

TYPOLOGICAL PROFILES OF TEACHER PERSONALITY: A FRAMEWORK FOR REFLECTIVE PROFESSIONAL PRACTICE

Mirzayeva Mavluda Akramovna

Chirchik State Pedagogical University, Department of Psychology

Basic doctoral student

ORCID ID: <https://orcid.org/0009-0004-3782-3788>

e-mail: Mavludaxonakramovna@gmail.com Phone number: +998 94 606-79-90

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Annotation: This article proposes a framework for understanding typological characteristics of a modern school teacher's personality as a basis for reflective professional practice, and explains why a typological perspective remains practically important for contemporary education. The study interprets "teacher personality typology" as an integrative description of relatively stable traits, motivational orientations, emotional-regulatory patterns, and communication styles that influence pedagogical decisions, classroom climate, and professional resilience. Drawing on widely used personality frameworks (trait approaches, temperament concepts, and socio-cognitive perspectives), the paper proposes a structured view of typological profiles relevant to school practice: learner-centered facilitator, structured organizer, emotionally responsive mentor, reflective analyst, and innovation-oriented change agent. Rather than serving as a diagnostic or classificatory instrument, the typology is deliberately framed as a reflective tool: it offers teachers a structured language for examining their own dominant patterns, strengths, and risk zones. The article argues that typological differences are not "good or bad" in themselves; their educational value depends on professional competencies, ethical standards, and the match between teacher style, student needs, and school context. Practical implications for teacher education and professional development include structured self-reflection and guided self-assessment, individualized training trajectories, communication skills, self-regulation strategies, and the prevention of professional burnout. The paper concludes that cultivating reflective professional practice through typological self-awareness can support evidence-informed mentoring and align teaching styles with contemporary competency-based and inclusive education goals, while maintaining respect for individual differences.

Keywords: teacher personality, typology, temperament, personality traits, Big Five, professional identity, communication style, self-regulation, classroom climate, teacher effectiveness, burnout prevention, teacher education, reflective practice.

Аннотация: В данной статье предлагается концептуальная основа для понимания типологических характеристик личности современного школьного учителя как основы для рефлексивной профессиональной практики, а также объясняется, почему типологическая перспектива остается практически важной для современного образования. В исследовании «типология личности учителя» интерпретируется как интегративное описание относительно стабильных черт, мотивационных ориентаций, моделей эмоциональной регуляции и стилей общения, которые влияют на педагогические решения, атмосферу в классе и профессиональную устойчивость. Опираясь на широко используемые концепции личности (подходы, основанные на чертах характера, концепции темперамента и социально-когнитивные перспективы), в статье предлагается структурированное представление типологических профилей, актуальных для школьной практики: ориентированный на ученика фасилитатор, структурированный организатор, эмоционально отзывчивый наставник, рефлексивный аналитик и агент изменений, ориентированный на инновации. Вместо того чтобы служить диагностическим или классификационным инструментом, типология намеренно рассматривается как инструмент рефлексии: она предлагает учителям структурированный язык для изучения собственных доминирующих моделей, сильных сторон и зон риска. В статье утверждается, что типологические различия сами по себе не являются «хорошими или плохими»; их образовательная ценность зависит от профессиональных компетенций, этических стандартов и соответствия стиля преподавания, потребностей учащихся и школьного контекста. Практические последствия для педагогического образования и профессионального развития включают структурированную саморефлексию и управляемую самооценку, индивидуальные траектории обучения, навыки общения, стратегии саморегуляции и профилактику профессионального выгорания. В заключение статьи говорится, что развитие рефлексивной профессиональной практики посредством типологического самосознания

может способствовать наставничеству, основанному на фактических данных, и согласовывать стили преподавания с современными целями компетентностного и инклюзивного образования, сохраняя при этом уважение к индивидуальным различиям.

Ключевые слова: личность учителя, типология, темперамент, черты личности, Большая пятерка, профессиональная идентичность, стиль общения; саморегуляция, атмосфера в классе, эффективность учителя, профилактика выгорания, педагогическое образование, рефлексивная практика.

