BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

PSYCHOLOGICAL DETERMINANTS OF DEVELOPING SUPERVISORY COMPETENCE IN FUTURE ENGLISH LANGUAGE TEACHERS

Mirzayeva Muhayyo Ruziyevna
Teacher of Asia International University

Abstract. This study explores the psychological determinants that contribute to the development of supervisory competence in future English language teachers. The research focuses on key psychological constructs, including motivation, self-efficacy, reflective thinking, emotional intelligence, and professional identity formation. A qualitative research design was employed based on literature review and theoretical synthesis. The findings indicate that supervisory competence is strongly influenced by the integration of these psychological factors, which collectively shape teachers' readiness for classroom management, learner guidance, and professional decision-making. The study concludes that strengthening psychological components within teacher education programs is essential for developing effective supervisory competence in pre-service teachers.

Keywords: Psychological determinants; supervisory competence; English language teachers; self-efficacy; motivation; reflective thinking; emotional intelligence; teacher education.

Introduction. Supervisory competence is a critical component of professional development for future English language teachers, as it reflects the ability to guide, monitor, and support learners effectively in educational contexts. In contemporary pedagogy, teachers are expected not only to deliver subject knowledge but also to act as facilitators and supervisors of learning processes.

The development of supervisory competence is closely connected to psychological determinants that shape teachers' attitudes, beliefs, and behaviors. These include motivation, self-efficacy, emotional intelligence, reflective thinking, and professional identity formation. Understanding how these factors interact is essential for improving teacher education programs and ensuring the preparedness of future educators.

The purpose of this study is to examine the psychological determinants that influence the development of supervisory competence in future English language teachers.

Methods. This study employed a qualitative research design based on theoretical and conceptual analysis. Data were collected through an extensive review of academic literature, including peer-reviewed journal articles, books, and established theoretical frameworks in educational psychology and teacher education.

The research followed three analytical procedures: literature analysis, comparative interpretation, and thematic synthesis. These methods were used to identify and categorize psychological determinants relevant to supervisory competence development. No empirical or experimental data were collected. Instead, the study focused on synthesizing existing theoretical knowledge to develop an integrated understanding of the topic.

Results. The findings of the study reveal that supervisory competence in future English language teachers is shaped by a set of interrelated psychological determinants. Motivation was identified as the primary driving force that initiates engagement in professional development. Pre-service teachers with strong intrinsic motivation demonstrate a higher level of commitment to improving their supervisory skills and are more likely to perceive teaching as a long-term professional responsibility.

Self-efficacy emerged as another critical factor influencing supervisory competence. Individuals with higher levels of self-efficacy exhibit greater confidence in classroom management, decision-making, and learner supervision. This psychological belief system enhances their ability to handle complex pedagogical situations effectively.

Reflective thinking plays a significant role in continuous professional improvement. Teachers who engage in systematic reflection are able to critically evaluate their teaching practices, identify weaknesses, and implement targeted improvements. Emotional intelligence contributes to effective interpersonal communication, emotional regulation, and the creation of a supportive classroom environment.

In addition, the analysis revealed that collaborative learning environments significantly enhance the development of supervisory competence among future English language teachers. When pre-service teachers engage in peer interaction, group discussions, and cooperative teaching activities, they are more likely to develop critical supervisory skills such as feedback delivery, classroom observation, and instructional support. These collaborative experiences provide opportunities for social learning, where individuals observe, evaluate, and adapt effective supervisory behaviors demonstrated by their peers. As a result, the presence of a supportive academic environment not only strengthens psychological readiness but also facilitates the practical application of supervisory competence in real or simulated teaching contexts.

Finally, professional identity formation acts as an integrative determinant that consolidates all other psychological factors. Teachers who strongly identify with their professional role are more likely to demonstrate consistent supervisory behavior and long-term commitment to educational development.

Discussion. The findings suggest that supervisory competence is not solely a pedagogical or methodological skill but a psychologically grounded construct. The development of this competence depends on the dynamic interaction between motivation, self-efficacy, emotional intelligence, reflective thinking, and professional identity formation.

Motivation serves as the initial catalyst for engagement in professional learning, while self-efficacy strengthens persistence and confidence in supervisory tasks. Emotional intelligence enhances teachers' ability to manage classroom relationships and respond effectively to learners' emotional and academic needs. Reflective thinking functions as a continuous improvement mechanism that allows teachers to refine their supervisory practices over time.

Moreover, professional identity formation integrates these psychological determinants into a unified professional framework. When pre-service teachers perceive themselves as competent supervisors and educational leaders, their behavioral and cognitive engagement in teaching tasks becomes more effective and consistent. It is important to emphasize that the effectiveness of psychological determinants in developing supervisory competence is highly dependent on the quality of teacher education environments. Institutional support, mentoring systems, and structured pedagogical training significantly influence how these psychological factors are activated and sustained. In particular, the presence of experienced mentors and reflective supervision practices creates a learning atmosphere in which pre-service teachers can safely experiment with supervisory roles, receive constructive feedback, and gradually build professional confidence. This suggests that psychological determinants do not operate in isolation, but are continuously shaped and reinforced by the surrounding educational context.

Overall, the results highlight the necessity of incorporating psychological development strategies into teacher education programs. Strengthening these determinants can significantly enhance the supervisory competence of future English language teachers.

Conclusion. This study concludes that psychological determinants play a fundamental role in the development of supervisory competence among future English language teachers. Motivation, self-efficacy, reflective thinking, emotional intelligence, and professional identity collectively shape teachers' readiness for supervisory roles.

The integration of psychological training into teacher education curricula is essential for preparing competent and reflective educators. Future research should focus on empirical validation of these findings through classroom-based studies and longitudinal designs.

References

1. Bandura, A. (1997). Self-efficacy: The exercise of control. Freeman.
2. Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Lawrence Erlbaum.
3. Goleman, D. (1995). Emotional intelligence. Bantam Books.
4. Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
5. Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783–805.