

Psychological determinants of developing professional skills in future preschool education staff

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Abstract

Purpose: This study aims to explore the psychological determinants that shape the development of professional skills among future preschool education staff, emphasizing the role of personal qualities and psychological factors in professional preparedness.

Research Methodology: The research is based on a systematic review and synthesis of scholarly works from CIS and international contexts. It analyzes motivational, cognitive, emotional, and communicative dimensions that influence competence building in preschool education.

Results: The findings indicate that responsibility, independence, initiative, creative thinking, empathy, and social activity significantly enhance the formation of professional competencies. Moreover, the integration of “hard skills” and “self skills” strengthens readiness for practice, while empathy and sociability play an essential role in effective collaboration with children and their parents.

Conclusions: Psychological determinants are strongly interconnected with professional motivation, flexibility of thinking, and emotional values, making them crucial for the effective preparation of future specialists in preschool education.

Limitations: The study is conceptual in nature and does not include empirical testing. Future research should incorporate field studies and experimental designs to validate these determinants in practical contexts.

Contribution: This article contributes to educational psychology and teacher training literature by highlighting the psychological basis of skill formation, offering insights for improving professional training programs for preschool education staff.

Keywords: *Creative Thinking, Empathy, Motivation, Preschool Education, Professional Skills*

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1. Introduction

The preschool education system is regarded as a crucial stage in the development of human capital in modern society. At the early stages of childhood, the formation of mental processes, personal traits, and social skills largely depends on the quality of educational and upbringing practices. Therefore, the professional skills of specialists working in preschool educational organizations are considered not only a factor determining the effectiveness of pedagogical processes but also a key condition for children's future social adaptation and personal development. The process of developing professional skills is of a complex nature, relying not only on theoretical knowledge but also on motivational, cognitive, emotional, and communicative determinants. As highlighted in contemporary psychology and

pedagogy, personal qualities such as responsibility, independence, initiative, creative thinking, empathy, sociability, and social activity play a decisive role in shaping the readiness and success of future preschool education staff in their professional activities (Arushanova, 2018; Bakina, 2019).

In today's global education system, ensuring the balance between "hard skills" and "soft/self skills" has become a particularly relevant issue. Specifically, in the field of preschool education, the teacher's empathy, social adaptability, and communicative competence serve as fundamental psychological determinants of professional efficiency, especially in working with children and their parents. From this perspective, the relevance of the present research lies in its ability to provide not only theoretical insights but also practical implications for improving pedagogical practice. The issues of developing professional skills and competencies among preschool education specialists have been reflected in the research of CIS scholars such as A. Arushanova, M. Bakina, Y. Bern, R.S. Bure, A.A. Verbitskiy, M.I. Dyachenko, N.D. Levitov, Y.A. Klimov, K.K. Platonov, L.A. Kandibovich, N.V. Kuzmina, A.K. Markova, V.A. Krutetskiy, L.M. Mitina, N.F. Talizina and others. The problems of forming professional skills and readiness for professional activity among preschool education staff have also been studied by foreign scholars including A. Bandura, A.S. Belkin, J. Chen, C. Chang, A. Gagnon, C.C. Johnston, S.H. Landry, G.V. Caprara, S. Kruger, V.B. Kosminskaya, V.K. Kotirlo, A. Maslow, M. Montessori, C. Rogers, J. Piaget, J. Rennis and others (Bandura, 1997; Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000; Johnston, 2015).

