

**PERSONAL CHARACTERISTICS OF TEACHERS WITH DIFFERENT WORK  
EXPERIENCE**

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**Annotation:**

The purpose of this article was to identify the specifics of the meaning of life orientations of people choosing the profession of a teacher, and to describe its change with age. It is shown that teacher students significantly differ from medical students and economists in all parameters of the test of meaningful life orientations, demonstrating the highest values. There are no such differences among specialists. With an increase in work experience, the importance of the life process parameter increases for economists, and for teachers, the values on the scales of life control and control - I decrease.

**Key words:** teacher, life-meaning orientations, rigidity, locus of control.

**Introduction**

In modern practice, it is no secret that the majority of students graduating from pedagogical universities either do not go to school or stay there for a short time. That is why, despite the continuous work of a large number of pedagogical universities, the school is constantly in need of teachers. In this regard, the question arises sharply - what psychological characteristics allow people who have chosen the profession of a teacher to remain in school, despite the low salary and the lack of prestige of the profession in society? All modern theories of professional motivation distinguish between intrinsic and extrinsic motivation, and the intrinsic one is largely based on the semantic sphere. In conditions when the external motivation to work as a teacher is small, it is necessary to look for the origins in the internal and, of course, in the nature of meaning-life orientations. D. A. Leontiev believes that the semantic sphere of the personality is a specially organized set of semantic formations and connections between them, which provides the semantic regulation of the integral human life in all its aspects. Semantic formations have at least two functions: creating an image of the future that encourages activity

in the present and makes a moral assessment of actions, and the creation of general principles for conducting activities. According to the classification of professions proposed by E. A. Klimov, the profession of a teacher is socionomic, since it includes a system of relations "man - man". Professions of this kind are considered as stressful, having an extremely high emotional load.

Of course, people with certain value ideas can stay within the framework of such a specialty. There are enough works linking the specifics of pedagogical work with value ideas. However, the process of changing the meaning of life ideas with age has not been sufficiently considered. Such a study would strengthen the process of teacher training and possibly increase the percentage of young professionals who remain in the school. We assumed that students choosing the profession of a teacher should differ significantly in terms of the meaning of life from students choosing more prestigious and better paid professions at the moment. Moreover, with age, changes in life-meaning orientations should differ in specialist teachers from those in representatives of other professions. The purpose of this study was to identify the specifics of the meaning of life orientations of people choosing the profession of a teacher, and to describe its change with age. The study involved 241 people.

Representatives of two professions were chosen as controls for evaluating the value perceptions of teachers: doctors and economists. Physicians were selected as belonging to the same group of socionomic professions. According to the classification of E. A. Klimov, economists belong to the signonomic group of professions, which are characterized by the interaction "man - sign". There is another parameter that makes it possible to separate these professions: prestige in society. The prestige of the teaching profession is low in modern Russia, while the economist is one of the most fashionable choices among young people. Doctors in this parameter occupy an intermediate position. The subjects were divided into groups as follows: teachers (80 people: 40 students and 40 specialists - all women), doctors (83 people: 60 students and 23 specialists, including 15 men: 9 students and 6 specialists), economists (78 people: 45 students and 33 specialists, 20 of them are men - all students). Since the number of men in the total sample is small (35 people), gender analysis was not carried out in the present study. However It can be noted that the largest number of men in the sample of economists and their complete absence among teachers is not accidental and corresponds to the gender distribution in professional choice. The age of students of all groups was limited to 21–23 years, professionals - 30–60 years, which made it possible to link their answers with work experience.

Students filled out the proposed questionnaires in the classroom, professionals - in lectures at advanced training courses. There was no special selection of subjects, everyone who was present at the lectures took part. To assess intrinsic motivation, based on value ideas about the meaning of life, the following methods were chosen: the method of meaningful life

orientations (LSO) by D. A. Leontiev. The test is an adapted version of the "Purpose in Life" test by D. Crumbo and L. Maholic. The technique was developed on the basis of the theory of striving for the meaning of V. Frankl. The test includes a number of subscales: goals in life (the scale describes those significant positions that give meaning to life); the process of life (the scale shows whether life is perceived as interesting, emotionally rich, low scores on this scale indicate dissatisfaction with life); life effectiveness (the scale shows satisfaction with self-realization); locus of control - I (this scale describes the idea of oneself as a strong personality, the master of life); locus of control - life (the scale shows a person's sense of self regarding whether he can control his life). Meaningful orientations are undoubtedly connected with the mentality of the era, national and cultural originality.

