

Received: 04.11.2022; Revised: 23.11.2022, Accepted: 02.12.2022, Published Online: 24.12.2022

DOI: 04.36299/oeco.584823

THE PROFESSIONAL AND IMAGE POTENTIAL OF A PRIMARY SCHOOL TEACHER AS A CONDITION FOR SUCCESSFULLY OVERCOMING PSYCHOLOGICAL BARRIERS TO TEACHING

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Abstract. The article presents a mechanism for modeling the structure of professional and image potential of a modern teacher as a condition for successful overcoming of psychological barriers in pedagogical activity of a primary education teacher. The article presents the results of organizing and conducting empirical research, the correlation analysis results of the empirical study of the structural components of professional and image potential of a modern teacher, contributing to overcoming the psychological barriers of pedagogical activity.

Key words: professional and image potential of a primary school teacher, overcoming of psychological barriers, modeling, structural features, structural elements, the model of the structure of professional and image potential, empirical study, correlation analysis, expert questionnaire, the experiment, etc.

As our analysis of scientific literature on the problem of psychological barriers in pedagogical activity of a primary school teacher shows, the majority of researchers understand a psychological barrier as a rule, a certain mental condition that prevents a specialist to perform the relevant actions productively. Such barriers can be observed in various situations, especially increased psychophysiological load, responsible situations, communication, etc. [1; 5; 6].

However, the essence of psychological barriers in the scientific literature is treated rather ambiguously, and in some cases contradictory, different structural components of this phenomenon are given. Basically, scientists apply the concept of psychological barrier in relation to such features as negative emotions, perception, attitudes, communication, choice situation, etc. In turn, the analysis of the

various positions of scientists on this issue, believes it appropriate to formulate our working definition, as well as to reveal the structural features of this important concept in the aspect of professional activity of a primary education teacher.

Thus, according to the point of view of scientists, a psychological barrier is a certain obstacle of psychological nature that prevents the implementation of the adaptation process of an individual to new environmental conditions, caused either by features of the current situation or features of the specialist himself [2].

Also, psychological barriers can be attributed to the volitional tension of motivation-oriented mental state, which is caused by the fact that the motive of the desired action is passive. At the same time, emotional experiences, rational arguments, and volitional effort are unable to transform the motive into an actionable one through the mechanism of developing favourable anticipation. The immediate cause of the psychological barrier is the unfavorable anticipation of the individual regarding the process or result of the desired action. The very notion of psychological barrier encompasses - mental state; personality; intention; motive; emotions; rational assessments; volitional effort; anticipations; actions, etc.

In its essence, psychological barriers are related to issues of personal development and activity. In particular, in the process of self-improvement a personality tries to surpass himself, to overcome psychological barriers, proving to himself and others about the possibility of change [4].

The analysis of scientific literature as a result of the study of the problem under study, allows us to make the following theoretical generalizations:

- the concept of "barrier" is used as one of the key categories, which allows us to make sense of the theory of activity;
- psychological barriers play an important role in scientific creativity;
- psychological barriers act as a necessary component along with instincts for the deployment of personality psychodynamic processes;
- one of the causes of psychological barriers is the interaction of the conflicting impulses of the unconscious and the conscious;
- psychological barriers are closely related to frustration and personality dispositions, in particular anxiety;
- internal personality conflicts are a condition for the emergence of psychological barriers;
- cognitive dissonance is the cause of negative emotional states, which, in turn, act as the cause of psychological barriers of personality.

Thus, the issue of psychological barriers is closely related to the subjective difficulties a particular professional encounters in his or her daily activities. There is a definite connection between a person's psychological barriers and their personality deficits, primarily character traits. Addressing the problem of psychological barriers is relevant as psychologists search for ways to improve the effectiveness of the professional activities of various professionals.

The interdisciplinary nature of psychological barriers and their impact on personal development should be taken into account.