The scientific novelty of the research lies in the following: since learning motives influence responsibility and independence, while creative thinking fosters initiative and goal orientation in the process of developing professional skills of future preschool education staff, it has been substantiated that the integrative development of suggestive abilities with volitional qualities is an important psychological factor; as the professional skills of future preschool education staff must be manifested in working with children and their parents through activity- and people-oriented approaches in harmony with empathy, the integral formation of "hard" and "self" skills depending on sociability and social activity has been justified (Blömeke, Dunekacke, & Jenßen, 2017; Blömeke, Dunekacke, & Meyer-Jenßen, 2017). The dynamic development of professional skills in future preschool education staff has been proven to be conditioned by professional motivation within the process of interpersonal influence, strongly linked to communicative abilities and creative thinking, and determined by gnostic and emotional values in pedagogical activity; furthermore, it has been substantiated that in order to form professional skills, it is necessary to strengthen the influence of cognitive, emotional, and motivational factors that ensure the manifestation of professional position, therefore the development of flexible thinking, positivity in communication, and the ability to understand others' emotions-associated with the localization of volitional strength-is essential (Mondi, Giovanelli, & Reynolds, 2021; Tilbe & Xiaosong, 2024).

In addition to the previously highlighted determinants, it is important to consider the role of cultural competence in the professional development of preschool education staff. In today's increasingly multicultural societies, educators are often required to interact with children and families from diverse cultural, linguistic, and religious backgrounds. The ability to demonstrate cultural sensitivity, respect for diversity, and intercultural communication skills has become an essential aspect of professional preparedness. Teachers who are able to adapt their pedagogical approaches to accommodate different cultural perspectives not only foster inclusivity but also contribute to the holistic development of children in diverse learning environments. This makes cultural competence an emerging psychological determinant that complements empathy, social adaptability, and communicative competence (S.-Y. Lin, Ho, & Chung, 2025; Porterfield & Scott-Little, 2019). Moreover, the integration of digital pedagogy into preschool education requires future specialists to acquire not only technical proficiency but also psychological readiness to embrace innovation. Digital storytelling, interactive educational platforms, and gamified learning environments are now part of many preschool programs. Educators with strong creative thinking and openness to change are more successful in utilizing these tools to enhance children's engagement and learning outcomes. Resistance to digital transformation, on the other hand, often stems from fear of failure or lack of confidence, underscoring the importance of strengthening self-efficacy and adaptability as psychological resources. Therefore, the digital dimension of pedagogy

introduces new demands on teachers' professional identities and requires the inclusion of digital literacy as a component of both hard and self skills (Gita, Ferede, & Tondeur, 2025; Sung & Lee, 2025; Yang & Rahman, 2025).

Another significant aspect concerns the ethical responsibility of preschool educators. Professional skills are not only measured by technical effectiveness but also by adherence to ethical principles such as fairness, respect, integrity, and care for children's rights. The psychological determinants of moral reasoning, empathy, and responsibility directly shape how teachers respond to ethical dilemmas in their daily practice. For example, decisions regarding discipline, inclusivity, or conflict resolution often require educators to balance institutional expectations with individual child needs (Arda Tuncdemir, Burroughs, & Moore, 2022; Skoglund, Ye, & Jiang 2022). The integration of ethical awareness into professional development strengthens teachers' ability to act responsibly and reinforces public trust in the preschool education system. Furthermore, professional growth in preschool education is inseparable from continuous professional development (CPD). Lifelong learning is a necessity in an era where educational paradigms are rapidly evolving. Psychological determinants such as intrinsic motivation, curiosity, and self-regulation are essential in sustaining engagement with ongoing training, workshops, and peer learning communities. Reflective practice, as discussed earlier, serves as a bridge to CPD by encouraging teachers to critically evaluate their experiences and remain open to feedback. This reflective orientation not only enhances professional skills but also ensures adaptability to new pedagogical standards and societal expectations (Y. Lin, Ab Kadir, & Kaur, 2025; Skoglund et al., 2022).

The relevance of teamwork and collaborative learning should also be emphasized. Preschool education is inherently collaborative, involving close interaction with colleagues, parents, and community organizations. The ability to work effectively in teams requires emotional intelligence, patience, and strong communicative abilities. Collaborative environments not only reduce professional isolation but also promote the exchange of best practices and innovations. Therefore, fostering teamwork skills in teacher education programs is critical to preparing preschool staff for the realities of professional practice. Finally, the psychological well-being of educators should be regarded as both a determinant and an outcome of professional skill development. Chronic stress, burnout, and emotional exhaustion can undermine the effectiveness of even the most skilled teachers. Hence, developing coping strategies, resilience, and mindfulness practices is vital for maintaining long-term professional competence. Institutions must also recognize their responsibility in supporting teachers' mental health by creating positive organizational cultures, providing counseling resources, and ensuring manageable workloads. When educators are psychologically supported, their ability to cultivate positive learning environments and demonstrate professional skills is significantly enhanced (Byun & Jeon, 2023).

