



FACTORS INFLUENCING THE PROFESSIONAL DEVELOPMENT OF UNIVERSITY FACULTY: PRACTICAL IMPLICATIONS AND RECOMMENDATIONS FOR PROFESSIONAL GROWTH

Bozorov A.A.

PhD, Senior Lecturer, Department of Pedagogy and Psychology,
Uzbekistan State World Languages University, Tashkent, Uzbekistan

Abstract

This article examines the psychological and pedagogical factors influencing the professional development of university faculty members. The study explores professional growth, adaptation, competence, and motivational factors that contribute to improving the effectiveness of academic and teaching activities. The findings indicate that psychological training programs positively affect self-development, professional self-confidence, interpersonal relationships, and professional competence among faculty members. Furthermore, practical recommendations aimed at enhancing professional excellence and ensuring sustainable professional growth are proposed. The results of the study may serve as a scientific basis for improving faculty development programs and increasing the effectiveness of higher education institutions.

Keywords: Professional development, professional excellence, faculty member, professional competence, psychological training, professional optimism, professional adaptation, professional stability, professional activity, higher education.

Introduction

Annotatsiya

Mazkur maqolada oliy ta'lim muassasalari professor-o'qituvchilarining kasbiy rivojlanishiga ta'sir etuvchi psixologik va pedagogik omillar tahlil qilingan. Tadqiqotda professor-o'qituvchilarning kasbiy kamoloti, kasbiy moslashuvi, kasbiy kompetentligi hamda kasbiy faoliyat samaradorligini oshirishga xizmat qiluvchi motivlar o'rganilgan. Psixologik treninglar natijasida professor-o'qituvchilarda o'z-o'zini rivojlantirish, kasbiy faoliyatga bo'lgan ishonch, shaxslararo munosabatlar va professional kompetentlik darajasining oshishi aniqlangan. Shuningdek, professor-



o'qituvchilarning kasbiy kamolotini rivojlantirishga qaratilgan amaliy tavsiyalar ishlab chiqilgan. Tadqiqot natijalari oliy ta'lim tizimida professor-o'qituvchilarning kasbiy rivojlanishini takomillashtirish va ularning faoliyat samaradorligini oshirishda muhim ahamiyat kasb etadi.

Kalit so'zlar: kasbiy rivojlanish, kasbiy kamolot, professor-o'qituvchi, kasbiy kompetentlik, psixologik trening, kasbiy optimizm, kasbiy adaptatsiya, kasbiy barqarorlik, professional faoliyat, oliy ta'lim.

Аннотация

В данной статье рассматриваются психолого-педагогические факторы, влияющие на профессиональное развитие профессорско-преподавательского состава высших учебных заведений. Исследованы вопросы профессионального становления, адаптации, компетентности и мотивации преподавателей, способствующие повышению эффективности их профессиональной деятельности. Результаты психологических тренингов показали положительную динамику в развитии саморазвития, профессиональной уверенности, межличностных отношений и профессиональной компетентности преподавателей. Также разработаны практические рекомендации по совершенствованию профессионального мастерства профессорско-преподавательского состава. Полученные результаты могут быть использованы для повышения эффективности деятельности преподавателей в системе высшего образования.

Ключевые слова: профессиональное развитие, профессиональное мастерство, преподаватель, профессиональная компетентность, психологический тренинг, профессиональный оптимизм, профессиональная адаптация, профессиональная устойчивость, профессиональная деятельность, высшее образование.

The professional development of university faculty members encompasses several interrelated components, including professional functional stages, professional adaptation, stages of professional formation, and professional stability. The level of professional development is reflected in such characteristics as self-affirmation, self-expression, and self-organization. Furthermore, indicators of advanced professional



development include psychological competence, professional rehabilitation, socio-professional stability, the ability to overcome professional crises, professional optimism, and effective coping behaviors.

When discussing the dynamics of professional development among higher education faculty members, it is important to emphasize their ability to acquire knowledge that meets contemporary societal demands and their responsibility to actively implement innovative approaches within the educational process. Faculty members are expected to perform their professional duties responsibly, even under difficult circumstances and challenging situations. In this regard, it is essential for educators to demonstrate commitment, dedication, and sincerity in fulfilling their responsibilities. The implementation of the “Psychological Model of the Influence on the Dynamics of Faculty Members’ Mental State Development” serves as an important framework for understanding professional growth and for strengthening scientifically grounded approaches in future professional activities.

The work of higher education faculty members is both demanding and highly responsible. The tasks assigned to educators play a crucial role in the upbringing and education of the younger generation, which underscores the significance of societal and public attention to the educational process. From this perspective, the objectives of the present study highlight the broad potential of faculty members while emphasizing the need for comprehensive scientific investigations aimed at ensuring their systematic and continuous professional development.

In order to provide practical support for faculty members, particular attention was given to the concept of “professional excellence,” which is considered the highest stage of professional development. Within the higher education system, it is important to identify and analyze the motivational factors that contribute to the development of professional excellence among faculty members. These factors serve as key determinants of successful professional growth, continuous self-improvement, and the achievement of high standards in pedagogical and academic performance.