Psychological barriers generally arise when the interests of the individual teacher do not coincide with

the requirements of the situation encountered or the conditions of the professional activity performed. Psychological barriers, as a rule, are expressed by intense emotional experiences, often of a negative nature (feelings of guilt, fear, insecurity, low self-esteem, shame, increased anxiety, etc.). Successful overcoming of psychological barriers in professional activity by a primary education teacher is determined by a set of certain individual psychological features. As a rule, most scientists refer to them as follows: striving for self-development; developed organizational abilities; ability to self-regulation; personal adaptability; communicative abilities; ability to overcome life difficulties; ability to reflection.

Thus, on the basis of the study a number of generalized individual-psychological features of the teacher (striving for self-development, developed organizational abilities, ability to self-regulation, adaptability of personality, communicative abilities, ability to overcome life difficulties, ability to reflection) that ensure the success of overcoming of psychological barriers in teaching activity were identified. The results of the comparison allow us to state that all of them are included in the previously highlighted model of the structure of professional-image potential of a modern primary education teacher (Fig. 1). [3]. In particular:

- striving for self-development - is included in the fourth component of the prepared model and psychodiagnosed with the help of L.N. Berezhnova's Questionnaire of Self-development and Professional-Pedagogical Activity Level Diagnosis;
- developed organizational abilities - is the second component of the proposed model and psychodiagnosed by V.V. Sinyavsky, V.A. Fedoroshin;

