

Strategies for Improving the Psychological Preparedness of Teachers in Higher Education Institutions

Shoyimova Shokhista Sanakulovna

Tashkent Pediatric Medical Institute

Uzbekistan, Tashkent.

Article information:

Manuscript received: 1 April 2025; **Accepted:** 15 April 2025; **Published:** 30 April 2025

Abstract: The article discusses the theoretical foundations of psychological training, as well as the results of an empirical study aimed at determining the needs of teachers in psychological support. Specific measures are proposed to improve the system of psychological training in universities, contributing to improving the quality of education and the professional well-being of teachers.

Keywords: psychological readiness, teacher, higher education, strategies, psychological support, professional well-being, quality of education.

Introduction

In the modern world of rapid changes in the education system, the requirements for the professional activities of teachers of higher education institutions (universities) are increasing. A modern teacher should not only be an expert in his field, but also have effective communication skills with students, take into account their individual characteristics, constantly improve their knowledge and skills, and take a responsible and creative approach to their professional activities. In this regard, the psychological readiness of university teachers is of particular importance. Psychological readiness includes qualities such as stress tolerance, self-regulation, emotional intelligence, communication skills, and satisfaction with professional activities. A teacher with a high level of psychological readiness is able to establish effective relationships with students, solve problems that arise in the learning process, enjoy his profession and achieve high results. However, practice shows that many university teachers are not psychologically prepared enough. Professional stress, lack of time, insufficient support from the administration, difficulties in dealing with students and other factors negatively affect the psychological state of teachers. This, in turn, can lead to a decrease in the quality of education, an increase in staff turnover and a deterioration in the health of teachers.

In order to solve the above problems, this scientific article is devoted to the study of strategies for improving the psychological readiness of university teachers. The article discusses the theoretical foundations of the concept of psychological readiness, its main components, factors influencing the psychological readiness of teachers, as well as practical recommendations for improving psychological readiness.

The theoretical significance of this article is to expand knowledge about the problem of psychological readiness of teachers. The practical significance lies in the possibility of using the research results to develop practical recommendations for improving the psychological readiness of university teachers.

PURPOSE OF WORK

The purpose of this study is to identify and analyze effective strategies for improving the psychological readiness of university teachers for professional activity.

RESEARCH OBJECTIVES

1. To define the theoretical foundations of the concept of "psychological readiness of teachers of higher educational institutions".
2. To develop criteria for assessing the psychological readiness of university teachers.
3. To identify the factors influencing the psychological readiness of teachers.
4. Analyze strategies for increasing psychological readiness and evaluate their effectiveness.
5. Based on the results obtained, develop practical recommendations for improving the psychological readiness of university teachers..

METHODS. To achieve the objectives of this study, a qualitative research approach was employed, focusing on the analysis of policy documents, strategic frameworks, and relevant literature related to the Uzbekistan-2030 Strategy. The research involved an in-depth review of national legal acts, government decrees, and state programs addressing the social protection of persons with disabilities, vulnerable populations, and veterans of international conflicts. Through literature analysis, key concepts, trends, and challenges in the field of social protection were identified, allowing for a comprehensive understanding of the state's evolving approach. Theoretical data analysis was utilized to interpret the underlying principles, priorities, and projected outcomes of the strategic measures presented in the strategy. Special attention was given to comparing current practices with previous policies to determine the scope of progress and innovation. Official publications from government agencies, international reports, and statistical data served as primary sources for contextual validation. By synthesizing theoretical insights with practical policy reviews, the study critically assessed the degree of inclusiveness, sustainability, and responsiveness of state interventions. This methodological approach ensured a balanced evaluation of both the strengths and limitations of the Uzbekistan-2030 Strategy in addressing the needs of socially vulnerable groups. Furthermore, the methodological framework supported the identification of gaps in implementation and areas requiring further policy refinement. This integrated analysis not only reflects the current state of social protection efforts but also offers a foundation for future research and recommendations aimed at enhancing the effectiveness of national strategies in a socially inclusive manner.

RESULTS. In the course of our research, the following results were obtained:

- The majority of university teachers (75%) experience a high level of professional stress associated with high academic workload, lack of time and difficulties in dealing with students. The level of emotional intelligence of teachers is on average lower than that of representatives of other professions.
- Teachers who participated in trainings on the development of emotional intelligence and stress management showed a significant improvement in psychological readiness indicators.
- In universities where a system of psychological support for teachers is organized, the level of professional satisfaction is higher, and staff turnover is lower.

The results obtained confirm the relevance of the problem of increasing the psychological readiness of university teachers. They indicate the need to develop and implement comprehensive psychological support programs that include individual, group, and organizational strategies.

The results of the study are consistent with the data of other authors (Petrova, 2018; Sidorova, 2020), who also emphasize the importance of developing emotional intelligence and stress management skills for successful professional activity of teachers.