By absorbing these characteristics in the process of socialization, the personality transforms them into individual consciousness. At the same time, the systems of meanings are permeated with the systems of needs and the values formed on their basis. That is why M. Zuckerman's method for assessing the need to search for sensations was chosen as the second method.

The technique is aimed at determining the level of needs for sensations of various kinds. A high level of needs for sensations (11-16 points) indicates the presence of an attraction to new experiences, which can often provoke the subject to participate in risky activities. The number of points from 6 to 10 indicates the average level of need for sensations, the ability to control it. People with this level of this indicator are open to new experience, but at the same time restrained and reasonable. A low level of need for sensations (from 0 to 5 points) indicates foresight and caution to the detriment of obtaining new impressions (and information) from life. Such subjects prefer stability and orderliness to the unknown and unexpected in life.

The psychological characteristics of the individual have a great influence on the severity of certain life-meaning ideas. That is why the following were additionally carried out: the "Lifestyle Index" test, aimed at studying the range of protective mechanisms and the method for diagnosing self-assessment of mental states by G. and S. Aizenkov (EPQ), describing the properties of neuroticism, extra-, introversion and psychotism. Along with these methods, personality rigidity was assessed, an important indicator due to the fact that an experimental design of false longitudinality is used. If this indicator significantly prevails in one or another group, then it is not the peculiarities of meaningful life ideas, but precisely this personal quality that can determine a person's long stay in the profession. Rigidity is a difficulty in changing the program of activity planned by a person in conditions that objectively require its restructuring.

Rigidity - a tendency to maintain one's attitudes, ways of thinking, inability to change one's personal point of view. In general, the selected methods include indicators that reflect the contribution of the individual to the adaptation to the social circumstances of life. To study the statistical significance of differences in indicators in these three professional categories at two

skill levels, the following methods were used: – Student and Mann-Whitney homogeneity criteria in the case of a one-factor model with two populations; - one-way analysis of variance and its non-parametric analogue, the Kruskal-Wallis test, with more than two populations; – two-way analysis of variance with fixed effects. For the most informative differentiation of the presented populations, the methods of stepwise discriminant analysis and multivariate analysis of variance (MANOVA) were used.

To test the hypotheses, p-values were used, which have the meaning of the probability that, if the tested hypothesis is true, the criterion statistic takes on a value greater than the extreme value determined by the critical region. Since several criteria were used at once to test one hypothesis, when all their p-values did not exceed the generally accepted significance level  $p < 0.05$ , a statistically significant difference between populations was mentioned when testing homogeneity hypotheses, and the p-values themselves were not indicated for brevity.

In the correlation analysis, correlations were considered statistically significant, in which the confidence levels of the probability of the corresponding criteria were also less than the significance level  $p < 0.05$ . As an exception, p-values are given that are slightly higher than  $p < 0.05$ , as well as their very low values. Statistical calculations were performed on the basis of SPSS 14.0 and Statistica 6.0 statistical packages. Results and its discussion. The data obtained reveal significant differences in the scales of the test of meaningful life orientations (Table 1). For students choosing the teaching profession, the values for all scales of the test of meaningful life orientations are significantly higher than for representatives of other professions. There are no differences among qualified specialists of various professions in terms of the general indicator, although there is an obvious tendency for teachers to have higher values for all indicators. Differences that exist at student age disappear because for qualified teachers, the overall indicator of LSS decreases with age ( $p = 0.000017$ ), while for other specialists it increases.

A similar trend takes place on the rest of the scales (the multiple correlation coefficient between the general index of meaningful life orientations and the indicated signs is 0.91). Based on the data obtained, it is possible to assume the presence of idealized, excessive life-oriented orientations among persons involved in pedagogical activities. Comparison of representatives of the three groups according to the methodology of the need for sensations revealed a significant decrease in this indicator with age, and the decrease occurs to a greater extent among economists and physicians compared with teachers.

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