraining them has been put in the center of attention of the state and society. It should be said that pedagogy is an honorable but very difficult profession. At present, great attention is being paid to pedagogues being philosophically broad-minded, highly skilled, and thoughtful. To become a good pedagogue, it is not enough to acquire pedagogical theory. Because, in the pedagogical theory, general rules and general methodological ideas about teaching and educating students are stated, but the practical process is diverse, and there are situations that do not correspond to the pedagogical theory. This requires extensive knowledge, thorough practical training, high pedagogical skills and creativity from the pedagogue. That is why it is important for a pedagogue working in educational institutions to be a capable, creative, business-minded person, who has mastered national culture and universal human values, worldly and religious knowledge, be morally perfect, has a correct understanding of patriotic duty, be a citizen of faith, has specialized, psychological, pedagogical knowledge and skills. We know that in order to become a true master of a profession, one must have natural abilities, certain physical and mental qualities. In order to effectively carry out the work of teaching and educating young people in pedagogical activities, and to be worthy of the respect of parents and students, a person must possess the aptitude, ability, skill, and passion for this work.

For example, pedagogues–teachers perform the following functions in their activities:

1. The teacher imparts knowledge, cultivates skills and abilities, and encourages students to take actions that lead to the mastery of educational material.
2. The educator should instill in students high moral, mental, volitional, and aesthetic feelings, and should be concerned with the development of their overall personality.
3. To be an expert and a scientist in his field: a teacher must have a thorough understanding of his subject and conduct scientific research that results in informative conclusions.
4. The teacher should organize the independent work and activities of students. The teacher is responsible for maintaining classroom discipline and order, supervising and evaluating student work, and organizing counseling.

This process always represents the characteristics of the components of the activity. In particular, the goal, motive and methods are components of the teacher’s activity, and the goal is the imagined result of this activity: to achieve high mastery of students, to prepare them for independent work, to provide them with education and upbringing, to form the necessary knowledge, skills and abilities, and personal qualities in them.

Motives encourage the teacher to be active and achieve the goal: interest in his work, understanding of obligations, a sense of responsibility for the quality of specialist training, helping active students in mastering science, etc.

Methods are procedures and means for achieving a goal. These include the assignment of educational tasks, the oral presentation of educational material, the use of technological education tools, etc. The mastery of a teacher’s methods of activity manifests itself in the clear expression of ideas, the skillful use of expressive speech characteristics, the ability to influence students by setting a personal example, and the correct application of technological means of education.

The activity of the teacher has a specific sequence and stages according to the components:

- determination of the goal, determination of educational and scientific tasks;
- to achieve the goal, to create a plan for completing the task;
- preparation for actions leading to the expected result;
- completing tasks, implementing actions to achieve the goal;
- analysis and assessment of what has been done;
- improving further actions based on the experience gained in achieving the goal.

As the aforementioned processes explain the activity of the teacher in the continuous education system, the distance and proximity of the interaction between the teacher and students indicate negative or positive psychological states. In particular, the greater the distance between the teacher and the student, the more difficult it is to manage educational activities. Therefore, a pedagogue–teacher is unique in that he conducts pedagogical activity scientifically and methodologically according to his goals and results, the character of the object, and his work is productive when it is scientifically organized effectively.

In this regard, the effectiveness of the teacher’s activity depends on many factors: economic, political, scientific, organizational, and others. They affect the activity through the inner world of the individual. Various factors increase or decrease the effectiveness of teacher activity. The efficiency indicator is represented by the achievement of the goal through the conscious application of forces and means. The effectiveness of the teacher’s activity is a characteristic of the person, which is manifested in accordance with the requirements for the tasks to be performed. In other words, for effectiveness, the structure and functions of the teacher’s psyche should correspond with the structure and dynamics of his activity.

Determining the effectiveness of a teacher's activity involves the analysis of a number of issues: it is necessary to know the teacher's motives, attitudes and level of pedagogical skills, etc. It is not easy to determine how much moral and knowledge of students has increased. In addition, each teacher differs from each other in terms of experience and personality, and can achieve their goals through different means and methods. Their application requires a certain outlook, ability, character and psychological state.

The study of the activities of experienced teachers shows that the goal-oriented institution is an educational and moral orientation that is manifested in the analysis of the level of readiness of students, the tasks and goals of the subject, and the real pedagogical possibilities.

In order for pedagogical activity to be effective – to achieve pedagogical professionalism – the pedagogue should have the following types of abilities and should be trained: cognitive ability, the ability to explain, the ability to speak, the ability to organize, the ability to gain authority, the ability to divide attention. These pedagogic abilities characterize the moral and emotional side of a person. All of these qualities are interconnected, mutually influential and form a whole.

We focused our research on such issues, and teachers of vocational science in the field of economics of higher education were selected for experimental work. Teachers were assigned 14 different pedagogical situations that determine professional pedagogical skills.

