

Self-Development Of Future Primary School Teachers

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ABSTRACT

This article discusses the teaching profession and the self-development of future teachers, emphasizing the decisive role of the primary school teacher's personality in pupils' intellectual, moral, and social development. It also outlines pedagogical conditions for forming a need for self-development in future teachers. The concept of self-development is viewed as a conscious and goal-oriented activity of the individual. Pedagogy and psychology explain that this process is based on internal needs and highlight the importance of its implementation in professional, methodological, and personal directions.

Keywords: - Teacher, pupil, self-development, education, knowledge, internal need, thinking, ability, mastery, qualification, skill, competence.

INTRODUCTION

Self-development is a conscious, goal-directed, and continuous process of growth in which a person, by recognizing their own capabilities, further develops acquired knowledge, skills, and competencies based on an internal need. Pedagogical and psychological studies recognize this concept as an important mechanism of personal development.

Self-development is considered the highest level of human needs and is associated with self-actualization. According to scholars, when a person strives to fully realize their potential, they achieve not only professional growth but also personal maturity. This idea provides a scientific basis for the view that a teacher must engage in continuous self-improvement. An individual becomes a mature personality only when they strive to fully demonstrate their inner capacities. When applied to a practicing educator in the educational process, this idea shows that a teacher's professional growth is determined not

only by external incentives but also by internal needs. This approach implies that in professional activity a teacher should not limit themselves to acquiring knowledge and skills, but should also strive to develop pedagogical abilities, creative potential, and creative thinking.

A teacher who strives for self-actualization continuously improves professional practice, masters innovative pedagogical technologies, and approaches the educational process creatively. For such a teacher, professional development is not an external obligation, but a personal need. As a result, they achieve high effectiveness in teaching, reach a level of professional maturity, and develop strong pedagogical mastery.

A teacher's professional development is largely determined by their internal motivation. Internal motivation is reflected in the educator's interest in the profession, satisfaction with their own work, and aspiration for professional self-improvement. A teacher's professional growth tends to be more

stable and effective when it is driven by internal needs rather than external incentives.

The process of a teacher's professional self-awareness is characterized by a deep understanding of their attitude toward the profession, their role in pedagogical activity, and their social responsibility. Professional self-awareness means that an educator perceives themselves not only as a specialist who provides knowledge, but also as a person who nurtures and shapes the learner's personality.

A teacher who has developed a clear professional "self" approaches their work responsibly, makes pedagogical decisions consciously, and accepts self-improvement as a *постоянная* (continuous) personal need. As a result, the teacher's professional activity enters a path of sustainable development.

A learner-centered educational environment creates favorable conditions for a teacher's professional development. In such an environment, the teacher's individual needs, interests, and professional goals are taken into account. Establishing a learner-centered environment within an educational institution increases the teacher's professional activity, strengthens the need for self-development, and provides a foundation for achieving professional maturity.

In pedagogy, self-development is closely connected with a teacher's professional growth and pedagogical mastery. V. A. Slastenin [1] emphasizes that reflection and self-development play an important role in a teacher's professional formation, noting that an educator's analysis of their own activity enhances professional maturity. According to him, a teacher becomes a true specialist only when they develop not merely under external educational influences, but primarily on the basis of internal needs and motives.

In the cultural-historical theory of development proposed by L. S. Vygotsky [2], personal development is interpreted as being inseparably connected with activity and the social environment. According to the scholar, development occurs only when knowledge and skills are actively appropriated by the individual. This highlights the need to develop independent

learning, continuous self-improvement, and reflective activity in future teachers.

While examining teachers' professional activity, N. V. Kuzmina [3] identifies self-development as an important component of pedagogical competence. She emphasizes that a teacher's level of knowledge, methodological preparedness, and personal qualities are formed precisely through the process of self-development.

From a psychological perspective, self-development is determined by an individual's motivation, volitional qualities, and reflective abilities. Analyzing one's own activity, identifying shortcomings, and striving to eliminate them ensure the professional maturity of a future primary school teacher. In particular, reflection enables the teacher to reconsider their pedagogical practice and improve it continuously.