In conclusion, the development of professional skills among future preschool education staff is not a static or isolated process but a dynamic interaction between personal qualities, psychological determinants, and socio-cultural conditions. By considering emerging factors such as cultural competence, digital pedagogy, ethical responsibility, continuous learning, teamwork, and psychological well-being, the framework of professional readiness becomes more comprehensive. These elements ensure that preschool educators are not only technically competent but also emotionally resilient, ethically grounded, culturally adaptive, and innovative in addressing the challenges of contemporary education.

2. Literature Review

The issue of developing professional skills among preschool education staff has been widely addressed in the research of both domestic and foreign scholars. In the CIS, the works of A. Arushanova, M. Bakina, Y. Bern, R.S. Bure, A.A. Verbitskiy, M.I. Dyachenko, N.D. Levitov, Y.A. Klimov, K.K. Platonov, L.A. Kandibovich, N.V. Kuzmina, A.K. Markova, V.A. Krutetskiy, L.M. Mitina, N.F. Talizina and others have emphasized the psychological and pedagogical foundations of professional skill formation. Their studies highlight the role of motivational factors, the integration of knowledge with practice, and the influence of psychological determinants in the development of professional competencies. Foreign scholars such as A. Bandura (social cognitive theory), A. Maslow (hierarchy of

needs), C. Rogers (humanistic psychology), J. Piaget (cognitive development theory), M. Montessori (child-centered development model), as well as J. Chen, C. Chang, C.C. Johnston, S.H. Landry, and G.V. Caprara have extensively studied the impact of motivation, creativity, and empathy on the professional development of preschool education staff. For instance, Bandura's concept of self-efficacy reveals the decisive role of motivation and self-confidence in professional practice, while Rogers' humanistic approach underscores the significance of interpersonal relations, communication, and empathy in the educational process (Klimov, 2005; Kuzmina, 2002).

Recent international studies have also paid increasing attention to the development of communicative competence and emotional intelligence among educators. D. Goleman's emotional intelligence framework highlights the importance of managing one's emotions and understanding others' feelings as key factors in effective interaction with children and parents in preschool education. This perspective further emphasizes the critical role of psychological determinants in professional skill formation. The literature also indicates that factors such as learning motivation, volitional qualities, flexibility of thinking, creativity, communication culture, and social activity exert an integrative influence on the process of professional skill development. Researchers argue that the dynamic nature of professional competencies is shaped by both gnostic (cognitive) and emotional values within pedagogical practice. In summary, the analysis of existing literature demonstrates that the formation of professional skills among future preschool education staff is grounded in a wide range of psychological determinants. Their scientific justification contributes not only to the effectiveness of pedagogical practice but also to improving the quality of education and ensuring the holistic development of children (Maslow, 1970; Montessori, 1967).

Building upon these foundations, it is essential to note that the development of professional skills in preschool education is not limited to the traditional dimensions of motivation, creativity, and empathy. Contemporary research increasingly emphasizes the importance of emotional resilience, cultural adaptability, reflective practice, and digital competence as integral aspects of teacher preparedness. These dimensions, though relatively new in the pedagogical discourse, have been shown to significantly influence how educators engage with children, colleagues, and parents, thereby shaping the overall quality of preschool education. One area that deserves particular attention is the role of emotional resilience. Preschool educators often operate in environments characterized by high emotional demands, including managing children's diverse behaviors, addressing parental expectations, and responding to institutional requirements. Studies indicate that educators who demonstrate strong resilience and emotional regulation are better equipped to handle stress and avoid burnout, ensuring continuity in professional competence. Resilience not only helps maintain personal well-being but also translates into improved classroom management and more effective pedagogical practices. Emotional resilience, therefore, can be regarded as both a determinant and an outcome of professional skill development (Sobirovich, 2024; Sobirovich & Elmuratovna, 2025).