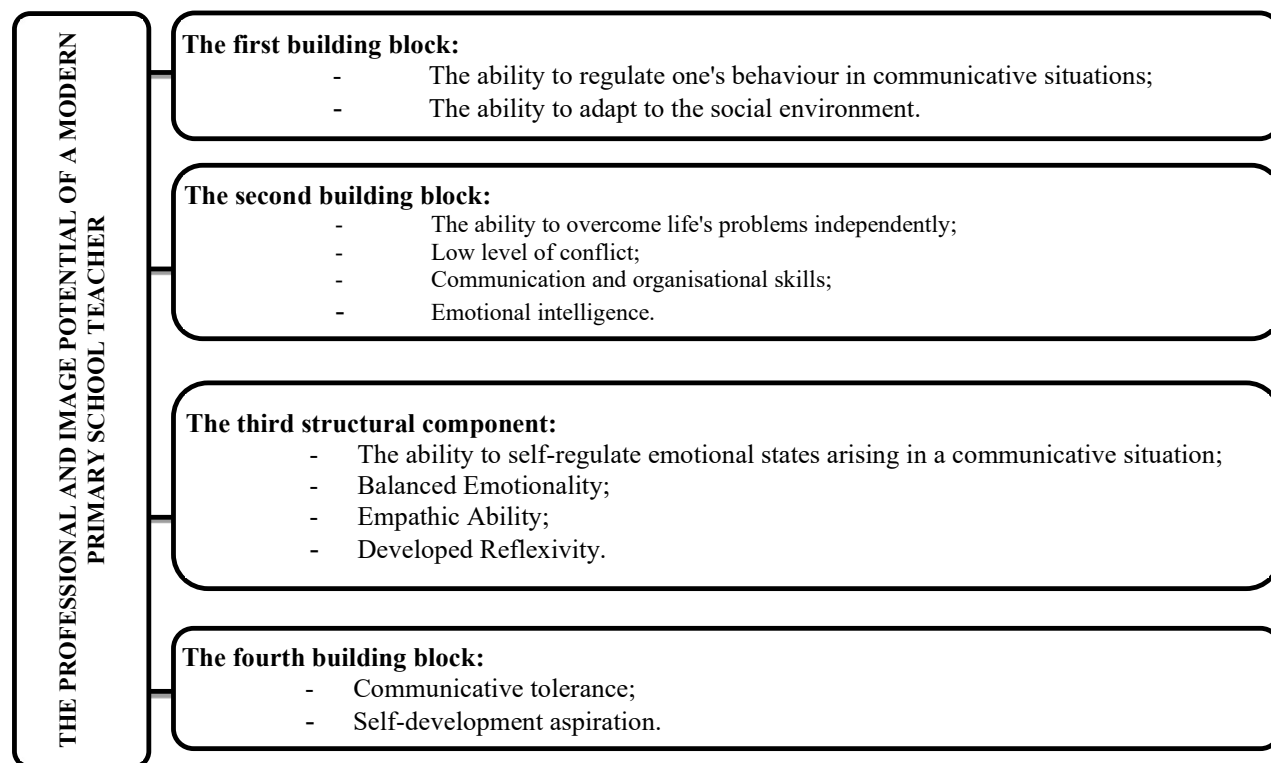


Figure 1. A model of the structure of professional image potential of a modern primary school teacher

- ✓ Self-regulation ability - included in the third component of the developed model and psychodiagnosed by M. Snyder's Self-Control in Communication Questionnaire;
- ✓ Personality adaptability - is included in the first component of the developed model and is diagnosed with the help of Multilevel personality questionnaire "Adaptability" by A.G. Maklakov, S.V. Chermyanin;
- ✓ Communicative abilities - included in the second component of the proposed model and psychodiagnosed by the Test-questionnaire of communicative and organisational dispositions (KOS) V.V. Sinyavsky, V.A. Fedoroshin;
- ✓ Ability to overcome life difficulties - included in the second component of the proposed model and psychodiagnosed with the help of R.S. Nemov's questionnaire of overcoming difficult life situations;
- ✓ Ability to reflect - is included in the third component of the prepared model and is diagnosed with the help of A.V. Karpov's Questionnaire of Reflexivity Development Level (fig. 2).

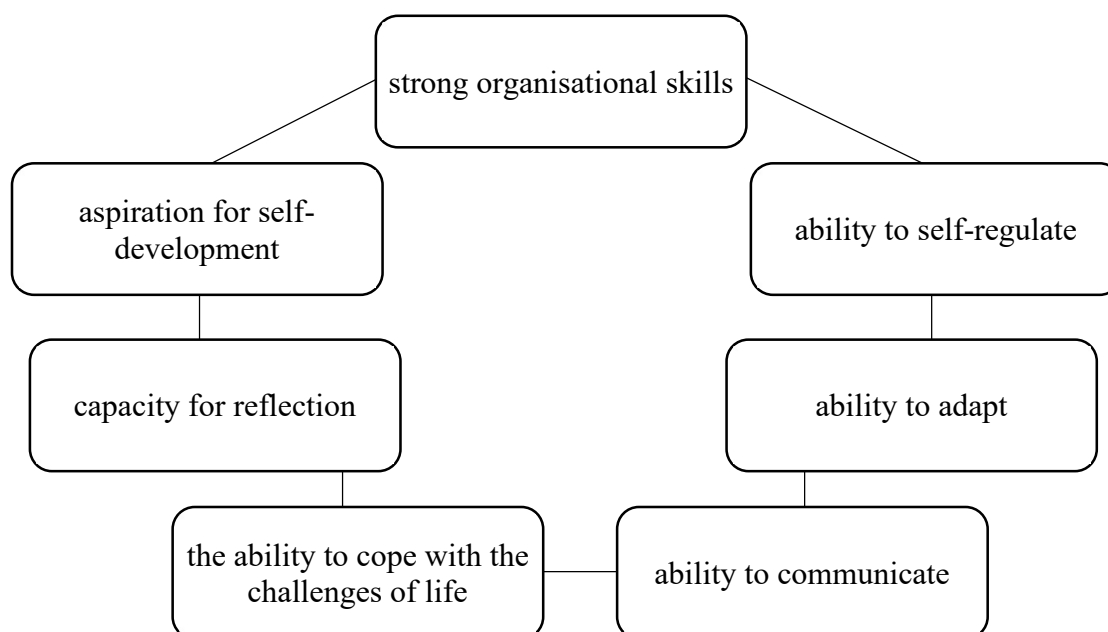


Figure 2. Individual-psychological features of a teacher that ensure successful overcoming of emerging psychological barriers of pedagogical activity