Thus, from a pedagogical and psychological standpoint, the concept of self-development represents a conscious and continuous process of personal growth based on internal needs. The theoretical approaches proposed by scholars provide a scientific foundation for the idea that the self-development of future primary school teachers is an essential condition for professional formation and for improving the quality of education.

Primary education is the most important link in the continuous education system, because at this stage learners' attitudes toward learning, intellectual development, moral views, and personal qualities are formed. In this process, the primary school teacher emerges as the leading agent, since the teacher is the main person who organizes, directs, and manages teaching and upbringing.

In pedagogy, the teacher's personality is recognized as a key factor determining educational effectiveness. According to Vygotsky's cultural-historical theory of development [2], a child's intellectual and personal growth takes place in cooperation with adults, including the teacher. Especially in the primary school age period, the teacher is an important figure who expands the learner's "zone of proximal development." The teacher's support and guiding activity create the conditions for learners to acquire new knowledge. According to Vygotsky, learners master knowledge and skills through activity; in other words,

personal development is closely connected with activity and the social environment.

A primary school teacher forms pupils' initial learning activity skill. Fundamental competencies such as reading, writing, numeracy, listening, independent thinking, and communication are developed precisely during primary education. Therefore, the teacher's methodological preparedness, teaching style, and pedagogical mastery have a direct impact on learners' future academic success. N. V. Kuzmina interprets a teacher's professional mastery as the unity of their knowledge, pedagogical abilities, and personal qualities.

In primary education, the educational significance of the teacher's personality is especially high. At this age, pupils gain social experience by imitating the teacher's behavior, attitudes, and speech. When a teacher is fair, kind, demanding, and responsible, it contributes to the formation of positive moral qualities in pupils. As the pedagogical scholar V. A. Slastenin [4] emphasizes, a teacher's personal example is the most effective means of educational influence. According to Slastenin, personal example (the teacher themselves) is the most effective tool for exerting a positive impact on learners. It strengthens educational influence through the teacher's knowledge, virtues, and professional conduct. The teacher's personal qualities, values, and behavior directly affect pupils. The effectiveness of educational work often depends on how the teacher behaves and what example they demonstrate. Through personal example, not only knowledge but also moral and social values can be taught effectively.

Under modern educational conditions, the responsibilities of primary school teachers are expanding further. Today, teachers are expected not only to provide knowledge, but also to apply innovative pedagogical technologies, use information and communication tools effectively, and take into account learners' individual characteristics. Choosing an approach that matches each pupil's abilities, interests, and needs is what defines a teacher's professional competence.

A primary school teacher also plays an important role in forming positive learning motivation in pupils. Organizing lessons in an engaging, clear,

and life-related manner increases learners' interest in acquiring knowledge. The teacher's encouraging attitude, support, and constructive assessment strengthen pupils' self-confidence and their aspiration toward independent learning activity.

In addition, the primary school teacher has a significant role in pupils' socialization. Skills such as working in a group, expressing one's opinion freely, and respecting others are formed within the learning environment organized by the teacher. In this process, the teacher's pedagogical culture and communicative competence are of great importance.

Overall, the teacher's personality in primary education is decisive for pupils' intellectual, moral, and social development. Their professional knowledge, pedagogical mastery, and personal qualities determine the effectiveness of the educational process. For this reason, in preparing future primary school teachers, it is an urgent task to pay special attention not only to their professional training, but also to their personal development.

The need for self-development is one of the most important motivational factors in the professional and personal development of future teachers. In psychology, this concept reflects an individual's internal motivation and inner drive to work on themselves. Research shows that individuals with a high need for self-development consciously strive to expand their professional knowledge and skills, continuously analyze their own activities, and are ready to master new pedagogical approaches.

The process of forming the need for self-development in future primary school teachers begins in higher education institutions. The educational process should be organized in such a way that students are encouraged to learn independently, deepen their knowledge, and master new methodologies. A person can develop effectively only when they are motivated by their internal needs and interests. Therefore, stimulating the need for self-development in students is an important task of teacher education.