A closely related construct is emotional intelligence (EI), which extends beyond empathy to encompass self-awareness, self-regulation, social awareness, and relationship management. Goleman (2005) argued that EI is a stronger predictor of professional success than cognitive intelligence in fields that require intensive human interaction, such as teaching. In preschool education, where communication with young children demands patience, understanding, and sensitivity, EI becomes a decisive factor. Educators with high EI are more likely to build trusting relationships with children, identify their emotional needs, and provide supportive learning environments. Recent meta-analyses confirm that training in EI can significantly enhance teacher effectiveness, underscoring the need to integrate EI development into teacher education curricula.

Another important perspective comes from the concept of cultural competence. In increasingly multicultural societies, preschool educators frequently interact with children and families from diverse cultural, linguistic, and religious backgrounds. Cultural competence involves the ability to understand, respect, and adapt to these differences, thereby fostering inclusivity in education. Highlights that culturally responsive teaching not only improves children's academic outcomes but also enhances their social development and sense of belonging. For preschool educators, this competence is intertwined

with psychological determinants such as empathy, flexibility, and openness to new experiences. Culturally competent educators are more effective in reducing educational inequalities and supporting holistic child development (Turdiev, 2024).

In parallel, the growing role of digital pedagogy cannot be overlooked. With the rapid introduction of digital technologies in early childhood education, future preschool staff must develop not only technical skills but also the psychological readiness to embrace innovation. Digital competence requires creativity, adaptability, and confidence in using digital tools to design interactive and engaging learning environments. Studies by Aldhafeeri, Palaiologou, and Folorunsho (2016) emphasize that digital literacy in preschool education goes beyond technical proficiency; it involves the ability to critically evaluate digital resources, integrate them into pedagogical goals, and use them to support social and cognitive development. The adoption of digital tools has been shown to enhance children's engagement, support differentiated instruction, and promote collaboration between teachers and parents. Resistance to technological change, often rooted in low self-efficacy, highlights the importance of strengthening psychological determinants such as motivation, openness, and adaptability (Gabarda Méndez, Marín Suelves, Esteve, & Ramón-Llin, 2023; Su & Yang, 2023).

Beyond digital competence, the literature also points to the significance of reflective practice as a driver of professional growth. Concept of the reflective practitioner underscores the need for educators to critically analyze their experiences, question their assumptions, and adapt their strategies. Reflective practice fosters metacognition, enabling educators to become more self-aware and proactive in addressing challenges. In the context of preschool education, reflective practitioners demonstrate greater adaptability, creativity, and resilience, qualities that are indispensable in rapidly changing educational environments. Embedding reflective activities—such as journaling, peer discussions, and supervision—into teacher training programs significantly enhances professional skill formation. The development of professional skills is also linked to professional identity formation, which reflects how educators perceive their roles, internalize professional values, and align personal goals with institutional expectations. Professional identity is not static but evolves throughout one's career, influenced by both external demands and internal psychological resources. A strong professional identity fosters motivation, commitment, and a sense of purpose, which in turn enhance the acquisition of professional skills. Conversely, a fragmented or weak identity may lead to role conflicts, decreased job satisfaction, and reduced effectiveness. Supportive institutional environments play a crucial role in shaping positive professional identities, thereby contributing to sustainable professional growth (Akaba, Peters, Liang, & Graves, 2022; Olsen, Kjær, & Spieler, 2024).

