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THE INFLUENCE OF TEACHERS' EMOTIONAL STATES ON PROFESSIONAL DEVELOPMENT

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ABSTRACT

This article highlights the professional competence, psychological characteristics, and qualities of professors and teachers. The growth of professional competence of professors and teachers is closely related to their professional activities, subjective qualities, and their ability to adapt to social situations, as well as the vertical relationships between their professional qualities.

KEYWORDS

Educational supervision, professor-teachers, adaptation, cognitive theory, professional qualities, personal development, professional responsibility.

INTRODUCTION

"Roadmaps" for the strategic development of higher education institutions have been developed, joint faculties and branches of higher education institutions have been created and are being implemented in cooperation with leading higher education institutions in foreign countries. Reforms in the education system

serve to improve the mechanisms for developing the professional maturity of future personnel and developing their creative potential.

In addition, the choice of tests and questionnaires that have undergone numerous experimental tests in European and American psychology to study current

issues of this kind and apply them in practice can pose complex challenges for researchers conducting the study.

Personality traits are a persistent, innate, self-protective form of behavior aimed at achieving a goal. This innate mechanism serves to adapt to society, meet its needs and achieve a goal, as well as to form a sense of self-confidence. From the moment a person awakens the feeling, the desire to "struggle for life", this mechanism begins its activity. Destructive hostility is a form of unpleasant, evil, spiteful, vindictive behavior. This is also a type of self-defense that is activated as a result of strong, unpleasant experiences.

Indirect neuropsychic (tolerance to the profession) form of professional adaptation as an expectation of the result of the activity, i.e. it is manifested in a decisive determinant way. For example: if a person complains to the management about an aggressor alone, this complaint may be caused by the fact that the management treats it with attention and applies precautions. The emerging aggressive tendency is also postponed for the future without implementation.

Correlation of the results of methods for studying the characteristics of social adaptation and levels of personality characteristics (according to the coefficient of r-correlation of K. Pearson)

Scale	competitiveness	Collaboration	consistency	Avoiding disputes	Adaptation
Adapation	0,231	0,440*	0,659**	0,654**	0,263
Self-acceptance	0,566**	0,256	0,585**	0,560**	0,449*
Acceptance of others	0,485*	0,130	0,594**	0,694**	0,571**
Emotional discomfort	0,569**	0,469*	0,204	0,559**	0,653**
Control	0,648**	0,426*	0,482*	0,246	0,450*
Dominance	0,469*	0,431*	0,228	0,647**	0,213

Note: * – $p \leq 0,05$; ** – $p \leq 0,01$; *** – $p \leq 0,001$.

For the teaching staff carrying out professional activities at the Uzbek State University of World Languages, according to the socio-psychological features of the formation of professional maturity, questionnaires of social-adaptive and personal qualities determine the

interrelated units with the adaptation scale, scales of cooperation, consistency and avoidance of disputes, scales of self-acceptance, scales of competitiveness, consistency, avoidance of disputes and adaptability, acceptance of others on the scale, competitiveness,

consistency, scale of avoidance of disputes and flexibility, scale of competitiveness on the scale of emotional discomfort, scale of cooperation, scale of avoidance of disputes and scale of flexibility, scale of competitiveness on the scale of control, scale of cooperation, consistency and flexibility, scale of competitiveness on the scale of dominance, scale of cooperation and avoidance of disputes gave correlates. In the person of a specialist carrying out professional activities in higher education, among its new members, joining a team in which there are people of different ages, getting used to professional activities, understanding a new social role again create problems.

The adaptation stage includes a form of professional social maturity and socialization. In the questionnaires of multifactorial and subjective locus control characteristics of the personality of professors and teachers carrying out professional activities at the Uzbek State University of World Languages, the first

communication is assessed according to the predisposition scale, the external locus control scale, the emotional stability scale, the internal locus control scale and the sincerity scale, the desire for dominance scale, the external locus control scale, the social maturity scale. control of intimacy and internal locus using the scale of external locus control scale, the scale of sincerity and internal locus control with the endurance scale, the scale of control and sincerity of internal locus with the self-confidence scale, the scale of external locus control and internal locus control with the self-confidence scale, the scale of external locus control with the independence scale, the scale of control and sincerity of internal locus with the self-control scale, the scale of control and sincerity of external locus with the self-control scale, the scale of sincerity of external locus with the tension scale, the scale of sincerity of external locus locus control, internal locus control and it is clear that the scales of sincerity correlate with each other.

