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## THE ESSENCE OF PEDAGOGICAL ACTIVITY AND ITS PSYCHOLOGICAL CHARACTERISTICS

<https://doi.org/10.65185/mojgo.vi.454>

**Annotation.** This article discusses the essence and psychological characteristics of pedagogical activity. Pedagogical activity is a professional function that plays a significant role in the implementation of the socio-educational goals of society and involves interaction and collaboration between parents, teachers, and students in the educational process. Pedagogical activity promotes the realization of society's social goals and the transformation of children and adolescents into spiritually educated, socially active citizens.

**Keywords:** pedagogical activity, teaching profession, educational process, psychological characteristics, empathy, communication, emotional intelligence, reflection, motivation, professional development.

**Annotatsiya.** Ushbu maqolada pedagogik faoliyatning mohiyati va uning psixologik xususiyatlari haqida so'z yuritiladi. Pedagogik faoliyat jamiyatning ijtimoiy-ma'rifiy maqsadlarini amalga oshirishda muhim o'rin tutadigan kasbiy funksiyadir va ta'lim jarayonida ota-ona, o'qituvchi va o'quvchi o'rtasidagi o'zaro munosabat hamda ta'sirni o'z ichiga oladi. Pedagogik faoliyat jamiyatning ijtimoiy maqsadlarini ro'yobga chiqarishga, bolalar va o'smirlarning ma'naviy, bilimli, ijtimoiy faol fuqarolarga aylanishiga xizmat qiladi.

**Tayanch so'zlar:** pedagogik faoliyat, o'qituvchilik kasbi, ta'lim jarayoni, psixologik xususiyatlar, empatiya, muloqot, emotsional intellekt, refleksiya, motivatsiya, professional rivojlanish.

**Аннотация.** В данной статье рассматривается сущность педагогической деятельности и её психологические особенности. Педагогическая деятельность является профессиональной функцией, играющей важную роль в реализации социально-образовательных целей общества и включает во взаимодействие и взаимное влияние родителей, учителей и учащихся в образовательном процессе. Педагогическая деятельность способствует реализации социальных целей общества и превращению детей и подростков в духовно развитых, образованных и социально активных граждан.

**Ключевые слова:** педагогическая деятельность, профессия учителя, образовательный процесс, психологические особенности, эмпатия, общение, эмоциональный интеллект, рефлексия, мотивация, профессиональное развитие.

**Introduction.** The essence of pedagogical activity is an important mechanism in the formation of the future generation. Educators take a creative approach in their activities: drawing up lesson plans, choosing methods, and taking into account the individual characteristics of students. In this way, they achieve not only education but also

personal development. The purpose of pedagogical activity should be clear: to develop the professional and social abilities of those brought up, to prepare them for their effective placement in society<sup>1</sup>.

<sup>1</sup> Xoliqov A. "Pedagogik mahorat". – Toshkent: "Iqtisod-moliya", 2011. – 424 b.

The object of pedagogical activity is students, and their individual psychological characteristics, and knowledge needs; the subject is an educator, that is, a teacher. The interaction between these two parts form the pedagogical process. Pedagogical skill refers to a teacher's ability to organize pedagogical processes effectively. A skilled educator plans the lesson well, encourages students, chooses the forms of communication and adapts the methodology to individual requirements well.

Female teachers are among the most common specialists in education, especially in schools and kindergartens. They may possess specific qualities that help them to manage psychological challenges in pedagogical activity. Teachers often have a high level of empathy, meaning they have a strong ability to sense and understand students' emotions, needs, and psychological states. This helps them establish effective communication with students and identify problems and emotional conflicts in a timely manner. Effective communication with colleagues, students, and parents is extremely important in pedagogical activity. Female teachers often have a well-developed culture of communication, which helps them maintain psychological stability<sup>2</sup>.

**Purpose and its justification.** Modern research considers teachers' motivation as a key factor for successful pedagogical activity. In pedagogical practice, reflection is the ability to review one's own teaching methods, communication with students, and approaches are essential as well. Female teachers often possess strong reflective skills and demonstrate readiness to improve their professional activity. This contributes to their career growth and professional development. During the educational process, teachers experience significant stress and psychological strain issues with students, relationships with parents, administrative demands, and more. For female teachers, managing this psychological burden can be particularly challenging. They use adaptive strategies (emotional support, preparation, communication) to cope with stress<sup>3</sup>.

Many teachers are compelled to maintain a balance between home and work. This can cause psychological difficulties in professional and

personal lives. A teacher's family responsibilities, childcare, and household duties also influence their pedagogical performance and may lead to emotional burnout. Female teachers, due to their empathy and psychological characteristics, are able to establish strong communication with students, which makes the learning process more effective. They often possess nurturing qualities and place great importance on students' moral and emotional development. They also tend to be inclined toward reflection and professional growth, which guides them toward continuous effectiveness and methodological innovation.