Annotatsiya: Ushbu maqola zamonaviy maktab o'qituvchisi shaxsining tipologik xususiyatlarini refleksiv professional amaliyot uchun asos sifatida tushunish uchun asos taklif qiladi va tipologik nuqtai nazar zamonaviy ta'lim uchun nima uchun amaliy jihatdan muhim bo'lib qolishini tushuntiradi. Tadqiqotda "o'qituvchi shaxsi tipologiyasi" pedagogik qarorlarga, sinf muhitiga va professional barqarorlikka ta'sir qiluvchi nisbatan barqaror xususiyatlar, motivatsion yo'nalishlar, hissiy-tartibga solish naqshlari va muloqot uslublarining integrativ tavsifi sifatida talqin qilinadi. Keng qo'llaniladigan shaxsiyat doiralarga (xususiyat yondashuvlari, temperament tushunchalari va ijtimoiy-kognitiv nuqtai nazarlar) tayanib, maqola maktab amaliyotiga tegishli tipologik profillarning strukturaviy ko'rinishini taklif qiladi: o'quvchiga yo'naltirilgan fasilitator, strukturaviy tashkilotchi, hissiy jihatdan sezgir ustoz, refleksiv tahlilchi va innovatsiyaga yo'naltirilgan o'zgarish agenti. Tipologiya diagnostika yoki tasniflash vositasi sifatida xizmat qilish o'rniga, ataylab aks ettiruvchi vosita sifatida shakllantirilgan: u o'qituvchilarga o'zlarining dominant naqshlari, kuchli tomonlari va xavf zonalarini o'rganish uchun strukturaviy tilni taklif qiladi. Maqolada tipologik farqlarning o'zi "yaxshi yoki yomon" emasligi ta'kidlangan; ularning ta'lim qiymati professional kompetentsiyalarga, axloqiy standartlarga va o'qituvchi uslubi, o'quvchilar ehtiyojlari va maktab konteksti o'rtasidagi moslikka bog'liq. O'qituvchilarni tayyorlash va kasbiy rivojlanishi uchun amaliy oqibatlariga tizimli o'zini o'zi tahlil qilish va boshqariladigan o'zini o'zi baholash, individual o'qitish yo'nalishlari, muloqot qobiliyatlari, o'zini o'zi boshqarish strategiyalari va professional charchoqning oldini olish kiradi. Maqolada tipologik o'zini o'zi anglash orqali refleksiv professional amaliyotni rivojlantirish dalillarga asoslangan ustozlikni qo'llab-quvvatlashi va o'qitish uslublarini zamonaviy kompetensiyaga asoslangan va inklyuziv ta'lim maqsadlariga moslashtirishi, shu bilan birga individual farqlarga hurmatni saqlab qolishi mumkinligi haqida xulosa qilinadi.

Kalit so'zlar: o'qituvchi shaxsiyati, tipologiya, temperament, shaxsiy xususiyatlar, Katta beshlik, professional o'ziga xoslik, muloqot uslubi, o'zini o'zi boshqarish, sinf muhiti, o'qituvchi samaradorligi, charchoqning oldini olish, o'qituvchilarni o'qitish, refleksiv amaliyot.

Introduction: In contemporary schooling, the teacher's role has expanded far beyond the transmission of subject knowledge. Teachers are expected to design learner-centered environments, manage diverse classrooms, implement competency-based approaches, communicate effectively with parents and colleagues, and remain psychologically resilient under constant change. In this context, the teacher's personality is no longer a “private matter” but a professional resource that influences instructional decisions, the emotional tone, and the classroom climate. A typological perspective helps to describe stable patterns of professional behavior in a structured way, making it easier to support teachers through mentoring, training, and self-development.

The notion of “typological characteristics” is used here to refer to an organized set of individual differences that shape how a teacher tends to perceive educational situations, regulate emotions, choose interaction strategies, and respond to stress. Importantly, typology is not intended to label people rigidly. Rather, it provides a language for reflection: different profiles can be effective when they are balanced by pedagogical competence, ethical responsibility, and contextual sensitivity. A teacher's success is often determined not by having a single “ideal type,” but by the ability to adapt style to learners and learning goals.

Theoretical background: Typological thinking in psychology has a long tradition. Classical temperament approaches (e.g., the idea that individuals differ in baseline emotional reactivity and energy) describe relatively stable features that may influence pacing of instruction, tolerance to ambiguity, and responsiveness to classroom stressors. Trait perspectives, including the widely used Big Five model, provide a robust descriptive framework for personality differences relevant to educational practice: openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability (low neuroticism). In professional contexts, these traits may be associated with planning and organization

(conscientiousness), collaborative style (agreeableness), communication and leadership tendencies (extraversion), innovative teaching (openness), and stress tolerance (emotional stability).

At the same time, socio-cognitive perspectives emphasize that professional behavior is shaped not only by traits but also by beliefs, goals, and self-efficacy. For teachers, self-efficacy (the belief in one's ability to manage teaching tasks) is particularly important: it affects persistence, classroom management, and willingness to try new methods. Motivation theories also matter. A teacher may be driven by intrinsic interest in helping students grow, by professional recognition, or by a sense of duty. These motives influence pedagogical choices and the emotional tone of teacher–student interaction.

Therefore, an integrative typological view is most useful when it combines: (a) stable traits and temperament, (b) motivational orientations, (c) self-regulation and coping patterns, (d) communication style and professional identity. Such a view allows teacher education to move beyond general advice (“be more patient,” “be more creative”) and toward individualized development strategies.

Typological profiles of a modern teacher: Based on the integrative approach described above, several profiles can be outlined for practical use. These profiles are not mutually exclusive; in real professional life, many teachers show mixed patterns, and the same person can behave differently across contexts (e.g., different grades, subjects, or school cultures). The value of profiles lies in making dominant tendencies visible for reflection.