Psychologically, the need for self-development is directly linked to a student's personal motivation and professional aspirations. As Maslow noted,

individuals who aspire to become teachers perceive improving their professional competence and achieving success in pedagogical activity as a personal need. Likewise, as emphasized in Vygotsky's theory of social development, a person's striving for self-development is strengthened through interaction with their social and professional environment. When, during teaching practice, a student encounters pedagogical conditions that reinforce the need for self-development, this need gradually becomes a stable motivation.

The pedagogical conditions for forming the need for self-development in future teachers include the following:

1. Encouraging independent learning and research. Students should carry out independent work on topics that correspond to their interests and needs. This process develops their independent thinking skills and awakens the need for self-development.
2. Pedagogical reflection and self-assessment. Students should be taught to analyze their practical teaching activities and identify strengths and weaknesses. The process of reflection functions as a powerful tool that stimulates the need for self-development.
3. Creating an innovative pedagogical environment. Modern technologies and interactive teaching methods encourage students' striving for self-development. At the same time, the need to study pedagogical innovations and apply them in practice strengthens their internal motivation.
4. Professional leadership and the mentor-mentee (master-apprentice) system. Guidance provided by experienced teachers and mentors helps shape students' professional mastery and their need for self-development.

Forming the need for self-development in future teachers is also closely connected with the development of personal qualities. Such traits as motivation, willpower, responsibility, and a culture of communication are of great importance in preparing students for professional activity. A student with a strong need for self-development studies lessons with interest and efficiency, improves methodological skills, and tests themselves in practice.

The concept of self-development is viewed as a conscious and goal-oriented activity of the individual. According to research by scholars in pedagogy and psychology, this process is based on internal needs and is carried out in professional, methodological, and personal directions.

The professional direction involves improving a teacher's professional knowledge and skills and mastering new pedagogical technologies. This includes, for example, working with methodological manuals and lesson plans and gaining experience through teaching practice.

The methodological direction focuses on organizing lessons effectively, taking learners' interests into account, and applying interactive methods. In this direction, the teacher analyzes the teaching process and introduces new pedagogical approaches into practice.

The personal direction refers to developing willpower, responsibility, motivation, and reflective abilities. The need for self-development awakens an individual's inner aspirations and guides them toward personal growth.

The stages of development include the formation of motivation, goal setting, implementation in activity, reflection, and analysis. In this process, a person becomes aware of the necessity of self-development, identifies specific directions for self-improvement, applies new knowledge and skills in practice, evaluates their activity, and develops new strategies.

The self-development process depends not only on personal motivation but also on external pedagogical conditions. Innovative pedagogical technologies, teaching practice and mentoring systems, methodological manuals and resources, and a supportive learning environment significantly influence the self-development of future teachers. Through these factors, interactive lessons, online courses, and digital resources increase motivation; working with experienced educators and using a mentor-mentee approach encourages students; methodological books, lesson plans, and teaching guides support professional growth; and listening to students' opinions, providing advice, and offering encouragement fosters positive motivation.

Reflection is the process through which a teacher

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analyzes and improves their pedagogical activity. Through reflection, a future teacher identifies strengths and weaknesses, improves strategies for organizing lessons effectively, and applies new methodological approaches in practice.

Self-assessment is a tool for controlling one's own performance and has a positive effect on professional development. Both processes strengthen students' motivation and increase the need for self-development.

Many students consider self-development very important, but a lack of time and resources negatively affects this process. Students tend to work actively in professional and methodological directions, while the need to develop personal and technological skills remains high. Innovative technologies and the mentoring system stand out as effective factors in increasing motivation.

CONCLUSION

In conclusion, forming the need for self-development in future primary school teachers is a key condition for their professional and personal growth, pedagogical mastery, and for improving the quality of education. This need should be consciously encouraged in higher education and strengthened through reflection and independent learning. In this way, future teachers become prepared for professional work and develop into specialists who can fully meet modern pedagogical requirements.

In training future primary school teachers, it is necessary to make stimulating the need for self-development a priority task. To motivate students and orient them toward reflection, teaching practice and mentoring systems should be widely applied. Using innovative technologies and methodological resources makes the self-development process more effective and also helps teach students time management, planning, and personal development strategies. Paying attention to the development of personal qualities strengthens willpower, responsibility, and motivation.

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