

TEACHER PERSONALITY: THEORETICAL FOUNDATIONS, STRUCTURAL COMPONENTS AND PATHWAYS FOR DEVELOPMENT**Samandarova Gulzora Zafar kizi**

Workplace: School No. 23, Yuqori Chirchiq District,

Tashkent City Master's student, Webster University, Tashkent

gulzorasamandarova459@gmail.com<https://doi.org/10.5281/zenodo.20035630>

Abstract: This article examines the theoretical foundations of teacher personality, its structural components, developmental factors, and significance in the modern educational system based on a comprehensive analysis of scientific and pedagogical literature. Psychological, pedagogical, and social factors influencing the formation of teacher personality have been identified. The research findings contribute to determining effective pathways for developing teacher personality.

Keywords: teacher personality, pedagogical competence, professional development, pedagogical mastery, personal qualities, self-improvement, reflective thinking.

Introduction

The issue of teacher personality has always occupied a central place in pedagogical science. The effectiveness of the educational process largely depends on the personal and professional qualities of the teacher. Today, amid the socio-economic development of society and fundamental reforms in the education system, the demands placed on teacher personality are taking on an entirely new dimension.

The Law "On Education" (2020) adopted in the Republic of Uzbekistan for the modernization of the education system, and the Presidential Decree on "Improving the System of Training Pedagogical Personnel" (PD-6108, 2020), set high standards for teachers. These documents make the scientific and pedagogical study of teacher personality development increasingly relevant.

The aim of the research is to identify and systematize the theoretical foundations, structural composition, and effective pathways for developing teacher personality based on scientific analysis.

Literature Review

The issue of teacher personality has been extensively studied in the fields of pedagogy and psychology. In Russian pedagogy, A.S. Makarenko described the teacher as a "social engineer," while V.A. Sukhomlinsky (1960) identified the spiritual relationship between teacher and student as the foundation of personality formation. K.D. Ushinsky described teacher personality as an irreplaceable educational instrument.

In contemporary pedagogical science, I.A. Zimnyaya (2003) studied teacher competence from a structural-functional perspective. According to her theory, teacher competence consists of three blocks: personal competencies, pedagogical activity competencies, and academic-cognitive competencies. N.V. Kuzmina (1990) developed a methodology for studying teacher personality and substantiated a systematic activity-based approach.

In contemporary research, Day and Gu (2010) studied teacher personality through the concept of "identity," analyzing the interaction between the external environment and internal motivation in its development. Beauchamp and Thomas (2009) particularly emphasized the importance of reflection in shaping teacher identity (doi:10.1016/j.tate.2008.07.012).

In Uzbek pedagogy, R. Jo'raev (2002), N. Sayidahmedov (2003), X. Ibrohimov (2007), and O. Boliyev (2019) studied teacher personality in the context of national and universal values. These scholars particularly emphasize the role of national mentality and cultural-educational traditions in shaping teacher personality.

Theoretical Foundations of Teacher Personality

In pedagogical science, the concept of "teacher personality" carries broad meaning. Personality is the totality of qualities that manifest in a person's system of social relations, formed and developed in the process of activity (Leontiev, 1975). Teacher personality can be defined as a system of professional-pedagogical qualities inherent to the teacher.

The factors shaping teacher personality can be divided into three main groups: first, biological-hereditary factors (temperament, natural abilities); second, social-environmental factors (family, educational institution, professional environment); third, the individual's own actively self-directed developmental activity. These three factors are interconnected and collectively define teacher personality.

Maslow's (1954) hierarchy of needs theory is highly significant for understanding teacher motivation. The teacher's need for self-actualization in professional activity determines the highest level of personal and professional development. Hymes (1972), in his theory of communicative competence, identified the teacher's linguistic and socio-cultural proficiency as an integral part of personality structure.

Structural Components of Teacher Personality

Based on the findings of our research and the analysis of literature, the main structural components of teacher personality are as follows:

1. Professional-Pedagogical Orientation — an inner commitment to the teaching profession, a positive attitude toward children and the profession, conviction and belief. This component forms the core of teacher personality and determines the development of all other components.

2. Pedagogical Competence — knowledge in the subject area, thorough mastery of teaching methods and techniques, and the ability to effectively organize the educational process. As Zimnyaya (2003) emphasized, competence is an integrative quality that combines the ability to apply knowledge in practice with professional skill.

3. Communicative Qualities — speech culture, the ability to establish effective communication with students, parents, and colleagues, empathy, and pedagogical tact. According to Hymes' (1972) theory of communicative competence, this component determines the teacher's effectiveness and influence.

4. Reflective Thinking — the ability to critically evaluate one's own pedagogical activity, identify shortcomings, and overcome them. Beauchamp and Thomas (2009) recognized reflection as the primary mechanism for shaping teacher identity.

5. Creative Abilities — the ability to resolve non-standard pedagogical situations, develop and apply new methods and technologies in practice. A creative teacher cultivates creative thinking in students as well.

6. Axiological Orientation — commitment to universal and national values, humaneness, justice, and patriotism. In Uzbek pedagogy (Musurmonova, 2010; Boliyev, 2019), this component holds particular significance

Effective Pathways for Developing Teacher Personality

First Direction — Systematic Professional Preparation. It is necessary to introduce practice-oriented curricula in higher pedagogical educational institutions. As Boliyev (2019) emphasized, the fundamental pedagogical qualities formed during the bachelor's degree serve as the foundation for subsequent professional activity.

Second Direction — Continuous Professional Development (CPD). Research by Day and Gu (2010) shows that systematic professional development programs stabilize teacher personality and enhance motivation. It is important to ensure ongoing professional renewal through training, seminars, webinars, and practical sessions.

Third Direction — Mentoring and Collaboration. Creating a system of guidance for young teachers by experienced educators. Forming a culture of collaborative learning and experience-sharing within pedagogical communities accelerates both personal and professional development.

Fourth Direction — Involvement in Research Activity. Encouraging teachers to conduct action research in their own classrooms, test pedagogical innovations, and generalize their findings. This approach develops reflective thinking in teachers and advances the improvement of practice.

Conclusions and Recommendations

The research conducted demonstrates that teacher personality is a multifaceted and dynamic phenomenon. It is formed and continuously refined as a result of hereditary-natural characteristics, the influence of the social environment, and the individual's consciously directed activity toward self-development.

The six core components of teacher personality — professional-pedagogical orientation, pedagogical competence, communicative qualities, reflective thinking, creative abilities, and axiological orientation — form a closely interconnected system. The harmonious development of this system is one of the fundamental conditions for ensuring quality in modern education.

Recommendations: (1) introduce a dedicated course or module designed to purposefully develop teacher personality in higher pedagogical educational institutions; (2) individualize personal-professional development programs within the advanced training system; (3) expand mentoring culture within pedagogical communities; (4) develop a standardized monitoring system for evaluating teacher personality.

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