

**PSYCHOLOGICAL READINESS AND PROFESSIONAL STABILITY OF HISTORY
TEACHERS: THEORETICAL AND METHODOLOGICAL FOUNDATIONS AND
PRACTICAL MECHANISMS**

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Abstract: This article examines the psychological readiness and professional stability of history teachers within a systemic framework. It analyzes structural components of psychological readiness, factors shaping professional stability, and their interdependence. The study substantiates mechanisms for developing psychological readiness based on reflective, competency-based, and technological approaches. As a result, an integrative model aimed at improving pedagogical effectiveness is proposed.

Keywords: psychological readiness, professional stability, history teacher, reflection, competence, pedagogy, emotional stability, motivation

Introduction

Transformational processes occurring in the modern education system are shaping new requirements for teachers’ professional activities. In the context of globalization, rapid development of digital technologies, and the dominance of the knowledge economy, the psychological readiness of the teacher becomes a crucial factor. In particular, the history teacher faces a complex psychological workload as a subject who shapes historical consciousness, ensures the continuity of social memory, and develops students’ critical thinking skills. Therefore, their professional stability is not only an individual characteristic but also one of the strategic indicators of educational quality.

The relevance of the problem lies in the fact that, in practice, many novice teachers encounter psychological difficulties at the initial stages of pedagogical activity. This often leads to a decrease in professional motivation and the emergence of the “burnout” syndrome. From this perspective, the systematic formation of psychological readiness and ensuring the professional stability of history teachers is becoming an important direction of scientific and pedagogical research.

Methodology

This study was conducted based on systemic, activity-oriented, and competency-based approaches. In the course of the research, methods such as analysis and synthesis, modeling, comparative analysis, and generalization were employed. The theoretical foundation of the study is based on the pedagogical content knowledge concept developed by Lee Shulman, the reflective practice theory of Donald Schön, and the scientific views on teacher education proposed by Linda Darling-Hammond. These theories substantiate the interconnection between knowledge, reflection, and professional development of teachers.

Main Part

The psychological readiness of a history teacher is a complex integrative system that reflects the teacher’s internal preparedness to effectively implement pedagogical activities. This readiness is not limited to a set of psychological knowledge but also includes motivation,



emotional state, reflective ability, and communicative competence. Therefore, it is important to analyze psychological readiness through its structural components.

First, the motivational component reflects the teacher's internal need and interest in professional activity. The history teacher's commitment to the profession and awareness of social responsibility are determined by this component. In cases where motivation is insufficiently developed, it becomes difficult to ensure stability in pedagogical activity. Thus, professional motivation serves as the initial and fundamental stage of psychological readiness.

The next important component is the cognitive factor, which includes the teacher's system of psychological and pedagogical knowledge. A history teacher must deeply understand students' age characteristics, their individual psychological differences, and group dynamics. This knowledge allows for accurate analysis of pedagogical situations and effective decision-making.

Another essential component of psychological readiness is the emotional factor. In the modern educational environment, teachers face numerous stressful situations, which require emotional stability. Emotional balance, empathy, and stress resistance are key factors that ensure success in professional activity. Studies show that teachers with high levels of emotional stability establish more effective communication with students and resolve conflicts constructively.

The reflective component represents the teacher's ability to analyze, evaluate, and improve their own activity. Through reflection, teachers identify their strengths and weaknesses and develop strategies for improving their pedagogical practice. It is precisely the reflective approach that ensures continuous professional development.

The concept of professional stability is formed in close connection with psychological readiness. Professional stability refers to the teacher's ability to consistently maintain effective performance in complex pedagogical conditions, withstand external pressures, and preserve professional effectiveness. This quality is based on the integration of internal resources such as motivation, knowledge, experience, and emotional stability.

Professional stability is a significant psychological and professional characteristic that ensures the effectiveness of pedagogical activity. It reflects the teacher's ability to maintain consistent, effective, and balanced performance in complex, dynamic, and often stressful environments. This concept encompasses not only the level of professional adaptation but also the harmony of personal psychological resources, motivation, and reflective abilities.