*Physical and mental fatigue*, balancing home and work responsibilities can be difficult:

- *Emotional burden.* Empathy and communication require a great deal of energy, which can weaken psychological "boundaries";
- *Social stereotypes and gender pressure.* In some societies, female teachers are expected to take on even greater roles as "moderators" or "caregivers", which creates pressure on their professional and personal lives;
- *Limited opportunities for professional development.* In some cases, female teachers face barriers while trying to engage in scientific research or advance to higher professional positions.

Schools and educational institutions should provide psychological services for female teachers (consultations, stress-management trainings). This helps them maintain their emotional well-being. Teachers should be given opportunities for reflection, mentoring, and professional learning (seminars, courses). This strengthens their pedagogical skills and psychological stability. If educational institutions introduce supportive and flexible schedules, alternative work arrangements (such as part-time work or flexible hours) for female teachers as well as, it will help improve their psychophysiological health<sup>4</sup>.

To ensure gender equality in the education system, opportunities for leadership, career advancement, and participation in research and innovation projects should be created for female teachers. It is necessary to increase scientific research aimed at studying the relationship between female teachers' psychological characteristics, motivation, stress-management strategies, and effectiveness. This will serve as a foundation for developing appropriate interventions and policies for practice.

<sup>2</sup> Xushnazarova M.N. "Ijtimoiy pedagogika" pedagogika oliy ta'lim muassasalarining maktabgacha ta'lim bakalavriat ta'lim yo'nalishlari uchun darslik. 2025. – 151 b.

<sup>3</sup> Мухина Т.Г. Психология и педагогика. Утверждено редакционно-издательским советом университета в качестве учебного пособия. – Нижний Новгород: ННГАСУ, 2015. – 228 с.

<sup>4</sup> Кравченко А.И. Психология и педагогика: учебник. – Москва: ИНФРА-М, 2008. – 400 с.

Pedagogical activity is one of the main pillars of society, shaping future generations through education and upbringing. Female teachers bring great value to this activity through their special psychological abilities - empathy, communication, reflection, and emotional intelligence. However, they may also face challenges such as stress, physical fatigue, and gender pressure. Therefore, it is important to establish a comprehensive system that supports the professional and personal development of female teachers. Such approach enhances their effectiveness and has a positive impact on the quality of education.

Pedagogical activity is a professional function that involves interactions concluded between teachers, students and often families. As psychologists note, teaching belongs to the group of professions 'from person to person': the success of pedagogical work depends primarily on the teacher's ability to establish and maintain meaningful interpersonal relationships of pedagogical activity, which is a professional function that involves interactions concluded between teachers, students, and often families<sup>5</sup>.

**Description and solution of the scientific problem.** As psychologists note, teaching belongs to the group of professions "from person to person" the success of pedagogical work depends primarily on the teacher's ability to establish and maintain meaningful interpersonal relationships. Pedagogical activity serves as a socio-educational goal of society; it develops knowledge, moral development, and socially active citizenship among children and adolescents. In this sense, teaching is not only a technical skill, but also an ethical and social profession.

In addition, effective pedagogical activity requires more than scientific competence. This requires reflective professionalism: teachers must constantly evaluate and adapt their methods, respond to needs of students, and form a supportive learning environment. This constant adaptation indicates that pedagogy is, by nature, a creative and developmental field. This requires reflective professionalism: teachers must constantly evaluate and adapt their methods, respond to the needs of students, and form a supportive learning environment. This constant adaptation indicates that pedagogy is by nature a creative and developmental field.

<sup>5</sup> Nancy Burkhalter. Teaching Critical Thinking to Non-Western Educated Students: A Cautionary Tale Research Result. Pedagogic and Psychology of Education. Vol.1, 2017 // <https://rrbusiness.ru/media/pedagogy/2017/1/NancyBurkhalter.pdf?ysclid=mictwirikz587580735>

Empathy is one of the cornerstones of effective teaching. Pedagogical empathy is the capacity of a teacher to perceive and emotionally understand a student's point of view, feelings, and needs. This ability fosters "decentring", meaning that the teacher can temporarily leave their own perspective and see situations from the learner's vantage point. Coupled with empathy is pedagogical tact – the nuanced skill of applying just the right pedagogical influence in different situations. Teachers with tact balance the demands of educational goals with sensitivity to students' emotional and psychological states. These social-psychological aspects of teacher mastery are well studied. According to research on pedagogical mastery, effective teachers skillfully organize interactions, build rapport, and manage group dynamics in the classroom<sup>6</sup>.