Result of the questionnaire on personal qualities and social adaptation

Scale	Factor	
	1	2
Competitiveness		0,681
Collaboration		0,598
Compliance	0,649	
Avoiding disputes	0,596	
Flexibility	0,733	

Adaptation	0,746	
Self-acceptance	0,685	
Acceptance of others	0,690	
Emotional discomfort		0,640
Control		0,578
Dominance		0,549

The results of the subjects on personal characteristics and social-adaptive questionnaires according to factor analysis, the indicators are combined into 2 factors. The first factor includes such characteristics as compliance, avoidance of disputes, flexibility, adaptation, acceptance of oneself and acceptance of others. The second factor includes such factors as competition, cooperation, emotional discomfort, control and dominance.

Often at the beginning of professional adaptation it is observed that only the knowledge that another person is pursuing a hostile goal, even if the subject has not been attacked, is a sufficient basis for him. At the same time, an advance apology to the opponent for his aggressive behavior in most cases prevents the manifestation of retaliatory aggression, drowning out the anger of the opposite side.

The development of the cognitive theory of professional maturity is associated with the research of R. Lazarus. In this theory, the cognitive processes of the subject also play a role in assessing side effects and

overcoming aggression. The fact that the impact is "destructive" depends on its intensity, significance, degree of uncertainty and time of impact, which also affect the internal reserves spent on the individual's ability to overcome the impact. Under these conditions, the internal reserve of an individual (subject) is largely characterized by the components of his psychological structure and psychological state. Questionnaires on the features of professional maturity of professors and teachers working at the Uzbek State University of World Languages are united by two factors. The first factor is joined by such factors as competitiveness, compliance, avoidance of disputes, flexibility, acceptance of others, emotional discomfort and control. The second factor reflected the features of cooperation, adaptation, self-acceptance and dominance.

In our experience of identifying the qualities of professional maturity of professors and teachers, much attention was paid to what qualities each teacher develops. The qualities of professional

competence in this form will be associated with an increase in the teacher's experience. But it turns out that professors and teachers do not pay special attention to their professional qualities and knowledge in their activities. Unfortunately, the organization of psychodiagnostic work and psychocorrectional types of services that serve the comprehensive promotion of the teaching staff in higher education, or determine the professional maturity of the teaching staff, is not enough.

At present, in the era of rapid development of science and technology, highly qualified teachers require scientifically based evidence and scientific research that has a clear measure that serves their professional growth.

Simultaneously with large-scale reforms in the education system, it is necessary that highly qualified teachers not only have professional knowledge, but also develop spiritual and educational knowledge in them, educate teachers of a humane nature. The teaching staff must integrate their professional knowledge.

Professional maturity is the correspondence of the professional development of the individual to the level that people of his age usually achieve, the main signs of professional maturity are: interest in obtaining professional knowledge; the desire to search for new

information, the acquisition of professional values and the correspondence of activities to abilities.

Professional maturity of professors and teachers science and good morality are extremely important for the education and upbringing of young people and, therefore, require responsibility for education and upbringing. The essence, structure, problems and mechanisms of the formation of professional maturity of a teacher should be studied from a scientific point of view. The rapid flow of modern life gives rise to new problems for a person, new problems appear that need to be solved in order to live accordingly. Today, it is necessary that the professional maturity of a teacher be present in the entire educational system of society. Therefore, in the process of improving the qualifications of a specialist, it is important to learn how to solve both traditional problems of higher education and problems of modern life in order to prepare for an independent successful solution of inevitably arising problems. this is the professional duty of every professor-teacher, regardless of specialty. Subjective characteristics of his teachers correlate with his self-awareness, the ability to indicate the right directions in interpersonal relationships and indicators of significant life directions. Their desire for self-improvement an overly positive view of human nature can have various consequences for the formation of the maturity of the personality of a psychologist, which is also associated with his moral

level. The purpose of our scientific research is to study the psychological characteristics of the professional maturity of a teacher as a factor in his/her effective activity. Among the subjective characteristics of professional teachers, self-awareness, the ability to indicate the right directions in interpersonal relationships and to correlate with the indicators of meaningful life directions stand out. Their desire for self-improvement, an overly positive view of human nature can have various consequences for the formation of the maturity of the personality of a psychologist, which is also associated with his/her moral level. The purpose of the scientific research is to study the psychological characteristics of the professional maturity of a teacher as a factor in his/her effective activity.

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