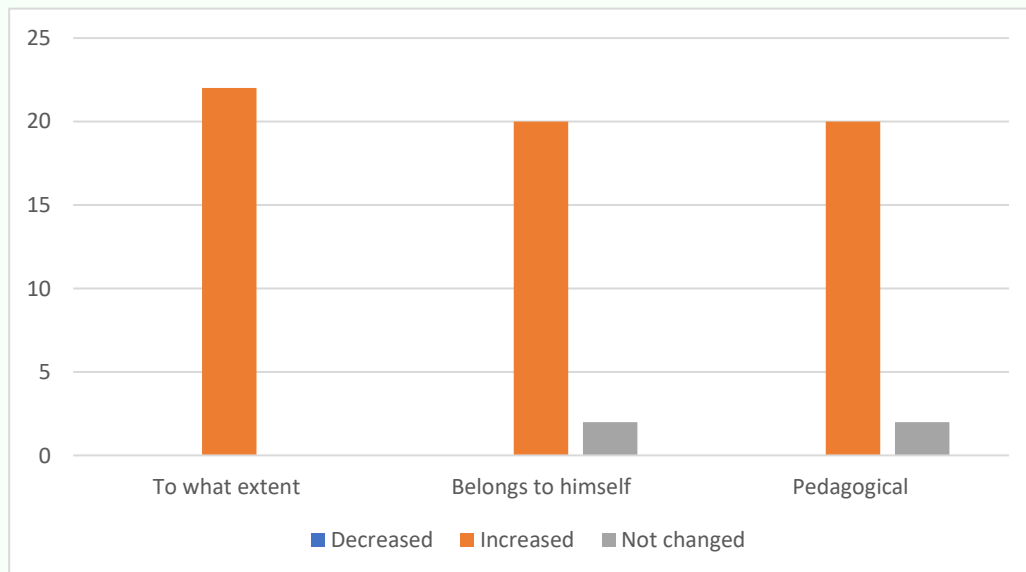


Figure 1. Post-intervention results of the scales of the “Diagnosis of Self-Development and Professional Pedagogical Activity Level” methodology demonstrated positive changes across all three scales. The findings indicate a significant increase in the measured indicators following the training program, reflecting the effectiveness of the intervention and its positive impact on participants’ self-development and professional pedagogical activity.

(Wilcoxon Signed-Rank Test, n = 22).

Research Findings and Practical Recommendations for the Development of Faculty Members’ Professional Excellence

The findings obtained from the study revealed that faculty members in the experimental group recognized the importance of developing motivational factors that contribute to professional excellence. The results demonstrated a positive increase in self-confidence within professional activities, the attainment of respect in interpersonal relationships, career advancement, enhancement of professional competence, greater satisfaction with professional performance, achievement of professional success, engagement in independent scholarly inquiry, recognition of personal accomplishments, demonstration of professional excellence, increased interest in interdisciplinary fields, the ability to solve professional problems effectively, and the attainment of a higher level of professional professionalism.



Practical Recommendations for Enhancing Faculty Members' Professional Excellence

To promote the continuous development of professional excellence among faculty members, the following practical recommendations are proposed:

- Faculty members should regularly monitor and maintain their psychological well-being.
- Excessive emotional arousal and heightened levels of activity should be effectively regulated.
- Professional tasks and responsibilities should be carried out through individual efforts, collaborative teamwork, and intergroup cooperation.
- Emotional and volitional qualities should be continuously developed and strengthened.
- Faculty members are encouraged to study the works of Eastern scholars and thinkers and engage in intellectual discussions with colleagues.
- Reading and correctly interpreting the meanings of the Holy Qur'an and Hadiths may contribute to moral and spiritual development.
- Interdisciplinary integration between one's academic discipline and related fields should be actively promoted.
- Faculty members should cultivate respect for and commitment to their profession.
- Professional activities should be perceived and accepted positively.
- Faculty members should participate in specialized training programs aimed at developing creativity, innovation, independence, and professional dedication.

These recommendations serve as practical guidelines for strengthening professional excellence, enhancing professional competence, and supporting the sustainable professional development of faculty members within higher education institutions.

In general, based on the requirements of the above-mentioned training program, the results of the psycho-training sessions made it possible to develop a model of faculty members' professional excellence and to identify the key motivational factors that determine professional excellence within the higher education system.

The professional excellence of faculty members, which combines scientific knowledge with high moral standards, is essential for providing quality education and fostering the development of younger generations. Therefore, it requires a strong sense of responsibility toward the educational process. The essence, structure, challenges, and mechanisms underlying the formation of professional excellence



among faculty members should be continuously examined from a scientific perspective.

The rapid pace of modern life generates new challenges for individuals, thereby creating a constant need for effective problem-solving skills and adaptive capacities. Under such conditions, professional excellence has become an indispensable component of contemporary educational systems. Consequently, during the process of professional development and qualification enhancement, faculty members should learn to address not only the traditional challenges of higher education but also the emerging issues associated with modern society. The ability to independently and effectively resolve such challenges represents a fundamental professional responsibility of every educator, regardless of their field of specialization.

The primary objective of the present study is to investigate the psychological characteristics of faculty members' professional excellence as a significant factor contributing to their professional effectiveness and overall performance.

The post-training assessment of the professional burnout diagnostic scales among higher education faculty members revealed significant positive changes across several dimensions. In particular, the findings demonstrated notable improvements in depersonalization indicators, the quality of relationships with colleagues, and faculty members' perceptions of themselves as professionals within their occupational roles. Positive changes were also observed across the remaining assessment scales.

Furthermore, the results indicated substantial improvements in pedagogical competence and various dimensions of self-confidence following participation in the training program. Faculty members demonstrated a higher level of mastery of professional activities, increased professional development, stronger self-confidence, and greater emotional stability. An important outcome of the intervention was the participants' enhanced ability to quickly and effectively perform assigned tasks and responsibilities, both in their professional and personal activities, while maintaining a high level of engagement and productivity.

The implementation of psychological assessment procedures based on contemporary scientific theories in psychology, as well as the development of new methodological approaches in this field, continues to remain a relevant and promising direction for future research. The advancement of scientifically grounded psychological assessment methods is expected to contribute significantly to the further improvement



of professional development programs and the enhancement of educational effectiveness in higher education institutions.

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