In order to study the structural components of professional-image potential of a modern teacher that contribute to overcoming psychological barriers to pedagogical activity, an empirical study was organized and conducted by means of a follow-up survey of 317 (teachers) who previously participated in the study of the current state of development of structural components of professional-image potential of primary education teacher. [3] At the same time, the follow-up survey was carried out with the help of the Barriers to Teaching Research Questionnaire. To increase reliability, given the fact that this instrument was not standardized on the relevant sample of teachers in the Republic of Uzbekistan, the obtained psychodiagnostic data were not interpreted, i.e. were considered in raw scores. All this allowed us to conduct a correlation analysis which revealed statistically significant links between the indicators reflecting structural components of professional-image potential of a teacher and indicators reflecting the presence of barriers in pedagogical activity of a teacher (tab. 1).

Table 1

Correlation analysis of the results of empirical research into the structural components of professional-image potential of a modern teacher that contribute to overcoming psychological barriers to pedagogical activity (n=317)

№	Names of comparison traits	Spearman correlation coefficient at $p<0.01$
1.	T.M. Shamova & L.N. Berezhnova's Self-Development and Professional-Pedagogical Activity Level Diagnostic Questionnaire	-0,73
2.	T.M. Shamova & R.S. Nemov's Study of Barriers to Pedagogical Activity & Life-Long Difficult Situations Diagnostic Questionnaire	0,30
3.	Shamova & V.V. Sinyavsky, V.A. Fedoroshin (Organisational features scale) Test-questionnaire to research teaching activity barriers faced by teachers	-0,20
4.	Shamova & Snyder Self-Control Questionnaire for Teachers & Communication Barriers Research Questionnaire	-0,19
5.	Shamova & Sinyavsky V.V., Fedoroshin V.A. Communication and Organisational Aptitude Test-questionnaire (scale of communicative characteristics)	-0,19
6.	T.M. Shamova & A.V. Karpova Diagnostic questionnaire on the level of reflexivity	-0,17
7.	Shamova& Multilevel personal questionnaire "Adaptability" by A.G.Maklakov, S.V.Chernyanina	-0,16

In particular, the most significant correlation revealed between the results of the survey on the barriers to pedagogical activity which teachers face T.M. Shamova and results of the survey on self-development and professional-pedagogical activity diagnostic questionnaire L.N. Berezhnova ($r = -0.73$ at $p < 0.01$). This correlation clearly demonstrates a high correlation between the desire for self-development of the teacher and the presence of psychological barriers of pedagogical activity, i.e. increase in the level of self-development is accompanied by a decrease in psychological barriers of pedagogical activity.

The following correlation correlation was revealed between the results of the survey using T.M. Shamova's Barriers to Pedagogical Activity Questionnaire and R.S. Nemov's Difficult Life Situations

Exit Questionnaire ($r = 0.30$ at $p < 0.01$). This correlation reflects a statistically significant relationship between a teacher's ability to overcome life difficulties and the presence of psychological barriers in pedagogical activity, i.e., an increase in a teacher's ability to overcome life difficulties is accompanied by a decrease in psychological barriers in pedagogical activity.

The next significant correlation relationship was revealed between the results of the questionnaire to study the barriers to pedagogical activity, which teachers face T.M. Shamova and the results of the test-questionnaire of communicative and organizational aptitudes V.V. Sinyavsky, V.A. Fedoroshin (scale of organizational features) ($r = -0.20$ at $p < 0.01$). This correlation confirms a statistically significant relationship between organizational aptitudes of the teacher and the presence of psychological barriers to pedagogical activity. That is, an increase in the level of organizational ability is accompanied by a decrease in the number of psychological barriers of pedagogical activity.