Motivation is central to sustaining pedagogical activity. Several studies show that both intrinsic and extrinsic motivation influence how teachers engage in their work. For example, a study of preschool educators found that autonomous professional motivation (rooted in internal values, personal meaning, and fulfillment) is positively associated with "engagement" in work, whereas more controlled forms of motivation may not contribute as strongly. Motivation influences not only the teacher wellbeing but also pedagogical effectiveness. Highly motivated teachers are more likely to invest in meaningful interactions, reflect on their practice, and pursue continuous improvement.

A defining psychological characteristic of pedagogical activity is reflectivity: the ability to analyze one's own teaching, recognize successes and failures, and adjust behavior accordingly. Research shows that reflective teachers are more adaptable and better capable of personal growth. Self-regulation in teaching involves managing cognitive, emotional, and motivational resources. For instance, teachers with high self-regulation can modulate stress, maintain discipline, and sustain classroom engagement over time<sup>7</sup>.

Emotional intelligence the capacity to understand, use, and manage emotions, is deeply intertwined with effective pedagogy. Emotionally intelligent teachers can create a positive classroom climate, respond to conflicts constructively, and nurture students' emotional as well as intellectual development. The psychologically safe and supportive learning environments they offer

<sup>6</sup> <https://psychology.pressbooks.tru.ca/front-matter/approach-and-pedagogy/>

<sup>7</sup> [uz.wikipedia.org](https://uz.wikipedia.org)

facilitate better student outcomes. The teacher's professional identity - their self-concept as a teacher - strongly influences their pedagogical activity. Institutional research emphasizes "professional self-consciousness" as a factor of teaching effectiveness. This includes a teacher's beliefs about their role, their commitment to educational values, and their vision of professional growth. Furthermore, personal meaning and value orientation are central determinants of a teacher's long-term commitment to the profession.

Teaching is often emotionally demanding, and professional crises (e.g., burnout, disillusionment) are common. Research into the psychological experience of teacher crisis shows that such periods can involve identity struggles, reduced motivation, and emotional exhaustion. However, these crises also present growth opportunities. Teachers who experience and overcome professional difficulties may develop greater resilience, deeper self-awareness, and renewed commitment to pedagogy.

The psychological traits described above do not exist in isolation; rather, they operate in complex, interrelated ways. For example, empathy and emotional intelligence enhance communication; motivation drives reflection and professional learning; teacher identity shapes resilience during crises. In a model of personality-oriented learning, researchers highlight that an educator's perceptual and attitudinal capacities to understand students' personalities strongly correlate with the effectiveness of personally oriented education. Tools such as self-reflection and mentoring help teachers align their pedagogical identity with evolving educational demands, enabling continuous improvement and increased satisfaction. At the social-psychological level, mastery in teaching includes not only instructional competence but also relational and regulatory competence: the ability to manage interactions, group dynamics, and one's own inner states<sup>8</sup>.

Despite the importance of these psychological characteristics, teachers face significant challenges that can undermine their effectiveness and wellbeing:

- Without strong autonomous motivation, teachers may feel demotivated or controlled by external demands, undermining long-term commitment;
- High levels of emotional labor (constant empathy, communication, and emotional regulation) can lead to professional stress or crisis;

- In many educational systems, teachers may lack opportunities for meaningful reflection, mentoring, or professional development. This limits their capacity to grow;
- Without a strong professional identity and supportive community, teachers may feel disconnected from their peers and unsupported in challenges.

Professional development programs should emphasize not only instructional methods but also psychological capacities: emotional intelligence, reflective practices, and identity formation. Mentorship and peer support structures should be introduced into schools so teachers can process emotional and professional challenges collaboratively. Motivational climate in institutions should foster autonomy and internal motivation by recognizing teachers' professional agency and providing meaningful feedback.

Well-being initiatives such as stress management training, counseling, or peer support groups can help teachers manage the emotional demands of pedagogy. Research and assessment should continue to explore the psychological profiles of effective teachers, examining how traits like empathy, reflection, and identity influence student outcomes and teacher retention.

**Conclusion:** Pedagogical activity is more than a technical profession; it is a deeply human enterprise that rests on rich psychological foundations. Empathy, emotional intelligence, motivation, reflection, and professional identity are among the key psychological characteristics that support effective, sustainable teaching. Understanding and fostering these traits are crucial for educational institutions committed to teacher quality, wellbeing, and long-term development. By integrating insights from psychological and pedagogical research, educators and policymakers can design systems that support not only the acquisition of pedagogical skills, but the growth of psychologically resilient, reflective, and motivated teachers. Such a holistic approach ensures that pedagogical activity continues to serve its vital social mission with both excellence and humanity.

<sup>8</sup> [pedagog.uzedu.uz](http://pedagog.uzedu.uz)

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