



## **PSYCHOLOGICAL FEATURES OF DEVELOPING PROFESSIONAL AND PERSONAL COMPETENCIES OF FUTURE PHYSICAL EDUCATION TEACHERS**

Aziz Tulkinovich Ibragimov

Tashkent State Pedagogical University named after Nizami

Acting Associate Professor of the Department of Physical Culture and Sports

### **Abstract:**

The process of developing professional and personal competencies among future physical education teachers is multifaceted and requires a thorough understanding of psychological characteristics that influence learning, behavior, and motivation. As physical education teachers are expected not only to instruct but also to inspire and guide students in building lifelong habits of health and fitness, it becomes crucial to cultivate their emotional intelligence, communication abilities, and self-regulation skills alongside their pedagogical knowledge. This article explores the psychological aspects that shape the development of competencies in pre-service physical education teachers, emphasizing the role of motivation, personality traits, reflective practices, and interpersonal relationships within the educational context. Drawing on both psychological theory and empirical studies, the article highlights key strategies and learning environments that foster the growth of future professionals who are competent, confident, and capable of adapting to the evolving needs of educational and athletic environments in Uzbekistan.

**Keywords:** Professional competence, personal development, physical education, psychological characteristics, future teachers, motivation, emotional intelligence, reflective practice, pedagogical training.

## **BO‘LAJAK JISMONIY TARBIYA O‘QITUVCHILARINING KASBIY-SHAXSIY KOMPETENSIYALARINI RIVOJLANTIRISHNING PSIXOLOGIK XUSUSIYATLARI**

Aziz Tulkinovich Ibragimov

Nizomiy nomidagi Toshkent davlat pedagogika universiteti

Jismoniy tarbiya va sport kafedrasini dotsent vazifasini bajaruvchi



### **Annotatsiya:**

Bo'lajak jismoniy tarbiya o'qituvchilarining kasbiy va shaxsiy kompetensiyalarini rivojlantirish jarayoni ko'p qirrali bo'lib, o'quv, xulq-atvor va motivatsiyaga ta'sir qiluvchi psixologik xususiyatlarni chuqur anglashni talab qiladi. Jismoniy tarbiya o'qituvchilari nafaqat dars o'tish, balki sog'lom va faol turmush tarzini shakllantirishda o'quvchilarga ilhom berish va yo'l ko'rsatishga mas'ul bo'lganlari sababli, ularning emotsional intellekti, muloqot qobiliyatlari hamda o'zini boshqarish ko'nikmalarini pedagogik bilimlar bilan birgalikda shakllantirish nihoyatda muhimdir. Ushbu maqolada bo'lajak jismoniy tarbiya o'qituvchilarining kompetensiyalarini rivojlantirishda muhim rol o'ynaydigan psixologik omillar, jumladan motivatsiya, shaxsiy fazilatlar, reflektiv yondashuvlar va ta'lim muhitidagi shaxslararo munosabatlar tahlil qilinadi. Psixologik nazariyalar va amaliy tadqiqotlar asosida maqolada O'zbekistondagi ta'lim va sport muhitining o'zgaruvchan ehtiyojlariga moslasha oladigan, malakali, ishonchli va zamonaviy mutaxassislarni tayyorlashga xizmat qiluvchi strategiyalar va o'quv muhitlari yoritib beriladi.

**Kalit so'zlar:** kasbiy kompetensiya, shaxsiy rivojlanish, jismoniy tarbiya, psixologik xususiyatlar, bo'lajak o'qituvchilar, motivatsiya, emotsional intellekt, reflektiv amaliyot, pedagogik tayyorgarlik, O'zbekiston.

### **Introduction**

The preparation of future physical education teachers encompasses more than just acquiring technical skills and knowledge related to physical activity and sport. It involves the holistic development of professional and personal competencies that enable these individuals to fulfill complex roles in educational settings. In this context, psychological characteristics play a foundational role in shaping a future teacher's readiness to interact effectively with students, manage classroom environments, respond to challenges, and continuously improve their own teaching practices. The evolving demands placed upon educators, especially those working in physical education, require a deeper understanding of how psychological traits and internal motivation contribute to professional success and personal growth.

Professional competencies include the ability to design effective physical education curricula, implement varied teaching strategies, assess student progress, and



promote a positive and inclusive atmosphere. These competencies also involve collaboration with colleagues, effective communication, leadership abilities, and a commitment to lifelong learning. Personal competencies, by contrast, relate to self-awareness, emotional resilience, adaptability, ethical conduct, and the capacity for self-reflection. The interplay between these two domains is significant, as personal maturity and psychological balance often determine the effectiveness with which professional tasks are performed.