According to experience, 49% of 26 teachers have high professional pedagogical skills, 34% of them are women and 15% are men. Of these, 11% have a degree and 38% are teachers with higher education. It is important that most of those with high professional pedagogical skills are teachers aged 31 to 45 years. This can be an indication of their experience. We can see from the table that 34% of teachers have secondary professional pedagogical skills, 3.9% of them have a academic degree, and 31% are teachers with higher education. 16% of those with lower professional pedagogical activity were teachers aged 26–30.

Continuing the experiment carried out on the example of economic education teachers, when a group of teachers with high pedagogical skills was invited to list the psychological factors that affect the effectiveness of teacher activity, they (group A) cited pedagogical tact and pedagogical skills, knowledge in their field, feeling their work, personal qualities such as creative approach to the profession, sense of responsibility, organization, liking one's work, and hard work as factors. According to teachers with medium and low professional pedagogical skills in groups B and C, the most important factors are the possession of material and technical tools and equipment, the ability to use modern teaching methods effectively, the active participation and attendance of students, and the students' willingness to study (Table 1). This is probably due to teachers' age and lack of experience, as well as the fact that their skills have not been fully formed.

Table 1

Factors	Group A (n=26)	Group B (n=26)	Group C (n=26)
Work satisfaction (liking one's work)	22	18	17
Capability of utilizing a large audience with a high culture	15	9	5
Possessing pedagogical tact and skills	24	19	15
Persistence	7	18	14
Ability to work, hardworking	21	16	12
Criticality	16	13	18
Love for students	19	14	15
Mobility and action	18	15	9
Creative approach to the profession	23	16	13
Organizational skills	22	14	11
Sense of responsibility	23	18	13
Expertise in your field	24	22	16
Communicate information to students with live speech	21	14	9
Ability to effectively use modern methods in teaching	19	15	20
Willpower	20	16	21
Proper use of time	19	19	17
Active participation and attendance of students	15	21	23
To have material and technical means, equipment during the course of the lesson	19	23	25
To have regulatory–legal and educational–methodological provision	20	16	19
Establishment of incentive mechanisms	16	24	20

Therefore, teachers with high professional pedagogical skills expressed personal factors as the primary psychological factors affecting the effectiveness of their work, while teachers with medium and low professional pedagogical skills identified situational factors as the primary ones.

The driving force and effectiveness of the didactic process depend on the motive, which is in the first place. Studying the motive and using it correctly, forming the desired one, is the heart and core of the didactic process and the teacher's work aimed at developing the individual in the right direction. The motive is a manifestation of the teacher's attitude to science and activity, and it becomes a clear cause, consequence, confidence, and a factor that motivates a person to act.

The following are sources of motivation for educational activities:

1. Internal sources. They are defined by human inborn or acquired needs. The most important of them is the innate need for information. Acquired needs are considered gnostic and socially positive desires.
2. External sources. They are determined by the social life conditions of the individual.

According to the above experience, we tried to determine the professional motives of teachers with high, medium and low professional pedagogical skills. In doing so, we offered teachers a test that examines the motives for choosing the following profession. According to the obtained results, it was shown that the motive of creativity is the priority among the professional motives of teachers with high professional pedagogical skills, they show positive aspects of personal qualities in their pedagogical activities and pay attention to creativity and personal qualities.

The formation of this motive can serve as a basis for the practical activity of the teacher to be organized according to the purpose and to have a permanent method of operation. After all, creativity in the work of a pedagogue is expressed in the ways of solving complex problems and in finding ways to solve them. The source of pedagogical creativity is pedagogical experience. Pedagogical experience is very rich in problematic situations. By advanced pedagogical experience, we can understand the pedagogue's creative approach to his pedagogical task, finding new, effective ways and tools for the education of students. Because modern science and technology development requires the pedagogue to be creative, to be able to think freely about the important problems of science, to be able to convey the achievements of science to students, and to be able to teach research work. The classroom lesson is the main field of pedagogical creativity.

The professional motive of teachers with medium and low professional pedagogical skills is selected in connection with their social position, and it is reflected in the direction of having their own place in the activity, choosing a life path, and interacting with the people around them.

While we are looking for ways to create factors that increase the effectiveness of the teacher's activity in the educational process, we would like to emphasize that role-playing and business games have a special place in future economic pedagogues in turning the theoretical knowledge acquired in the field of specific activities into practical skills and qualifications, creating educational activity in them, and widely involving them in the process of social relations.

Nowadays, it is appropriate to use role-playing games in the activities of increasing professional competence or specific orientation to the profession. The most common among them are business games and management games. Essentially, in role-playing games, participants will have to "play" the roles of various professions and positions under the guidance of an instructor. Tasks of practical role-playing games include:

1. Models typical life situations related to decision-making.
2. Reveals different aspects of communication and behavior patterns found in professional activities.
3. Predicts the opportunities available in social behavior and opens new features of professional activity.

