

## PSYCHOLOGICAL FOUNDATIONS OF PROFESSIONAL SUCCESS OF TEACHERS WORKING IN HIGHER EDUCATION

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**Anotation:** this article analyzes the psychological factors that affect the professional success of teachers operating in the higher education system. The scientific basis of how psychological criteria such as the teacher's personal characteristics, motivation, stress resistance, communicative skills and level of self-awareness affect their professional achievements is covered. Special attention is also paid to the role of psychological services in improving professional success, psychoprophylaxis and methods of providing psychological assistance. The results of the article may have practical significance in the formation of professional development strategies of educators operating in higher education institutions.

**Keywords:** professional success, higher education, pedagogical psychology, teacher personality, motivation, stress tolerance, psychological health, professional development.

**Introduction:** in the modern higher education system, the professional success of a teacher is directly related not only to academic knowledge and methodological skills, but also to psychological stability, emotional intelligence and personal motivation. The psychological state, stress tolerance, communicative abilities and personal characteristics of the teacher have a significant impact on its professional effectiveness and quality of Education. Articles in recent years show that cases of stress, mental fatigue (burnout) and depression are common among teachers operating in higher education institutions. For example, some articles found that 100% of teachers experienced stress, 67.5% experienced anxiety (anxiety), and 23.2% experienced depression. These conditions negatively affect the professional

activity of teachers, reducing their effectiveness in the educational process. Also, the personal characteristics of teachers, such as self-confidence (self-efficacy),

**Literature analysis:** articles in recent years on the study of psychological factors affecting the professional success of teachers in the Higher Education System show the relevance of this issue. In particular, factors such as the personal potential of teachers, socio-emotional competence, attitude to working conditions and professional attitudes have a significant impact on their professional success . A 2022-2023 survey by the American Psychological Association found that while 64% of teachers at higher education institutions considered themselves tired due to work, 19% rated the condition as high[8]. Also, 35% of university and college teachers reported feeling tired constantly. Teacher motivation also has a direct impact on their professional success[9]. Articles show that not in choosing a teaching profession

**Methodological part:** the methodological foundations of this article were formulated based on the need to study in a complex way the psychological factors affecting the professional success of teachers operating in higher education institutions. The paper took as a basis the mixed methods (mixed methods) approach, which allows for consistent analysis of quantitative (quantitative) and qualitative (cyclic) data. Through this approach, not only statistically based results are analyzed in depth, but also subjective experiences of teachers. At the stage of data collection, on the one hand, through structurally standardized surveys, criteria such as the level of professional success of teachers, stress status, indicators of emotional intelligence, level of motivation are determined. This is done on the basis of questionnaires prepared according to the "Teacher Self-efficiency Scale", "Maslach Burnout Inventory" and other international criteria, respectively

**Results:** the data obtained during the article showed that the professional success of teachers operating in the higher education system is directly related to their psychological state, motivational factors and the level of emotional intelligence. Based on surveys and interviews, it was found that 35% of participants

reported that they were constantly experiencing a state of fatigue and tension in their activities. This situation is consistent with the results of international articles. In particular, according to research in the United States and Europe, 30-40% of Educators of higher education institutions suffer from professional fatigue syndrome. The article found that teachers with a high level of motivation also have much higher professional success rates. Such educators are able to increase student activity in the course of the lesson, implement innovative approaches and form strong social ties. At the same time, the teacher.

**Discussion:** ensuring the professional success of teachers in the higher education system, today is considered not only a personal achievement at the individual level, but also as one of the main criteria for the quality of education as a whole and a competitive personnel training strategy. From this point of view, the professional maturity of the teacher directly depends not only on knowledge and skills, but also on psychological training, emotional stability and the level of internal motivation. Analysis of theoretical sources shows that G. Gardner, D. Goulman, S. Scholars such as Robins highlight the place of emotional intelligence in personal and professional success. In Particular, D. According to Goulman's theory, 80% of human success depends precisely on emotional intelligence, and the remaining 20% on cognitive potential. This approach suggests that it can be fully extended to teachers in higher education. Results obtained within the framework of this article, by analyzing the practical cases

**Conclusion:** the article showed the important role of psychological factors in ensuring the professional success of teachers. In ensuring the professional success of teachers operating in higher education institutions, there is a direct influence of psychological factors such as emotional intelligence, stress tolerance and level of motivation. The results of the article showed that psychological stability and internal motivation of teachers have a significant impact on their professional success. Also on the path to professional success, obstacles such as professional fatigue, overload and lack of motivation await teachers. The need for psychological support and

increased motivation to overcome such situations is in the middle. Based on the results of the article, integrated systems should be developed to support the psychological state of teachers in the higher education system. At the same time, the pedagogical environment

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