In the field of physical education, the teacher's role extends beyond the transmission of physical skills. Educators are expected to foster motivation in students, promote healthy lifestyles, and serve as role models in both physical behavior and moral values. For this reason, the psychological readiness of a future physical education teacher becomes as important as their physical or methodological training. Personality traits such as extroversion, empathy, assertiveness, and patience have been shown to correlate positively with teaching effectiveness and student engagement. Moreover, the ability to manage stress, maintain a growth mindset, and demonstrate emotional intelligence can significantly influence both the learning atmosphere and long-term professional satisfaction.

In Uzbekistan, the modernization of teacher education programs in the field of physical education increasingly recognizes the importance of psychological preparation. As part of broader educational reforms, pedagogical universities and sports institutes are revising curricula to incorporate courses on psychology, communication skills, conflict resolution, and reflective teaching. These additions aim to prepare future teachers not only for the technical aspects of their careers but also for the emotional and psychological challenges they may face. Such preparation is especially important in physical education, where teachers often work in dynamic, high-energy, and emotionally charged environments.

Research indicates that the most effective physical education teachers are those who develop a strong sense of professional identity early in their training. This identity is shaped by internal factors such as personal values, motivation, and perceived self-efficacy, as well as external influences including mentorship, feedback from peers and instructors, and experiences during practical training. The cultivation of a reflective attitude allows future teachers to evaluate their own



strengths and weaknesses, understand the impact of their actions on students, and set meaningful goals for professional improvement.

This article aims to examine the psychological characteristics that are critical to the development of professional and personal competencies in future physical education teachers. It will explore the role of intrinsic and extrinsic motivation, self-regulation, emotional intelligence, and personality structure in shaping the readiness of students to enter the teaching profession. It will also highlight how targeted psychological training and support systems within the educational environment can contribute to building a more competent and resilient teaching workforce for the future.

### **Main Part**

The development of professional and personal competencies in future physical education teachers is significantly influenced by a range of psychological characteristics. Among these, motivation plays a central role in determining the level of engagement, persistence, and dedication a student demonstrates throughout their training. Students who are intrinsically motivated—driven by an internal desire to teach, make a difference, or pursue personal excellence—tend to show higher levels of commitment and self-improvement. Extrinsic motivators such as academic rewards, recognition, or employment prospects can also play a supportive role, but without a strong internal drive, long-term professional sustainability may be compromised.

Another key psychological trait is emotional intelligence, which refers to the ability to understand, manage, and express one's own emotions while also recognizing and influencing the emotions of others. For physical education teachers, emotional intelligence is crucial in building trust with students, managing group dynamics, and responding constructively to challenging situations. Teachers with high emotional intelligence are often better equipped to create a safe and supportive learning environment where students feel motivated to participate and excel. In teacher training programs, emotional intelligence can be developed through group work, self-reflection exercises, and supervised teaching experiences that involve feedback and discussion.

Personality structure also contributes to the shaping of a competent future teacher. Studies have shown that traits such as openness to experience, conscientiousness,



and agreeableness are positively correlated with successful teaching outcomes. For example, a conscientious teacher is likely to be well-organized, responsible, and dedicated to lesson planning and student assessment. Teachers who are open to experience may be more creative in their teaching approaches and more adaptable to changes in curriculum or classroom conditions. These traits can be fostered and supported during teacher education through a combination of personal mentoring and exposure to diverse educational environments.

Reflective practice is another critical element in the development of personal and professional competencies. The ability to analyze one's own teaching experiences, recognize areas of improvement, and set goals for future development allows students to become lifelong learners. Reflective journals, peer assessments, and feedback from supervisors are tools commonly used in pedagogical institutions to encourage this habit. In the context of physical education, reflective practice can help future teachers refine their instructional techniques, improve class management, and better understand the diverse needs of their students.

Interpersonal communication skills are also essential, particularly in a field that involves physical interaction, group coordination, and verbal instruction. The ability to convey ideas clearly, listen actively, and provide constructive feedback is vital for maintaining student engagement and ensuring the success of each lesson. These skills are not always innate and should be deliberately developed through practice, role-playing, and communication workshops. For future physical education teachers in Uzbekistan, where cultural norms may influence interaction styles, developing effective communication within a culturally sensitive framework is especially important.