The following correlation was revealed between the results of the survey using T.M. Shamova's Barriers to Pedagogical Activity Research Questionnaire and the results of the survey using M. Snyder's Self-Control in Communication Test ($r = -0.19$ at $p < 0.01$). The revealed correlation confirms statistically significant relationship between the ability to self-regulation of the teacher and the presence of psychological barriers of pedagogical activity. That is, an increase in the level of self-regulation ability is accompanied by a decrease in the number of psychological barriers of pedagogical activity.

The following correlation connection was revealed between the results of the survey using Questionnaire for the study of barriers to pedagogical activity which teachers face by T.M. Shamova and the results of the survey using Test-questionnaire of communicative and organizational dispositions by V.V. Sinyavsky, V.A. Fedoroshin (scale of communicative features) ($r = -0.19$ at $p < 0.01$). I.e. the increase in the level of communicative abilities is accompanied by a decrease in the number of psychological barriers of pedagogical activity.

Another correlation connection was revealed between the results of the research using T.M. Shamova's barriers research questionnaire and A.V. Karpov's reflectiveness diagnostic questionnaire ($r = -0.17$, $p < 0.01$). I.e., the increase in the level of reflexivity is accompanied by a decrease in the number of psychological barriers in the pedagogical activity.

The final correlation connection was revealed between the results of the research conducted by T.M. Shamova and A.G. Maklakov and S.V. Chermnyanin on the Multilevel Personal Adaptability questionnaire ($r = -0.16$, $p < 0.01$). I.e. increase in the level of personality adaptability (ability to adapt to the external environment) is accompanied by a decrease in the number of psychological barriers of pedagogical activity.

Thus, based on the above it is reasonable to conclude that all previously identified individual-psychological features of a teacher, contributing to the successful overcoming of psychological barriers in pedagogical activity, are included in the prepared model of the structure of professional-image potential of a modern primary school teacher. This fact is confirmed by the results of the correlation analysis of the results of additional psychodiagnostic survey of teachers ($n = 317$), which revealed statistically significant relationships reflecting the positive impact of seven structural components of the model of professional and image potential (striving for self-development; ability to

overcome life difficulties; organizational skills; ability to self-regulation; communication features; reflexivity level; level of adaptability of personality) on the number of emerging psychological and image barriers.

Thus, based on the above, it is reasonable to conclude that, to date, psychological barriers in the aspect of the professional image of a primary education teacher, as a rule, have not been specifically studied and considered. The main attention is focused on the study of psychological barriers of professional activity. In this direction, there are different views regarding the understanding, the nature of the phenomenon under study, as well as approaches to the study and ways to overcome it. Generalization of the available experience allows us to state that the psychological barrier to a greater extent is associated with the features of the personal sphere of the teacher, which are manifested as a certain internal difficulty, an obstacle to the effective implementation of professional activity of a primary education teacher.

Psychological barriers generally arise when the interests of the individual teacher do not coincide with the demands of the situation encountered or the conditions of the professional activity performed. Psychological barriers, as a rule, are expressed by intense emotional experiences, often negative (guilt, fear, insecurity, low self-esteem, shame, increased anxiety, etc.). The success of overcoming psychological barriers in professional activity by primary education teachers is determined by a set of certain individual psychological features.

The analysis carried out, as well as the results of comparison allow us to state that all identified individual psychological features of a teacher, contributing to the successful overcoming of psychological barriers in pedagogical activity, are included in the prepared model of the structure of professional and image potential of a modern primary school teacher. This fact is confirmed by the results of the correlation analysis of the results of additional psychodiagnostic survey of teachers (n=317) which revealed statistically significant relationships reflecting the positive impact of seven structural components of the model of professional and image potential (striving for self-development; ability to overcome life difficulties; organizational skills; ability to self-regulation; communication features; reflexivity level; personal adaptability level) on the number of emerging psychological.

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