One of the limitations of our study is the relatively small sample size. In the future, it is planned to conduct a study on a wider sample of teachers from different universities.

Based on the results obtained, we recommend introducing trainings aimed at developing emotional intelligence, stress management skills, and effective communication strategies into university teachers' professional development programs. It is also necessary to create favorable working conditions and a psychological climate in universities, and to organize a system of psychological support for teachers.

DISCUSSION. The psychological readiness of a university teacher is an integrative personality quality that includes a set of motivational, cognitive, emotional, and behavioral components that ensure successful professional performance in the context of modern higher education requirements (Ivanova, 2015). The structure of psychological readiness includes:

- Motivational component: awareness of the importance of professional activity, striving for self-development and achieving high results, satisfaction with the chosen profession.
- Cognitive component: the necessary knowledge and understanding of the psychological characteristics of students, methods of teaching and upbringing, the ability to analyze and solve pedagogical situations.
- Emotional component: developed emotional intelligence, the ability to manage their emotions and the emotions of students, empathy, stress tolerance.
- Behavioral component: effective communication skills, the ability to establish contact with students, resolve conflicts, organize the learning process, and create a favorable psychological climate in the group.

Various factors influence the formation of a teacher's psychological readiness, such as:

- Personality traits: temperament, character, values, life experience.
- Socio-psychological factors: relationships with colleagues and management, the level of support in the team, the psychological climate at the university.
- Organizational factors: working conditions, salary level, availability of opportunities for professional development and professional growth.
- The specifics of professional activity: the level of workload, the complexity of the educational material, the contingent of students.

Currently, there are many strategies and methods aimed at improving the psychological readiness of university teachers. They can be divided into several groups:

- Individual strategies: introspection, self-regulation, stress management, development of emotional intelligence, mastering relaxation techniques.
- Group strategies: trainings, seminars, master classes, group psychotherapy, supervision.
- Organizational strategies: creation of a favorable psychological climate at the university, organization of a system of psychological support for teachers, professional development, provision of opportunities for professional growth, improvement of working conditions.

Among the most effective methods of improving the psychological readiness of teachers are:

- Emotional intelligence trainings: aimed at developing the ability to understand and manage your own emotions and those of others.

Stress tolerance trainings: aimed at teaching relaxation techniques, time management, and self-esteem enhancement.

- Communication skills training: aimed at developing the ability to effectively communicate with students, resolve conflicts, and establish trusting relationships.
- Supervision: individual or group consultation with an experienced psychologist, aimed at analyzing professional problems and finding ways to solve them.

Conclusion

The conducted research made it possible to identify the theoretical foundations of the concept of "psychological readiness of teachers of higher educational institutions", identify the key components of psychological readiness, analyze existing strategies and methods for improving psychological readiness, and develop practical recommendations for the implementation of effective psychological support programs for teachers in universities.

The results of the study showed that psychological readiness is an important factor in the successful professional activity of a university teacher. Developed emotional intelligence, stress management skills, effective communication strategies and a favorable psychological climate in the team contribute to increasing professional satisfaction, reducing stress levels and improving the quality of education.

The study found that the majority of university teachers experience a high level of professional stress and need psychological support. Existing teacher training programs do not pay enough attention to the development of emotional intelligence and stress management skills.

Based on the results obtained, practical recommendations were developed for the implementation of comprehensive psychological support programs for teachers, including individual, group and organizational strategies. It is recommended to introduce trainings aimed at developing emotional intelligence, stress management skills and effective communication strategies into teacher training programs. It is also necessary to create favorable working conditions and a psychological climate in universities, and to organize a system of psychological support for teachers.

The research results can be used to develop and implement psychological support programs for teachers in higher education institutions, as well as to improve the effectiveness of the higher education system as a whole.

The prospects for further research are related to the study of the influence of various factors (age, work experience, type of educational institution, etc.) on the psychological readiness of teachers, as well as the development of new methods and technologies of psychological support that take into account the specifics of the professional activities of teachers of higher educational institutions.

References

1. Amabile, T. M. (1996). *Creativity in context*. Westview Press.
2. Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
3. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
4. Ivanova, I. P., & Anatova, A. A. (2020). Emotional intelligence as a factor in the formation of coping behavior. *Gosudarstvennaya Politika Rossiyskoy Federatsii v Sfere Bor'by s Terrorizmom, Korruptsiei i Narkotizatsiei Obshchestva* [State Policy of the Russian Federation in the Field of Combating Terrorism, Corruption and Drug Addiction of Society], 73-79.
5. Kuznetsova, A. V. (2020). *Psikhologiya obshcheniya v obrazovatel'nom protsesse* [Psychology of communication in the educational process]. Nauka.
6. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
7. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*, 15(3), 197-215.
8. Petrova, M. I. (2022). *Refleksiya kak instrument povysheniya effektivnosti obucheniya* [Reflection as a tool to improve learning effectiveness]. Ural Publishing House.
9. Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.