



Received: 08 Nov 2025

Accepted: 15 Dec 2025

Characteristic Features of Teachers' Pedagogical Activities

Kifayet Huseynova¹, Aide Novruzova²

¹Nakhchivan State University, Faculty of Pedagogy, Nakhchivan, Azerbaijan, e-mail: nurv7487@gmail.com,
ORCID: <https://orcid.org/0009-0004-9716-2459>

²Nakhchivan State University, Department of Orchestral Instruments and Conducting, Nakhchivan, Azerbaijan, e-mail: aidenovruzova@mail.ru, ORCID: <https://orcid.org/0009-0007-1625-2770>

Corresponding Author: Kifayet Huseynova, Nakhchivan, Azerbaijan,

Abstract

It is well known that the teaching profession is a sacred and responsible profession. In today's world, the teaching profession is considered as a multi-sectoral and multidimensional process. In the education and training process, the teacher ensures the development of thought in students by using new pedagogical technologies. Of course, the main factors that improve education are the competence and skills of the teacher. Every teacher should love their profession and be able to penetrate the inner world of children. He is a teacher, educator and teacher. A teacher works hard to educate and develop the younger generation in the process of professional effectiveness. A teacher must be fair, logical and consistent. A teacher must be honest, disciplined, enterprising, hardworking, and not abuse their professional duties and authority. A teacher should be able to use the acquired knowledge and skills correctly and transfer them effectively to students. "The formation of a modern teacher's personality, their comprehensive development, and their support for the younger generation constitute one of the most pressing issues of our time. Every teacher must strengthen their professional reputation and preserve their honor and dignity. A teacher is someone who chooses the most demanding, challenging, and difficult path. A teacher, who holds a sacred profession, is distinguished by loyalty, patience, knowledge, spiritual depth, and dedication. The future belongs to the youth, and that future is shaped by teachers. The teacher's noble, honorable, and sacred craft earns them respect at all times and in all places; for every teacher is not only an excellent practitioner of their profession but also the architect and builder of their students' spiritual world.

Keywords: Student, teacher, activity, pedagogy, idea, moral, professional, private

Introduction

The teacher has always been one of the most respected, hardworking and valued people in society. A teacher should always engage students with their way of speaking, their behavior, the tools and methods they choose during teaching, and their passion for teaching. To the question "What does it mean to be the best teacher?", the famous pedagogue Sukhomlinsky said, "First of all, he is a person who loves children, is happy to communicate with them, and believes that every child can be a good person. The duty of every teacher is to work diligently with children and encourage them." (Huseynova, 2024, p.1).

Teaching is one of the most rewarding, challenging, and demanding tasks. A rapidly changing and developing society creates a great need for the education and professionalism level of teachers (İlyasov, 2018, p. 8). The successful implementation of the characteristic features of pedagogical professional activity requires each teacher not only to have a deep knowledge of nature and society, but also to possess many important qualities thanks to high self-confidence



Huseynova, K., & Novruzova, A. (2025). Characteristic features of teachers' pedagogical activities. *Anatolian Turkish Journal of Education*, 7(2), 394-402. <https://doi.org/0000/ated/00.00.00>



and ideology. A teacher should set an example for his students with his behavior and attitudes, and have a high level of culture and morality (Piriyeva & Memmedova, 2024). There are many important talents in the teacher's career. In this case, academic ability, teaching ability, communication ability, willpower-emotional ability have an important place in the effectiveness of the teacher. A teacher acquires these abilities through hard work. The teacher must be able to observe and analyze pedagogical problems and identify the best solutions.

The Art of Teaching and Its Key Features

The main activity of the teacher is a special area of our social life. A person working in such a field must be morally clean and honest. The target of school teaching work is the growing and developing child, adolescent and youth. A child is a constantly evolving being. In the true sense of the word, it is impossible to approach it without knowing the laws of development, psychological and biological features. The child has his own characteristics. Knowledge of these laws is very important for the teacher. First of all, we need to know what the goal of education is. The object of education is human. In this entity, the source of knowledge, the hotbed of emotions, the treasure trove of memory, the brain that controls the entire human body is very complex. It is understood from this that the object of educational activity is an actively developing being, that is, the child. Parents should be safe and secure when they entrust their children to their teachers (Mirzayev & Rustamova, 2012).

Pedagogue Talibov (1998) wrote that one of the main features that distinguishes the profession of a teacher from other professions is the dynamic nature of its object of activity. A modern teacher should be chosen for his professional ability, academic effectiveness, communication style and will-emotional characteristics. A teacher's personality has a profound impact on mental health. Moral beliefs are shaped under the influence of certain social, political and cultural factors. It can be concluded that the process of formation of moral relationships is a dynamic, dialectical, long-term and labor-intensive process. The teacher-student relationship plays an important role in this process. This is the teacher's attitude towards morality. He is one of the leading figures in the education and upbringing of our youth (p. 10).

It is well known that the most knowledgeable and well-equipped teacher raises successful children, while the weakest teacher gives inadequate results. It is clear that the current teacher has a great responsibility. The teacher is always sacred. He works closely with both students and parents and tries to do his job properly. Furthermore, it is important to remember that parents have a role to play in their child's development. Wherever your child is, they should be properly educated at home, kindergarten and school. Makarenko (1951) about education; "Education must always take place. Even if you are not at home, the environment and atmosphere your child is in should have a positive effect on him."