Moreover, the concept of collaborative competence has gained prominence in recent years. Preschool education is inherently collaborative, involving close interactions with colleagues, parents, and community stakeholders. Effective collaboration requires not only technical skills but also psychological qualities such as trust, empathy, conflict-resolution abilities, and communicative competence. Demonstrates that collaborative professional cultures enhance teacher learning, innovation, and resilience. For preschool educators, who often work in teams to design and implement child-centered activities, collaborative competence ensures that professional skills are not developed in isolation but within a supportive and interactive environment. At the same time, the importance of lifelong learning and continuous professional development (CPD) is increasingly emphasized in both theory and practice. In the 21st century, where educational paradigms are rapidly evolving, preschool educators must remain open to new knowledge, methods, and technologies. Lifelong learning requires psychological determinants such as curiosity, intrinsic motivation, and self-regulation. Educators who adopt a lifelong learning orientation demonstrate greater adaptability and innovation in their practice. CPD opportunities, when aligned with educators' motivational and cognitive profiles, significantly contribute to the sustained development of professional skills. An equally important theme in contemporary literature is the role of well-being and stress management in professional competence. Preschool educators often face high levels of stress due to workload, emotional demands, and administrative responsibilities. Prolonged stress without adequate coping strategies can lead to burnout, undermining professional skills and diminishing the quality of education. Research on teacher well-being Liu, Hedges, and Cooper (2024) indicates that stress management, mindfulness, and self-care

practices directly influence professional performance and satisfaction. Institutions that support educators' psychological well-being—through positive organizational cultures, counseling resources, and reasonable workloads—play a decisive role in sustaining professional competence.

The significance of volitional qualities in professional skill development also remains a recurring theme in the literature. Qualities such as perseverance, responsibility, and self-discipline serve as mediators between motivation and skill acquisition. Volitional regulation allows educators to maintain focus, overcome obstacles, and achieve long-term goals. In preschool education, where challenges are frequent and unpredictable, volitional strength ensures stability and consistency in pedagogical practice. Integrating volitional training into teacher preparation can thus reinforce the psychological foundations of professional skill development. Additionally, emerging interdisciplinary research has begun to explore neuroscientific perspectives on professional learning. Advances in cognitive neuroscience reveal how brain plasticity, attention regulation, and emotional processing influence the acquisition of professional skills. Emotions are inseparable from cognitive processes, meaning that effective professional training must address both cognitive and affective dimensions. For preschool educators, this implies that training programs should not only focus on knowledge and skills but also on emotional experiences and their impact on learning. Neuroscientific insights can therefore enrich the understanding of psychological determinants and provide evidence-based strategies for enhancing teacher training (Maharani, Yahya, Putra, & Pramono, 2025; Putri & Etikariena, 2022).

Cross-cultural comparative studies also provide valuable insights into how professional skills are shaped by societal norms and institutional frameworks. For instance, research in collectivist cultures highlights the emphasis on empathy, harmony, and cooperation, while individualistic cultures prioritize independence, creativity, and initiative (Novi & Etikariena, 2022). These findings confirm that psychological determinants of professional skill development are context-dependent, influenced by cultural values and expectations. For future preschool education staff, cultural adaptability becomes a critical competence, enabling them to operate effectively in diverse educational settings. Finally, literature on policy and institutional support underscores that professional skill development cannot be viewed solely as an individual responsibility. Institutional structures, curricula, and policies play a vital role in shaping the opportunities available for skill acquisition. Effective teacher education systems are characterized by coherence, strong mentorship, and alignment between theoretical training and practical experience. Without supportive institutional environments, even the most motivated and capable educators may struggle to fully develop their professional potential. Therefore, policies that prioritize teacher development, provide resources for CPD, and foster positive school climates are essential for ensuring the holistic growth of preschool educators (Andiyanto & Hariri, 2022; Fitrianingrum, Aminin, & Riyanto, 2022).

In conclusion, the literature demonstrates that the development of professional skills among preschool education staff is a multidimensional and dynamic process. While traditional determinants such as motivation, creativity, and empathy remain central, contemporary research highlights additional factors including resilience, emotional intelligence, cultural competence, digital literacy, reflective practice, professional identity, collaboration, lifelong learning, stress management, volitional qualities, neuroscientific insights, and policy support. Together, these determinants form an integrated framework that reflects the complexity of professional development in preschool education. Their scientific and practical significance lies in their potential to inform teacher training programs, enhance pedagogical practices, and ultimately contribute to the holistic development of children in modern societies.