Professional stability is considered an integral indicator ensuring continuity and quality in pedagogical activity. It is based on the teacher's ability to maintain balance between external factors (social environment, educational policy, relationships with students) and internal factors (motivation, emotional state, professional values). In this regard, professional stability has a dynamic nature and develops over time.

In scientific literature, professional stability is often associated with concepts such as psychological resilience, stress tolerance, and professional adaptability. However, it is a broader concept that includes not only resistance to stress but also the ability to maintain effective performance in complex situations, preserve professional identity, and develop strategies for further growth.

The content of professional stability is revealed through several interrelated components. The motivational component reflects the teacher's internal drive, commitment to the profession, and goal orientation. Teachers with high motivation tend to persist despite difficulties, which strengthens their stability.

The cognitive component includes professional knowledge, pedagogical thinking, and the ability to analyze problem situations. Adequate knowledge enables teachers to make appropriate decisions even in uncertain situations, thereby increasing their professional stability.



The emotional component is central to professional stability, as it determines stress resistance, emotional balance, and psychological resilience. Emotionally stable teachers maintain constructive approaches in conflict situations and effectively manage the pedagogical process.

The reflective component reflects the teacher's ability to evaluate and improve their own practice. Through reflection, teachers reconsider their experience, learn from mistakes, and develop more effective strategies for future activities, ensuring long-term professional stability.

The formation of professional stability is a multi-stage process closely related to professional training, practical experience, and personal development. At the initial stage (adaptation), the teacher adjusts to the new environment and begins to understand their professional role. At the stabilization stage, the teacher organizes their activity more consistently and gains professional confidence. At the development stage, the teacher improves their practice, applies innovative approaches, and achieves a high level of professional stability.

Professional stability is especially important for history teachers, as their activity involves not only knowledge transmission but also shaping social consciousness, developing historical thinking, and fostering civic awareness among students. Therefore, the professional stability of history teachers is directly linked to their psychological readiness, communicative skills, and reflective abilities.

A number of factors play a significant role in ensuring professional stability, including internal motivation, professional competencies, emotional intelligence, social support, and a positive educational environment. These factors interact to strengthen the teacher's stability in professional activity.

In summary, professional stability is a complex integrative quality based on the harmony of psychological, cognitive, and motivational resources, ensuring long-term effectiveness in professional activity. Its development requires a systematic approach, including enhancement of psychological readiness, support for reflective practice, and the implementation of modern pedagogical technologies.

Analyses show that teachers with a high level of psychological readiness achieve greater success in professional activity, experience higher job satisfaction, and demonstrate greater resistance to stress. In contrast, teachers with insufficient psychological readiness are more likely to experience emotional exhaustion, decreased motivation, and professional crises.

Reflective and competency-based approaches play a crucial role in developing psychological readiness in history teachers. The competency-based approach integrates theoretical knowledge with practical activity, while the reflective approach ensures continuous development through self-analysis. The combination of these approaches enables systematic development of psychological readiness.

Furthermore, in modern educational conditions, digital pedagogy plays an important role in enhancing psychological readiness. Digital technologies increase teachers' adaptability, diversify pedagogical activities, and support interactive learning processes.

The relationship between psychological readiness and professional stability can be explained as follows: motivation drives activity, knowledge and skills ensure its effectiveness, reflection improves it, and ultimately, professional stability is formed. This process has a continuous cyclical nature and ensures the teacher's professional development.

Results

The results of the study show that psychological readiness is a key factor in ensuring the professional stability of history teachers. The reflective approach accelerates professional development, while the competency-based approach integrates knowledge and skills into



practice. Emotional stability and motivation form an interconnected system that enhances the effectiveness of pedagogical activity.

Conclusion

In conclusion, the psychological readiness and professional stability of history teachers are crucial strategic factors in modern education. The formation of these qualities requires an integrated approach involving the harmonious development of motivational, cognitive, emotional, and reflective components. In higher education institutions, special attention should be paid to developing psychological readiness, implementing innovative pedagogical technologies, and promoting reflective practice in the training of history teachers.

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