Self-regulation and stress management further contribute to a teacher's ability to maintain balance and effectiveness in their work. Physical education often involves managing large groups of students in active environments, which can be unpredictable and demanding. Future teachers must learn to remain calm under pressure, make quick decisions, and maintain a positive attitude. Training in mindfulness, breathing techniques, and time management can help students develop resilience and avoid burnout, which is a growing concern in the education sector.

In Uzbekistan, institutions that train physical education teachers are gradually adopting more comprehensive approaches that recognize the psychological



dimensions of teaching. Teacher preparation programs now include psychological assessment tools to identify students' strengths and challenges, and offer counseling and support services to address issues such as anxiety, low self-esteem, or lack of motivation. Furthermore, teaching internships and practicum experiences are designed to simulate real teaching conditions, helping students build confidence and practice the psychological skills they have learned in the classroom.

Ultimately, the integration of psychological development into professional education ensures that future physical education teachers are not only knowledgeable and technically skilled but also emotionally intelligent, self-aware, and adaptable. These qualities are essential for fostering positive relationships with students, managing the dynamics of the classroom, and navigating the complexities of modern educational systems.

## **Conclusion**

The formation of professional and personal competencies in future physical education teachers is a complex and dynamic process, deeply rooted in psychological development. As the demands placed on teachers continue to grow—both in terms of instructional excellence and emotional resilience—it becomes increasingly important to emphasize psychological preparedness as an integral part of teacher education. The insights drawn from this exploration highlight that technical knowledge alone is insufficient. It is the presence of well-developed psychological traits such as motivation, emotional intelligence, self-regulation, and reflective thinking that ultimately shapes a teacher's success in real-world educational settings.

A major finding is that motivation serves as the engine behind professional growth. Intrinsically motivated teacher candidates exhibit higher levels of perseverance, initiative, and passion for the profession. When supported by a positive learning environment and mentorship, this internal drive is reinforced and sustained throughout the teacher's career. Educational institutions must therefore focus on nurturing internal motivation through purpose-driven teaching practices and opportunities for personal achievement, rather than relying solely on external rewards.

Emotional intelligence emerges as another critical competency, especially in the context of physical education where interpersonal interaction is constant and often



emotionally charged. The ability to manage one's emotions while effectively responding to students' needs creates a positive learning environment that fosters student growth. Emotional intelligence allows teachers to maintain discipline without aggression, motivate without coercion, and empathize without losing professional boundaries. These are the qualities that distinguish a competent physical education teacher from a merely knowledgeable one.

The role of personality traits such as conscientiousness, openness, and agreeableness is also central in shaping effective educators. While these traits are influenced by innate disposition, they can be enhanced through structured training and feedback. By encouraging self-awareness and providing regular assessments, teacher training programs can help students understand their behavioral tendencies and work towards strengthening their professional identity.

Reflective practices serve as a bridge between experience and improvement. The habit of reflection cultivates a mindset of continuous learning and self-correction. For physical education teachers, who operate in dynamic and sometimes unpredictable environments, the ability to learn from each session, adapt strategies, and refine their approach is essential. Institutions should promote reflection not as a mere academic requirement but as a lifelong professional habit.

Communication skills and stress management round out the core psychological tools required for future physical education teachers. Without the ability to clearly instruct, motivate, and connect with students, even the best lesson plans fall short. Similarly, the inability to cope with stress can erode teaching quality and personal well-being. Developing these skills through simulation, supervised teaching, and psychological training ensures that future teachers enter the profession with confidence and balance.

Within Uzbekistan, these conclusions carry particular relevance as the country continues to modernize its educational systems and raise the standards of teacher preparation. By embedding psychological development into the fabric of teacher training, sports universities can produce educators who are both effective and emotionally equipped to meet the evolving needs of schools and students. These efforts will not only enhance the quality of physical education but also contribute to the broader goal of creating a healthier, more active society.

In summary, developing the psychological characteristics of future physical education teachers is not an auxiliary task, but a central mission of professional



training. Teachers who are psychologically competent are better prepared to inspire, lead, and adapt. They foster meaningful relationships, maintain high levels of personal and professional satisfaction, and become agents of positive change in the educational landscape. Investing in their psychological development is, therefore, an investment in the future of education itself.