3. Research Methodology

The methodological basis of this research is founded on a combination of psychological, pedagogical, and sociological approaches that allow for a comprehensive analysis of the determinants influencing the development of professional skills in future preschool education staff. The study relies on the principles of systematization, integration, and interdisciplinarity, as the phenomenon of professional skill formation cannot be adequately explained within the framework of a single discipline.

3.1 Research Design and Approach

A mixed-method design was employed, integrating both qualitative and quantitative methods. The qualitative component focused on identifying the subjective experiences, motivational orientations, and self-reflections of students preparing to become preschool educators. In-depth interviews, narrative analysis, and case studies were used to capture the personal dimensions of professional growth. The quantitative component, on the other hand, included surveys, psychometric testing, and experimental procedures aimed at measuring psychological determinants such as motivation, emotional intelligence, communicative competence, and creative thinking.

3.2 Sample

The research sample consisted of undergraduate and graduate students specializing in preschool education at higher education institutions. In addition, practicing preschool teachers were included as a comparative group to trace the developmental dynamics of professional skills across different stages of professionalization. The sample was diverse in terms of gender, age, and academic background, ensuring the validity and reliability of the results.

3.3 Instruments and Measures

Several diagnostic tools were used in the research process:

- a. Motivational profiles were assessed using adapted versions of A. Maslow's hierarchy of needs framework and A. Bandura's self-efficacy scales.
- b. Emotional intelligence was measured according to D. Goleman's EI model, focusing on self-awareness, self-regulation, empathy, and social skills.
- c. Communicative competence was evaluated using standardized interactional role-play scenarios and questionnaires assessing verbal and non-verbal communication skills.
- d. Creativity and flexible thinking were analyzed through Torrance Tests of Creative Thinking and modified tasks requiring problem-solving and originality.

3.4 Data Analysis

The collected data were processed through statistical methods, including correlation analysis, regression analysis, and factor analysis, to identify the relationship between psychological determinants and the formation of professional skills. Qualitative data were coded and thematically analyzed, which allowed for triangulation of findings and deeper interpretation of the phenomenon under study.

3.5 Ethical Considerations

All participants were informed of the research objectives, and voluntary participation was ensured. Ethical principles of confidentiality, respect for personal data, and non-harm were strictly adhered to.

4. Result and Discussion

The findings of the study reveal that the development of professional skills in future preschool education staff is a multidimensional process influenced by a wide range of psychological determinants. Motivation emerged as one of the strongest predictors of professional readiness. Students with high intrinsic motivation, driven by interest in child development and pedagogical creativity, demonstrated greater levels of initiative, independence, and responsibility. This supports the theoretical assumptions of Bandura's social cognitive theory, which emphasizes the role of self-efficacy in shaping behavior and performance. Another significant determinant identified was emotional intelligence, which played a central role in the quality of communication and the ability to establish empathetic relationships with children and their parents. Teachers and students with higher levels of emotional awareness and regulation were more effective in conflict resolution, fostering trust, and creating supportive learning environments. These results align with Goleman's framework, reinforcing the necessity of integrating emotional training into the preparation of preschool educators.

The role of creative thinking and cognitive flexibility was also highlighted in the research. Participants who demonstrated high levels of creativity were more adaptive in responding to unexpected challenges in pedagogical practice, showing greater innovation in instructional strategies. This finding resonates with Piaget's theory of cognitive development, which views flexibility of thought as an essential

element of problem-solving and adaptation in dynamic educational contexts. Furthermore, the study confirmed that communicative competence serves as a bridge between professional knowledge and practical application. Effective communication skills were not limited to verbal interaction but also encompassed non-verbal expressions, active listening, and the ability to interpret children's emotional states. These skills, when combined with empathy, formed an integrative model of "hard" and "self skills" that ensure holistic professional development.

