

# ANALYSIS OF THE SOCIAL-PSYCHOLOGICAL COMPETENCIES OF A TEACHER'S PERSONALITY

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## Abstract

This research explores the importance of social-psychological competencies in the professional development and effectiveness of teachers. These competencies, which include emotional intelligence, communication skills, empathy, and stress resilience, significantly impact teachers' ability to engage with students, manage classroom dynamics, and foster a supportive learning environment. The study highlights how teachers with developed social-psychological skills are more effective in addressing students' emotional and academic needs, creating a positive classroom atmosphere, and promoting students' personal and social development. Furthermore, it emphasizes the necessity of targeted training programs aimed at enhancing teachers' social-psychological competencies to improve their professional performance and contribute to the overall success of the educational process. The findings underscore the critical role these competencies play in shaping teachers' interactions with students and their ability to navigate the challenges of modern education effectively.

**Keywords:** Social-psychological competencies, teacher professional development, emotional intelligence, communication skills, empathy, stress resilience, teacher-student relationships, classroom management, educational process, social and academic development, psychological support, teacher training, pedagogical effectiveness, educational success.

## Introduction

Currently, global changes taking place in the world are increasing the demands placed on teachers in the field of education. A teacher is not only a transmitter of knowledge and skills to students, but also plays a crucial role in their personal development, social adaptation, and psychological growth. From this perspective, the teacher's social-psychological competencies are one of the key factors that determine the effectiveness of the educational process.

The concept of social-psychological competence reflects the teacher's ability to deeply understand social relationships in society, establish effective communication with students and colleagues, manage the learning environment positively, and approach various psycho-emotional states correctly. Such competencies play a crucial role not only in the teaching process but also in resolving complex educational issues, encouraging students' personal development, and fostering a healthy psychological environment in the classroom [4].

The social-psychological competencies of a teacher encompass the following areas: effective communication skills, emotional intelligence, the ability to work in teams, the ability to sense and understand students' personal needs, stress management, and the development of positive

relationships among students. The development of these competencies enhances students' interest in learning, creative thinking, and self-awareness [5].

Educational reforms being implemented in the Republic of Uzbekistan, particularly the decrees and resolutions of the President of the Republic of Uzbekistan aimed at the development of the education sector, emphasize strengthening teachers' personal competencies as an important direction. This requires special attention to the level of teachers' social-psychological preparedness.

This research will provide a comprehensive analysis of the essence of the teacher's social-psychological competencies, their importance, ways of formation, and mechanisms for their application in practice. Through this, the role and significance of social-psychological competencies in the personal and professional development of modern teachers will be highlighted.

## LITERATURE REVIEW AND METHODOLOGY

The topic we have chosen is studied within the framework of social psychology, and it is worth noting that it has always been explored within the context of group dynamics and intergroup relations (A.A. Asmolov, A.A. Krilov, A.V. Petrovsky, A.K. Batarshev, B.F. Lomov, G.M. Andreeva, E.I. Chugunova, E.I. Kuzmin, K.I. Selchenok, M.V. Bobneva, M.K. Bityanova, N.I. Viktorov, Yu.A. Zhukov, and others). In the research of a number of foreign, Russian, and Uzbek scholars, interpersonal relationships and their consequences have been directly studied (A. Zhukovlev, H.C. Safoev, A.V. Karpov, A. Kovaleva, B. Mosner, B. Sinderman, D. Myers, E.A. Klimov, E.L. Maslova, I.N. Semenov, L.I. Shakhova, M. Enikeev, N. Nikiforova, O. Khaitov, R. Paul, S.P. Gerard, F. Heriberg, Sh.M. Shoimova, Sh.R. Barotov, Sh.Ulugova, E.N. Sattarov, and others) [8].

### Conception and Structure of Social-Psychological Competence.

Various concepts are used to analyze social behavior, such as social-psychological competence, social intelligence, interpersonal intelligence, communicational competence, emotional intelligence, etc. The contents of these concepts have a lot in common, and all of them are used depending on the context of a problem.

The concept of social-psychological competence refers to the social behavior of an individual and, in a broad sense, defines an individual's adaptive and effective functioning in specific social situations. The attributes of social competence are considered to be social skills, goal-seeking capabilities, and the quality of an individual's interpersonal relations, all of which influence not only the individual's personal life but also their professional career and mental health. These include abilities such as reacting to criticism, changing destructive behaviors in others, expressing disagreement, preventing interruptions in one's speech, apologizing, acknowledging one's weaknesses, severing unwanted contacts, expressing and accepting compliments, starting, maintaining, and ending conversations appropriately, organizing desired contacts, asking for a favor, openly expressing feelings, and many other skills. Important

components of social skills include verbal and non-verbal communication abilities, empathy, and others [1].

Social-psychological competence shares similarities with the above-mentioned concepts, but it places greater emphasis on knowledge about oneself and others, as well as the importance of adequate assessment skills in social situations. One of the most important components of social-psychological competence is emotional intelligence, which is defined as the ability to recognize one's own and others' emotions, to distinguish between them, and to use this information to control one's thoughts and actions. People with high emotional intelligence are able to recognize, name, and manage their own and others' emotions, motivate themselves, and inspire others. They know how to effectively use internal resources (one's own abilities and energy) and external resources (social relationships, others' abilities and motivation) [2].