The corrective and practical value of role-playing games is that in them, each person is brought into situations close to real activity, and thereby his assumptions are changed.

Although role-playing technologies have different forms, according to their content, all of them are directed towards a single goal, that is, they deepen and expand students' theoretical knowledge, create the skills to use acquired theoretical knowledge independently and effectively in practice, prepare them to organize social and economic relations, and form social activity. They also solve the task of forming mature moral qualities, developing a perfect person with a deep and healthy mind and a broad worldview. According to our experience, based on the work methodology of teachers with high professional

pedagogical skills, we organized a role–playing game “I can successfully conduct a lesson” for 25 students in 4 courses below<sup>1</sup>.

The content of the role–playing game “I can successfully conduct the lesson” was as follows:

- I. Purpose of training: To teach students how to conduct a successful lesson, what is important in managing a group, and to form their understanding and ideas about being able to express their thoughts.
- II. Training results:
  - increasing students' interest in the lesson;
  - mastery of the topic by students through a role-playing game;
  - reasoning as a team;
- III. Preparing students for pedagogical activities by performing some real situations: The time required is 80 minutes.
- IV. Forms of teaching: Work in small groups.
- V. Teaching tools: Study guide, projector, flipchart.
- VI. Teaching conditions: Technically equipped auditorium designed for working in groups.
- VII. Monitoring and evaluation: Observation, oral control, question–and–answer survey, educational assignment.

Before starting this game, we asked the students some questions about the work of a teacher, regardless of the subject.

For example:

1. What a modern teacher should look like?
2. How important are the main components of the teacher’s activity in the educational process?
3. Is the internal system and essence of the teacher’s professional motives necessary in the teacher’s activity?
4. What are the pedagogical and psychological requirements for a teacher?

The responses of the included groups were determined before and after the experiment with the following evaluation criteria.

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<sup>1</sup> Yo‘ldoshev J.G‘. Education is on the way to renewal. T: “Teacher” 2010. 23 b.

Table 2

1. Assessment of knowledge and skills of groups before the experiment				
Assignments, assessment indicators and criteria	1 <sup>st</sup> group	2 <sup>nd</sup> group	3 <sup>rd</sup> group	4 <sup>th</sup> group
The maximum score – 2				
– the question was fully covered (0.5 points)	0,3	0,3	0,2	0,4
– the answers were sufficiently substantiated (0.5 points)	0,2	0,3	0,2	0,3
– the activity of group participants (0.5 points)	0,4	0,4	0,3	0,5
– answered additional questions (0.3 points)	0,1	0,2	0,1	0,3
– complied with the regulations (0.2)	0,1	0,2	0,2	0,2
Total score: (2 points)	1,1	1,4	1	1,7
2. Assessment of knowledge and skills of groups after the experiment				
The maximum score – 2				
– the question was fully covered (0.5 points)	0,4	0,4	0,3	0,5
– the answers were sufficiently substantiated (0.5 points)	0,5	0,3	0,4	0,5
– the activity of group participants (0.5 points)	0,5	0,4	0,5	0,5
– answered additional questions (0.3 points)	0,3	0,2	0,2	0,3
– complied with the regulations (0.2)	0,2	0,1	0,2	0,2
Total score: (2 points)	1,9	1,4	1,7	2

As can be seen in Table 2, when the students were trained in a practical manner, all questions based on imagination were covered, answers were provided in a reasonable manner, and group activity increased due to greater interest. In the current educational system, the formation of professional knowledge is given priority. However, in order not to overlook the formation of professional qualifications and skills, it is crucial to utilize the professional abilities of future economic pedagogues in role-playing and business games during the educational process.

### **Conclusion and Recommendation**

Therefore, in order to form teachers with a high level of professional pedagogical skills, among the psychological factors affecting the effectiveness of their work, it is necessary to primarily develop personal factors such as knowledge in their field, a sense of their work, a creative approach to the profession, a sense of responsibility, organization, liking their work, and hard work.

In order for future specialists to have the same pedagogical skills as teachers with high professional pedagogical skills in pedagogical activities, it is necessary to develop their motivation for creativity more precisely, which can lead to their effective work. In the classroom, the pedagogue satisfies his or her primary pedagogical need, which is teaching, by employing a creative delivery method. Therefore, it is necessary to develop a new attitude and creativity in the proper organization of the educational process. At the same time, the use of role-playing games, in the activities of increasing professional competence or specific orientation to the profession of future specialists, deepens and expands the theoretical knowledge of students, creates the skills of independent and effective use of acquired theoretical knowledge in practice, prepares them for organizing social relations, forms social activity, and develops mature moral qualities. This accomplishes the objective of creating a perfect individual with a profound and healthy mind as well as a broad worldview.

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