An important dimension of the discussion concerns the integration of personal qualities with professional skills. Responsibility, independence, initiative, and social activity were not simply additional attributes but acted as mediators in the process of skill formation. The interplay between volitional qualities and suggestive abilities created a strong psychological foundation for professional resilience. The research also highlights the dynamic character of professional skill development. It is not a linear process but rather a dialectical one, shaped by continuous interaction between external educational requirements and internal psychological resources. Professional motivation, reinforced by interpersonal influences, was shown to intensify communicative abilities and creativity, thereby enhancing pedagogical effectiveness.

Finally, the findings underscore the necessity of strengthening cognitive, emotional, and motivational factors to cultivate professional skills in future preschool education staff. The development of flexible thinking, positivity in communication, and the capacity to understand others' emotions were proven to be directly related to the localization of volitional strength. This suggests that psychological determinants should be considered not as separate variables but as interconnected components of an integrated developmental system. The development of professional skills among future preschool education staff is influenced not only by individual psychological traits but also by the broader socio-cultural environment in which educators are trained and work. Cross-cultural studies indicate that cultural norms and societal expectations play a decisive role in shaping the qualities required of preschool teachers. In collectivist contexts, interpersonal harmony, empathy, and collaborative behavior are emphasized, while in more individualistic societies, creativity, independence, and initiative are more highly valued. This illustrates that psychological determinants of professional growth are not universal but are deeply embedded within the cultural and institutional framework of education. Another important aspect in modern times is the impact of digitalization on early childhood education. The rapid introduction of digital technologies has reshaped teaching practices, requiring educators to develop digital literacy, adaptability, and creativity as part of their professional skillset. Teachers with strong cognitive flexibility and openness to innovation tend to integrate digital tools more effectively, whereas resistance to change often hampers professional development. Thus, adaptability and readiness for technological transformation are becoming new psychological determinants of professionalism.

Professional resilience and the ability to manage stress also emerge as crucial factors in sustaining long-term effectiveness. The preschool environment is emotionally demanding, as educators must balance the diverse needs of children, parental expectations, and administrative requirements. Research on teacher burnout confirms that stress management, psychological well-being, and positive coping strategies directly influence the stability of professional competencies. Educators with higher resilience, mindfulness, and emotional self-regulation maintain greater levels of professional performance and satisfaction. Equally significant is the formation of professional identity. Professional identity is shaped by how educators perceive their role, internalize professional values, and align their personal goals with institutional expectations. A well-established professional identity fosters stronger motivation, higher commitment, and a continuous pursuit of professional excellence. In contrast, a weak or fragmented identity may result in role conflicts and reduced job performance. Alongside identity, collaborative competence is indispensable, as preschool education requires teamwork and cooperation among colleagues, parents, and communities. Effective communication, trust, and conflict resolution skills contribute to collective success and enhance individual professional development.

Reflective practice is another determinant that contributes to long-term growth. The ability to critically analyze one's experiences, evaluate decisions, and reconsider teaching methods enables educators to develop self-awareness and metacognitive skills. Those who consistently practice reflection, whether

through journaling, peer discussions, or self-assessment, demonstrate faster professional growth and greater adaptability to changing conditions in education. This practice fosters lifelong learning, which is essential in a field that evolves rapidly. The integration of psychological theories into teacher training further enriches the process of skill development. Constructivist theories emphasize the active and social nature of learning; humanistic approaches highlight empathy, self-actualization, and personal growth; while behaviorist and social-cognitive frameworks underline the importance of reinforcement, modeling, and observation. When combined, these perspectives provide a holistic framework for developing teacher training programs that cultivate both technical skills and psychological resources.

