



## **PSYCHOLOGICAL FEATURES OF TEACHER PROFESSIONAL ACTIVITY IN INCREASING THE EFFICIENCY OF CREATIVE-INNOVATIVE EDUCATION REPUBLIC OF UZBEKISTAN**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 10 <sup>th</sup> June 2025 <b>Accepted:</b> 7 <sup>th</sup> July 2025	This article distinguishes the socio-psychological competencies aimed at enhancing the effectiveness of creative-innovative education characteristic of the professional activity of teachers. Through their analysis, the scientific views of scholars regarding the possibility of identifying many essential characterological qualities important for both students and teachers are examined.
<b>Keywords:</b> teacher, student, innovation, creativity, effectiveness, ability, creation, creative activity, pedagogical, socio-psychological, competence, activity, knowledge-skill, stereotype	

At present, one of the priority goals of the reforms being carried out in the education system of our country is the improvement of the education sector, the organization of the learning process in accordance with international requirements, and the determination of educational objectives through approaches based on advanced socio-psychological competencies. Furthermore, issues such as the creative development of individuals, their innovative potential, students' creative readiness for learning activities, the experience of acquiring new knowledge and skills, and creative self-awareness are among the urgent tasks of today. Accordingly, it is natural that such issues also place specific and important demands before modern psychology.

In essence, competence refers to the totality of an individual's theoretical and practical preparedness for a particular field, as well as a set of successful behaviors. In a broad sense, it is characterized by a number of general psychological and socio-psychological features. However, there exist certain socio-psychological competencies without which it is impossible to imagine any successful activity. Creative-innovative education is no exception. In our view, it is possible to distinguish a range of socio-psychological competencies that have an effective influence on creative-innovative education and, through their analysis, to identify numerous characterological qualities that are crucial for both students and professors.

According to S.V. Varyukhina, socio-psychological competencies in pedagogical activity represent one of the essential types of abilities that serve to effectively organize the educational process in collaboration with students and to further optimize it [2]. Thus, socio-psychological competence is

considered not only a factor that ensures the effective organization of the educational process but also one that contributes to its more optimal course. For this reason, we shall attempt to highlight below certain socio-psychological competencies that pertain to creative-innovative activity and to the successful subjects of education.

In this regard, the reflections of researcher I.Yu. Aleksashina are of particular significance. She emphasizes that every modern successful teacher must possess empathic ability, communicative culture, experience in self-study, skills of interpersonal interaction, the ability to use time wisely, experience in conducting interactive teaching, competence in methods of collaborative learning, and the skills of teaching through the principle of equal participation [1]. According to this approach, it is particularly emphasized that a modern teacher organizing creative-innovative education should not only serve as a facilitator in shaping advanced knowledge and skills but also possess numerous socio-psychological qualities that positively influence the process of learning. In addition, psychological researchers have so far recognized issues such as indifference toward one's profession, unwillingness to acquire knowledge, lack of interest and motivation toward activity as negative factors that hinder creative-innovative education.

According to Ye.I. Rogov, the educational process is divided into passive and active types of teaching methods, depending on the level of students' knowledge.[5]. In passive teaching, the student acts as an object of the educational process. In this case, students are expected to assimilate the material provided by professors and reproduce it. This type of education is usually manifested in lecture-based classes. In such situations, students do not collaborate



with one another, nor are any problem-solving situations addressed.

In active teaching, however, students to a greater extent become the subjects of the educational process. Here, they are able to engage in equal dialogue with teachers, actively participate in the acquisition of knowledge, and develop skills of creative work.

According to V.A. Yakunin, identifying a socially active teacher should begin with examining their motives for professional activity, interests, enthusiasm for work, characteristics of professional suitability, and the scope of their cognitive needs through psychological methods[7]. Unlike the above-mentioned approach, A.A. Rean emphasizes that the basis of students' social activity and their initiative in educational activities is formed by their inherent level of assertiveness and their skills of competitiveness [6]. In the process of mastering socio-psychological knowledge and skills, students also acquire abilities for activities based on mutual cooperation. These interactive skills are not temporary but rather become a permanent characteristic, serving their future goals and plans as well.

According to researcher L.M. Kolpakova, the advantages of applying active socio-psychological teaching methods in the professional training of future specialists include the following:

- ensuring a high level of student activity throughout the entire lesson;
- assisting in the individual's self-awareness and fostering new value orientations and relationships in their interactions;
- developing students' skills for working in groups;
- cultivating students' active socio-psychological positions and their attitudes toward themselves;
- enhancing their psychological immunity to various life difficulties and problematic situations, and so forth.

From this classification, it becomes clear that as a socio-psychological factor in the thorough assimilation of knowledge and skills, the life positions inherent in each individual play a decisive role. According to A.A. Karelin, the psychological mechanisms that bring about active socio-psychological changes in the learning process include the following:

the mechanism of contradiction – the individual's confrontation with their own self-image, i.e., awareness of how they are evaluated in a particular situation;

feedback-based communication – the verbal and non-verbal responses of participating individuals;

the effect of understanding – overcoming gaps in information;

the "motivational self" – the inclination to assimilate any kind of information and the effort directed toward satisfying cognitive needs.

These socio-psychological features instill strong motivation in students, fostering skills for completing assigned tasks on time and approaching problems with creativity.

