

**PSYCHOLOGICAL FACTORS ENSURING PROFESSIONAL STABILITY OF  
PROSPECTIVE TEACHERS IN PEDAGOGICAL ACTIVITY**

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**Abstract:** The professional stability of prospective teachers depends not only on their knowledge but also directly on their psychological preparedness. Factors such as motivation, emotional stability, communication skills, and adaptability ensure the success and sustainability of pedagogical activity. This article discusses the psychological factors that ensure the professional stability of future teachers in pedagogical work and the technologies for developing these factors.

**Keywords:** professional stability, professional competencies, technological aspects, pedagogical theory, pedagogical skills, strategic direction, society, education system, pedagogical abilities, effective communication.

Enhancing the quality of human capital in the education system and preparing competitive personnel depends on many factors, one of the most important being the professional and pedagogical stability of prospective teachers. Within the framework of the Decree PF-6108 of 2020 by the President of the Republic of Uzbekistan Sh. Mirziyoyev — “On Measures to Develop the Education, Upbringing, and Science Sectors in the New Era of Uzbekistan” — special attention is given at the state level to ensuring teachers’ professional stability through professional development, expanding competencies, and mastering new methods and technologies.

Professional stability is defined as a teacher’s ability to carry out their professional activities consistently and effectively in emotional, motivational, volitional, and intellectual terms. Pedagogical activity involves teaching, educating, and fostering students. Professional stability ensures a teacher’s commitment to their profession, resilience to stress, and long-term effectiveness. Psychological factors that contribute to professional stability are internal mental processes that help teachers manage themselves in pedagogical situations, overcome stress, maintain motivation, and establish effective communication.

Uzbek scholars such as X. Yoldoshev, N. Sayidakhmedov, M. Ochilov, N. Azimov, D. R. Rakhimova, Sh. Abdullaeva, and N. Qo‘liyeva emphasize the importance of professional maturity, reflexive culture, professional identity, and motivational stability in teacher training. The main conclusion of these studies is that providing psychological support to prospective teachers and developing their professional stability enhances the quality of teacher preparation.

Daniel Goleman considers emotional stability one of the most important psychological factors for effective professional activity. He asserts that professional stability is determined by the level of emotional intelligence, and the ability to understand and manage emotions is fundamental to stable performance. According to X. Yoldoshev, professional stability requires a



teacher to be reflexive, i.e., to analyze and evaluate their own activities. Reflexive teachers are professionally stable, and reflexivity is a leading factor in pedagogical mastery. Scientific sources in pedagogy, differential psychology, professional psychology, motivation theory, and stress management psychology were reviewed. Studies of Uzbek scholars were analyzed regarding personal development, professional competence, reflexivity, socio-psychological adaptation, and pedagogical skills.

Pedagogical activity is characterized by complexity, high responsibility, emotional load, and social demands. Therefore, forming professional stability in prospective teachers is directly linked to their psychological preparedness. Professional stability is a key psychological indicator determining a specialist's professional development, commitment to their profession, and effectiveness at work. Special technologies for developing the professional stability of prospective teachers include:



Research has identified key psychological factors influencing professional stability. A positive attitude toward the profession and strong intrinsic motivation ensure stability. As N. Sayidakhmedov notes, “A highly motivated teacher is open to innovation, capable of analyzing pedagogical situations, and strives for professional growth.” Studies show that students with low emotional management skills experience higher professional stress and slower adaptation to pedagogical situations. Uzbek psychologist Sh. Abdullaeva emphasizes, “Emotional stability is one of the main foundational competencies of a teacher.”

N. Azimov highlights that a prospective teacher successfully adapts to pedagogical processes through constructive team communication, effective interaction with students, and understanding social roles. X. Yoldoshev states, “A teacher who can analyze their activity continuously develops professional mastery.” Research shows that students with higher reflexivity also demonstrate higher professional stability.

Modern pedagogical processes involve stressful situations, high responsibility, regular adoption of new technologies, and constructive communication with students and parents. Therefore, identifying and developing psychological factors that ensure the professional stability



of prospective teachers is a pressing issue. Results indicate that psychological support for prospective teachers should focus on strengthening professional stability. Psychological factors are interrelated and require an integrative approach for development.

Technologies to enhance professional stability may include:

- Exercises on the “Pyramid of Professional Goals”
- Discussions on the social importance of the teaching profession
- Creating personal professional development plans

Training programs to develop emotional intelligence also support professional stability. Methods include:

- Role-playing games to identify and manage emotions
- “Emotional pause” techniques
- Constructive communication strategies in stressful situations

Developing stress resilience is also crucial. Socio-psychological training, teamwork skills, communication culture seminars, and conflict resolution workshops significantly improve prospective teachers’ professional stability.

## Conclusion

The professional stability of prospective teachers is closely linked to their psychological preparedness. Key factors include professional motivation, emotional intelligence, stress resilience, social adaptability, and reflexivity. Uzbek scholars emphasize that professional stability is the foundation for a teacher’s ability to handle pedagogical situations, adapt to innovations, and engage in continuous professional growth. Implementing these technologies in pedagogical universities enhances the professional maturity of future teachers and contributes to their success in educational practice.

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