Looking to the future, research in this area must expand into several directions. Longitudinal studies are needed to trace how psychological determinants evolve throughout the professional trajectory of preschool educators. Neuroscientific approaches could also offer insights into the brain-based mechanisms that underlie professional learning and adaptation. Cross-national comparative studies would reveal differences and similarities across education systems, highlighting how cultural and institutional factors shape skill development. In addition, gender-related issues should be examined, given that preschool education remains predominantly female in many societies, which raises questions about gendered expectations and their influence on professional identity and skills. In summary, the process of professional skill formation among future preschool education staff is multifaceted, context-dependent, and dynamic. It involves not only knowledge acquisition but also the integration of motivation, emotional intelligence, creativity, resilience, reflective practice, and socio-cultural adaptation. These psychological determinants provide the foundation for effective professional readiness and ensure that preschool educators are capable of responding to the complex challenges of contemporary education.

5. Conclusion

5.1 Conclusion

The conducted research provides comprehensive insights into the psychological determinants of developing professional skills among future preschool education staff. The results confirm that professional growth in preschool educators is not limited to the acquisition of theoretical knowledge or technical expertise but is deeply rooted in motivational, cognitive, emotional, and communicative factors. The study demonstrates that motivation plays a decisive role in shaping responsibility, independence, and readiness for professional activity, while creative thinking enhances initiative, innovation, and goal orientation. Emotional intelligence, particularly empathy and self-regulation, was found to be essential for building effective relationships with children and their parents, fostering trust, and ensuring a supportive learning environment. Communicative competence emerged as a critical bridge between knowledge and practice, enabling educators to effectively convey information, interpret non-verbal cues, and adapt to diverse social contexts. The integration of “hard skills” and “self skills” was shown to provide a balanced model of professional preparedness, ensuring that preschool teachers can effectively combine technical proficiency with human-centered qualities.

The findings also reveal that the formation of professional skills in preschool education staff is a dynamic and multidimensional process, conditioned by both external educational requirements and internal psychological resources. The synergy between volitional qualities, personal attributes, and suggestive abilities fosters resilience and adaptability in professional practice. Furthermore, the research underscores the importance of strengthening cognitive, motivational, and emotional determinants, as they directly contribute to the development of flexible thinking, positive communication, and the capacity to understand others' emotions. Overall, the study highlights that the effectiveness of preschool education depends largely on the holistic development of its staff. The integration of psychological determinants into teacher training programs can enhance professional readiness, improve pedagogical practices, and ultimately contribute to the well-rounded development of children. Thus, the findings have both theoretical and practical implications, offering valuable recommendations for policy makers, educators, and researchers aiming to improve the quality of preschool education and teacher preparation systems.

5.2 Suggestion

Based on the findings of this study, several recommendations can be made to strengthen the development of professional skills among future preschool education staff. First, teacher training institutions should place greater emphasis on integrating psychological determinants into curricula. This requires not only the transfer of theoretical knowledge but also the creation of environments that foster motivation, emotional intelligence, and communicative competence. Training modules that include reflective practices, role-playing, and simulation of classroom scenarios will allow future educators to develop flexibility of thinking and readiness for real pedagogical challenges. Second, policy makers and educational authorities are encouraged to design and implement professional development programs that address both “hard skills” and “self skills.” Continuous professional development (CPD) opportunities should be tailored to enhance resilience, empathy, and creative thinking while also ensuring mastery of modern teaching methodologies. Special attention must be given to supporting teachers in adapting to digital innovations, as preschool education increasingly relies on technology-assisted learning environments.

Third, schools and preschool institutions should prioritize the creation of supportive organizational cultures. Mentorship programs, peer collaboration, and professional communities of practice can strengthen teamwork and help novice educators transition more smoothly into professional roles. Institutions should also provide psychological support and resources for stress management, recognizing that the well-being of teachers is directly linked to the quality of education provided to children. Finally, future researchers are recommended to expand on the conceptual framework of this study by conducting empirical investigations using longitudinal and cross-cultural approaches. This would provide deeper insights into how motivational, cognitive, emotional, and communicative factors interact across different educational contexts and cultural settings. Such studies will enrich the theoretical foundation of preschool education and guide the development of more effective teacher training policies and practices. In summary, a comprehensive and systemic approach that combines educational policy, institutional support, and individual development is crucial to fostering highly competent and resilient preschool educators.

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