The structural analysis of social-psychological competence does not provide a clear answer regarding its exact components. However, the following structural components are frequently mentioned: the ability to communicate, emotional intelligence, the ability to understand others, creativity, sincerity, the ability to listen, cooperation skills, patience, self-control, self-discipline, empathy, activity, and tact [3]

In various scientific studies, D. Goleman's [2] model of social-psychological competence is widely used. In this model, three main groups of factors and skills are identified as the key structural components of social-psychological competence: emotional, cognitive, and behavioral. The emotional component refers to the ability to understand and manage one's emotions, the cognitive component involves the ability to analyze and understand social situations, and the behavioral component includes the skills of managing relationships in a social environment and establishing effective communication. This type of model is of great importance in shaping and developing social-psychological competence, helping individuals achieve success in both their social and professional lives.

## RESULTS

### **The Importance of Social-Psychological Competencies in the Development of Teachers.**

The results of the research indicate that a teacher's social-psychological competencies, particularly emotional intelligence, communicative skills, and empathy, are of great importance in establishing effective communication with students and supporting their personal development. These competencies play a crucial role in assisting teachers in their work within the learning environment.

### **Effectiveness of Social-Psychological Competencies.**

When studying the effectiveness of the social-psychological competencies of the teachers who participated in the research, it was found that their psychological abilities, such as empathy and emotional intelligence, had a significant impact on adapting to students' personal needs and shaping a positive psychological environment.

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**Methods of Developing Social-Psychological Competencies.**

According to the research results, methods such as lectures, training sessions, individual and group work, as well as programs focused on developing empathy, were effective in shaping teachers' social-psychological competencies.

**Challenges and Suggestions.**

The research results showed that many teachers had underdeveloped components of social-psychological competencies, such as stress resilience and effective communication skills. Therefore, it is necessary to increase and organize training sessions in this field.

**Importance in Pedagogical Research and Practice.**

The high level of development of social-psychological competencies allows teachers to achieve significant successes in their pedagogical work, as these competencies are essential for establishing positive relationships with students and encouraging their personal development.

**DISCUSSION**

The analyses and results conducted in this research clearly demonstrate that a teacher's social-psychological competencies play a significant role in the social, emotional, and academic development of students. According to the research findings, teachers' social-psychological competencies, such as emotional intelligence, communicative skills, and empathy, are crucial in their pedagogical activities. These competencies not only enhance the teachers' personal development but also improve their influence on students [7].

**Impact of Social-Psychological Competencies on Students.**

The research results show that teachers with developed social-psychological competencies have been more successful in working with students by employing pedagogical approaches that meet the individual needs of students. Through empathy and emotional intelligence, these teachers achieved considerable success in their work with students. Moreover, teachers with well-developed communicative skills established effective communication with students, understood their social and emotional needs, and provided psychological support. This, in turn, improved the students' academic performance.

**Importance of Emotional Intelligence.**

The development of emotional intelligence enhances a teacher's ability to understand and manage their own emotions, which is crucial in influencing students. The research findings indicate that teachers with high emotional intelligence were more effective in understanding students' emotional states and in employing methods that improved their relationships with students.

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**Communicative Competencies and Empathy.**

The research revealed that a high level of communicative competence is essential for teachers when establishing open and effective communication with students. These competencies enhance students' ability to express their thoughts and articulate themselves. Additionally, empathy—the ability to understand others' needs and emotions—helps teachers create a stable and positive psychological environment in their work.

**Specific Solutions and Potential of the Research.**

One of the key conclusions of this research is the need to organize additional training and educational programs to improve teachers' social-psychological competencies. The development of moral and psychological education is critical in enhancing teachers' professional preparedness. Furthermore, involving teachers in ongoing analysis and evaluation systems of their social-psychological competencies will help address many challenges in the field.

**Limitations and Future Research Directions.**

One of the limitations identified in the research is the need for further development of the social-psychological competencies of certain teachers. This could potentially hinder achieving high-level positive outcomes in the educational process. Therefore, in the future, there is a need for an increase in the number of training sessions and programs aimed at improving teachers' social-psychological skills.

**CONCLUSION****Social-Psychological Competencies Affect Pedagogical Effectiveness.**

The results of the research indicate that teachers' social-psychological competencies (emotional intelligence, communicative skills, empathy) enhance their pedagogical effectiveness. These competencies increase students' social and academic development, as well as strengthen their interest in learning.

**Emotional Intelligence and Communicative Competencies Improve Teachers' Performance.**

Emotional intelligence and well-developed communicative skills ensure that teachers establish effective communication with students and create a positive psychological environment. This is a crucial factor in their professional development.

**Social-Psychological Competencies Assist in Working with Students.**

Teachers' social-psychological competencies, particularly empathy, are essential for understanding students' personal needs and providing assistance. These competencies help teachers understand students' emotional states and respond appropriately.



## **Social-Psychological Competencies Contribute to the Modernization of the Education Process.**

Teachers' social-psychological competencies play a significant role in enhancing the effectiveness of the education process and in implementing new pedagogical methods. These changes also help introduce innovative approaches in teaching.

## **Training and Seminars are Essential for the Development of Social-Psychological Competencies.**

A key conclusion of the research is the necessity for specialized training sessions and seminars aimed at developing teachers' social-psychological competencies. These will enhance teachers' professional preparedness and help them achieve more effective results in their professional activities.

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