## REFERENCES:

1. Khakimdjanova, K. B., & Ergashev, M. I. (2025). THE ORIGIN, HISTORY OF DEVELOPMENT OF FREESTYLE WRESTLING AND METHODOLOGY OF RULES RELATED TO THIS SPORT. *Educator Insights: Journal of Teaching Theory and Practice*, 1(2), 252-256.
2. Khakimdjanova, K. (2024). OBJECTIVE AND SUBJECTIVE ASSESSMENT OF MENTAL STATES CHARACTERISTIC OF ATHLETES. *European Science Methodical Journal*, 2(6), 88-94.
3. Achilova, D., & Khakimdjanova, K. B. (2024). Methodology And Theoretical Basis of Teaching Movements. *Pedagogical Cluster-Journal of Pedagogical Developments*, 2(5), 173-181.
4. Achilova, D., & Khakimdjanova, K. B. (2024). DESCRIPTION OF PHYSICAL EDUCATION ACTIVITIES OUTSIDE THE CLASSROOM. *Western European Journal of Historical Events and Social Science*, 2(5), 65-74.
5. Achilova, D., & Khakimdjanova, K. B. (2024). FUNCTIONS AND FORMS OF PHYSICAL CULTURE IN SOCIETY. *European Science Methodical Journal*, 2(5), 71-76.
6. Khakimdjanova, K., & Anorboyeva, M. (2024). PHYSIOLOGICAL AND PEDAGOGICAL SIGNIFICANCE OF SPORTS AND MOVEMENT GAMES FOR CHILDREN DURING PRESCHOOL EDUCATION. *Science and innovation*, 3(B1), 14-18.
7. Шарипова, Д. Д., & Таирова, М. (2020). Здоровьесберегающая направленность учебного процесса в общеобразовательных учреждениях. In *Педагогический совет: опыт, исследования, рекомендации* (pp. 216-220).
8. Шарипова, Д. Д., Таирова, М., & Якубова, Д. Б. (2019). Деятельность будущих преподавателей физической культуры по формированию у



- обучающихся интереса к здоровому образу жизни. *International Journal of Innovative Technologies in Social Science*, (9 (21)), 38-41.
9. Шарипова, Д. Д., Шахмурова, Г. А., & Тухтахужаев, Х. Б. (2017). Повышение эффективности эколого-валеологического и физкультурного образования-эффективное средство реализации здоровьесбережения обучающихся. In *Актуальные вопросы современной науки и образования* (pp. 135-140).
  10. Шарипова, Д. Д., Шахмурова, Г. А., & Сайфиева, С. С. (2016). Здоровьесберегающая деятельность образовательных учреждений в системе непрерывного образования. *Педагогические науки*, (1), 18-21.
  11. Шарипова, Д. Д., Шахмурова, Г. А., & Таирова, М. (2016). Внедрение здоровьесберегающих технологий в образовательный процесс дошкольников. In *Сборник материалов Ежегодной международной научно-практической конференции «Воспитание и обучение детей младшего возраста»* (No. 5, pp. 993-994). ООО «Мозаика-Синтез».
  12. Nigmanov, B. B., & Kuldoshev, A. (2024, May). Development Stages of Football in Uzbekistan. In *International Conference on Linguistics, Literature And Translation (London)* (Vol. 3, pp. 5-9).
  13. Nigmanov, B. B., & Kuyliboyev, I. (2024, May). Works on the Development of Volleyball Today. In *International Conference on Linguistics, Literature And Translation (London)* (Vol. 3, pp. 10-12).
  14. Nigmanov, B. B. (2024). PHYSICAL EDUCATION TEACHER IN TEACHING PRACTICE. *Oriental renaissance: Innovative, educational, natural and social sciences*, 4(2), 39-42.
  15. Нигманов, Б., & Ахадов, А. (2022). ПРЕИМУЩЕСТВА ВОЗМОЖНОСТЕЙ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ОТНОСИТЕЛЬНО ТРАДИЦИОННЫХ ЗАНЯТИЙ. *Gospodarka i Innowacje.*, 22, 426-429.
  16. Рамазонова, Г., Нигманов, Б., & Сайдалиев, С. (2022). ИСПОЛЬЗОВАНИЕ ВОЗМОЖНОСТЕЙ ПРОГРАММЫ AUTOCAD ДЛЯ ПОСТРОЕНИЯ НАГЛЯДНОГО ИЗОБРАЖЕНИЯ ПРЕДМЕТА. *Gospodarka i Innowacje.*, 22, 232-235.