Typological profile 1 — Learner-centered facilitator: This teacher prioritizes student autonomy, active learning, dialogue, and a supportive classroom atmosphere. The facilitator often demonstrates high agreeableness and openness, as well as a strong orientation to students' psychological needs. Strengths include trust-building, inclusive communication, and the ability to motivate diverse learners. Risks may include insufficient structure when time constraints are high, or emotional fatigue if boundaries are not maintained. Professional development focus: balancing warmth with clear routines, evidence-based differentiation, and sustainable emotional self-regulation.

Typological profile 2 — Structured organizer: This teacher relies on clarity, routines, explicit expectations, and careful lesson planning. The organizer often shows high conscientiousness, strong responsibility, and a preference for predictability. Strengths include stable classroom management, efficient time use, and clear assessment standards. Risks may include reduced flexibility in rapidly changing situations and potential difficulty in implementing open-ended student projects. Professional development focus: adaptive planning, formative assessment, and communication strategies that keep structure while supporting creativity.

Typological profile 3 — Emotionally responsive mentor: This teacher is highly sensitive to students' emotional states and aims to provide psychological safety and moral support. Strengths include early recognition of student distress, strong relational trust, and a caring school climate. Risks include over-involvement, blurred boundaries, and vulnerability to burnout, especially in contexts with high social demands. Professional development focus: boundary-setting, referral skills (knowing when and how to involve school psychologists), and coping strategies for chronic emotional load.

Typological profile 4 — Reflective analyst: This teacher emphasizes evidence, diagnosis of learning difficulties, and thoughtful adaptation of instruction. The reflective analyst tends to collect information, evaluate outcomes, and refine methods. Strengths include analytical lesson design, attention to learning mechanisms, and a research-informed mindset. Risks may include slower decision-making in fast-paced classroom moments or reduced emotional expressiveness that some students need. Professional development focus: interactive communication, quick formative checks, and balancing analysis with immediacy.

Typological profile 5 — Innovation-oriented change agent: This teacher actively experiments with new technologies, pedagogical innovations, and creative projects. Strengths include modernization of learning formats, enthusiasm, and the ability to inspire students. Risks include innovation overload, inconsistent routines, or conflict with conservative organizational cultures. Professional development focus: aligning innovation with curriculum goals, managing change responsibly, and ensuring accessibility and inclusivity.

Pedagogical implications and recommendations: A typological approach becomes practically useful when it is translated into concrete professional actions.

First, it supports diagnostic reflection. Teacher education programs can include structured self-assessment tools and supervised reflection sessions, where teachers learn to describe their dominant

interaction patterns without self-stigmatization. The goal is not to “fit into one type,” but to understand one’s strengths and risk zones.

Second, typology can inform individualized professional development trajectories. For example, an organizer may benefit from training in dialogic teaching and creative project design, while a facilitator may need stronger assessment literacy and time management strategies. A mentor may require burnout prevention and boundary-setting skills, while a change agent may need training in evidence-based innovation and classroom consistency.

Third, typology helps mentoring and leadership. School mentors can adapt support strategies: structured feedback for some teachers, emotional support and resilience coaching for others, or autonomy-supportive guidance for innovation-oriented teachers. Importantly, leadership should avoid “one-size-fits-all” evaluation criteria. A fair evaluation considers whether the teaching style supports learning outcomes and student well-being within the curriculum and in line with ethical standards.

Fourth, typology relates to classroom climate and inclusive education. In inclusive classrooms, flexibility and emotional regulation are key. Teachers with different profiles can succeed if they develop complementary competencies: structured organizers can support predictability for students who need it, while facilitators and mentors can support psychological safety. A reflective analyst may provide careful learning diagnostics, and a change agent may implement assistive technologies. The school’s task is to ensure that professional collaboration combines these strengths.

Fifth, typology is relevant to burnout prevention. Burnout is often associated with chronic stress, emotional exhaustion, and reduced professional efficacy. Different profiles exhibit different vulnerability patterns: mentors may be emotionally overextended; organizers may be stressed by chaos and ambiguity; change agents may burn out from overcommitment. Preventive strategies include workload management, peer support, realistic goal-setting, and development of self-efficacy through achievable professional growth steps.

Limitations: This article provides a conceptual review rather than empirical measurement. Typological descriptions can oversimplify complex professional realities if applied rigidly. Therefore, typology should be used as a reflective tool combined with professional observation, ethical standards, and continuous competence development. Future research may operationalize the proposed profiles for local educational contexts, including culturally relevant norms of teacher–student interaction and institutional constraints.

Conclusion: Typological characteristics of a modern school teacher’s personality influence instructional choices, classroom climate, communication style, and professional resilience. A typological approach is valuable not because it classifies teachers, but because it supports structured reflection and individualized professional development. The educational effectiveness of any profile depends on competencies, ethics, and contextual fit. Therefore, teacher education and school leadership can use typological analysis to personalize mentoring, strengthen self-regulation and communication skills, and implement burnout-prevention strategies. In modern schools facing rapid social and technological change, such an approach supports both teacher well-being and student development.

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