In contrast to the above-mentioned approaches, there also exists the theory of "stereotyped behavior" that characterizes the creative-innovative activity of successful teachers. This theory analyzes the stereotypes inherent in effective pedagogical activity. According to this theory, the evaluation of an exemplary student is carried out on the basis of the following stereotypical criteria:

1) **Anthropological stereotypes** – these are expressed in the assessment of an individual's inner psychological qualities, the socio-psychological characteristics specific to the student's personality, as well as in behavioral traits that correspond to their outward appearance and experiential patterns of conduct.

2) **Ethnic (national) stereotypes** – these are formed on the basis of the environment, community, and ethnic groups in which the individual has developed, and are manifested in their belonging to an ethnic group, national consciousness, and system of national values.

3) **Status-based stereotypes** – these are reflected in evaluating an individual's personal qualities through professional status, life experience, professional roles, and the system of professional achievements.

4) **Social role stereotypes** – in evaluating the professional qualities of exemplary teachers, these are based on their social role within the community, discipline, moral qualities, and intellectual maturity.

5) **Aesthetic stereotypes** – these are characterized by the outward appearance of future professionals, their style of dress appropriate to professional activity, culture of communication, and qualities that allow them to serve as role models for others.

6) **Verbal expression stereotypes** – these are defined by well-developed speech characteristics in students, including oratory skills, the ability to use expressive pantomime, and facial expressions effectively.

Thus, the stereotypes formed in the process of effective education and upbringing ensure the



professional image and status of future specialists, through which a system of social values is cultivated in young professionals. In other words, the socio-psychological qualities characteristic of competent professionals are assimilated.

It should be particularly emphasized that there are certain psychological factors that complicate the correct perception and evaluation of students by professors and teachers. Addressing this issue, L.P. Urvansev notes that, in his view, the factors that hinder teachers in properly perceiving and assessing students are as follows:

1. the lack of mutual trust in teacher-student relations, as well as insufficient knowledge about students' behavior and characterological traits;
2. stereotypes formed in the teacher's perception based on categorizing students into groups such as "underachiever," "excellent student," "troublemaker," "idler," and so on;
3. insufficient information about students' abilities and results, along with the tendency to draw premature conclusions when evaluating their performance.

According to A.N. Novikov, the upbringing of future professionals with creative-innovative competence is characterized by the following:

- skills for free communication with others;
- proficiency in the effective use of modern information technologies;
- possession of a subject-specific knowledge base;
- awareness of economic and sectoral innovations;
- familiarity with the content of laws, decrees, and official documents of relevant ministries concerning education;
- mastery of at least one foreign language;
- psychological readiness for influencing and transforming others, and so forth.

Among the socio-psychological competencies that have a positive impact on creative-innovative education, reflexive attitude holds particular significance. Through it, the educational subject not only comes to know and understand others but also discerns how others evaluate their personal qualities, emotional reactions, and ideas about certain matters. This process represents a special form of reflection. In other words, through reflexive attitude, in pedagogical situations, learners choose decisions based on their own self-conceptions.

As M.I. Lukyanova emphasizes, reflexivity, as a socio-psychological trait, is associated with the teacher's ability to analyze and generalize their

professional experience, to assess its social significance, and to evaluate it. Moreover, this quality enables teachers to remain open to constant feedback, to perceive and evaluate information provided by students, to anticipate the effectiveness and relevance of pedagogical influences, and to possess a strong knowledge of ways to resolve socio-psychological situations.

According to L.F. Alekseeva, the socio-psychological qualities that positively influence the effectiveness of innovative education include the following: sociability, persistence, professionalism, openness, curiosity, result-orientation, self-confidence, and altruism (selflessness). These qualities are socio-psychological characteristics that ensure the success of the educational process and constitute one of the essential components of the exemplary teacher model.

In her research, V.M. Karimova has sought to highlight the issues of enhancing students' independence and utilizing the necessary socio-psychological opportunities for fostering independent and creative thinking in order to ensure the effectiveness of higher education processes. The author emphasizes that, for students to acquire independent thinking skills and competencies, it is necessary, first of all, to fundamentally transform the relationships between teacher and student, and to turn the learner into an active subject of the educational process. Furthermore, she identifies several socio-psychological conditions and factors required to achieve this goal effectively [4]. First, the educator must learn to perceive young people as they are – with their talents and abilities – and accept them naturally.

Second, each educational institution must in practice organize a differentiated approach to young people and take their psychological capabilities into account.

Third, new democratic forms of teaching technologies and methods of organizing the intellectual activity of youth should be introduced in educational institutions. Here, the main focus should be on respecting the learner's individuality, valuing every opinion, and encouraging personal growth.

Fourth, active psychological training methods in group learning – such as discussions, dialogues, brainstorming, and games – should be widely and appropriately applied, creating opportunities for students to express their views more freely.

Fifth, in order to foster free and independent thinking, the significance of the concepts of psychological "space" and "environment" must be taken into consideration, and the rules of group work along



with socio-psychological criteria should be fully observed.

Based on the above considerations, it may be concluded that in the professional activity of teachers, enhancing the effectiveness of creative-innovative education requires adopting new approaches to problems and systematically organizing creative and cooperative relations between "teacher–student" and "student–student" in accordance with modern requirements. This, in turn, will significantly expand the opportunities for the formation of innovative knowledge and skills.

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