A modern teacher must be very careful and responsible in the teaching process. Ethics plays an important role in the formation of a modern teacher. The idea of ethics has been known to us since ancient times. Since ancient times, the Azerbaijani people have put forward educational, moral and ethical ideas in folklore, epics, fairy tales and proverbs. Hashimov (1970) said, "The first source of the pedagogical idea is the masses of the people. Because the intelligence, high human feelings and historical leadership of the hardworking masses of the people are clearly reflected in our folklore." (p. 17). It states as follows.

The work of a teacher has its own characteristics. These characteristics are: (a) A teacher has devoted his life to the future of the people; (b) Teaching is a complex and challenging task, and it is unacceptable to make mistakes; (c) The teaching process is complex and variable; (d) The teacher is a creative worker; because it cannot do it mechanically. It has its own ethical and moral theory (Hashimov, 1970; p. 20).

Teachers' ethical standards are guided by several internationally recognized frameworks. The UNESCO Recommendation concerning the Status of Teachers (1966) represents the first comprehensive international document defining teacher rights and responsibilities. This document emphasizes teachers' professional autonomy, academic freedom, continuous professional development, and ethical responsibilities toward students (Campbell, 2003). The Council of Europe's teacher competencies framework centers on democratic culture, human rights, and pluralistic values. These standards highlight teachers' responsibility to create inclusive educational environments, combat discrimination, and respect the rights of all students (Carr, 2000).

Education International, as the global umbrella organization for teacher unions, has established principles of teacher ethics. These principles include professional integrity, prioritizing student welfare, collaboration with colleagues, and responsibility to society (Campbell, 2003). The OECD's framework for teacher professionalism recognizes knowledge-based practice, autonomy, peer evaluation, and continuous learning as fundamental ethical standards (Carr, 2000).

Pedagogical Activities of the Teacher and Teacher Ethics

The pedagogical effectiveness of the teacher and the issue of teacher ethics have been examined from a wide variety of perspectives. Special attention was paid to the teacher-student relationship and a humanist ideal of the teacher was created. A modern teacher should not forget about the rules of pedagogical ethics throughout the entire lesson, treat children humanely and take into account the individual characteristics of students. Children from different backgrounds gather in a classroom. Children with different personalities need to adapt to each other with the help of the teacher. Much depends on the attitude and ethical behavior of the teacher (Huseynova, 2024). A teacher should be knowledgeable enough to explain the subject matter to students and develop them comprehensively. A teacher must put good before evil, treat everyone the same, understand and encourage the student in certain situations.

Teachers should encourage their students to succeed in their disciplines. A modern teacher has a lot of responsibilities. It is the teacher's job to light the hidden spark within every child and inspire them. Every child has hidden potential in their mind, thought and heart. Only the teacher can reveal it. All this has been verified by well-known teachers. With the help of a pedagogical approach, it is possible to identify the needs of each child.

S.A. Sirvani, A. Bakikhanov, K.D. Ushinsky, M.F. Sidgi, A.S. Makarenko, N. Narimanov, V.A. Sukhomlinsky, L. Tolstoy, A. Herzen, and other pedagogues have stated that pedagogical ethics is the most important education system (Huseynova, 2024). The most important thing is that a teacher has experience in human psychology, but also has the characteristics of an educator and a psychologist. In the modern pedagogical system, the moral relationship between the educator and the educated should be given a great deal of space. First and foremost, it is important for a modern teacher to be aware of the harmony between their words and actions. It is necessary to communicate with children, constantly listen to them, guide them, and light a light of hope in their hearts. Of course, there is no such thing as a bad child, there are children whose behavior is challenging. Communication is a sign of light, while lack of communication is a sign of darkness. Communication increases the teacher's dignity and makes

him ideal.

The Impact of Moral Beliefs

Teaching has a profound impact on the quality of education. Moral beliefs are shaped under the influence of certain social, political and cultural factors. Faith is the trust and belief in one's environment, life and existence. The social environment and family have a profound influence on the formation of moral beliefs. One of the main components of moral belief is moral and scientific knowledge. A person strives to acquire certain scientific knowledge from childhood to the end of his life. By acquiring scientific knowledge, man deeply understands the essence of what is happening in nature and society. Scientific, moral and ethical knowledge helps the teacher to correctly evaluate social and political events and to understand the events that take place on a global scale correctly (Ismikhanov, Bayramov and Valiyeva, 2019; p. 27).

Another component of moral belief is independent thought and action. In the absence of independent activity, it is impossible to fully form spiritual consciousness through the acquisition of scientific, moral and ethical knowledge. Independent work is very complicated. This is because the teacher is constantly on the move. In this case, the teacher does not only observe the events of social life in society, but on the contrary, intervenes and takes action on these events. Being a teacher means being active in all areas of life and walking ahead of the younger generation (Huseynova, 2024).

Another component of moral belief is having moral will. If you don't have willpower, you won't have the courage to face the challenges and obstacles that come your way. In other words, this process requires the power of will. From all this, it follows that moral belief is a conscious activity of human beings based on scientific, moral and ethical knowledge, life experience and sublime feelings (Karimov, 2009). The teaching profession is the mother of all professions; Because the teacher prepares the young generation for life, creates a developed, well-educated personality and raises the children of the country. A teacher always raises people who are ready to sacrifice their lives for their country. Teachers also trained those who managed the economy (Huseynova, 2024).

The Prophet Muhammad (peace be upon him) said: "A teacher is the supreme example of human perfection that arouses deep admiration for the student." For this reason, the teacher is considered the source of scientific and ethical knowledge. A teacher should always love his profession, have a deep understanding of his profession, and always work on his own development. The teacher is a sun, it always shines, illuminates the environment. A teacher should delve into the psychology of children and be interested in their inner world. A modern teacher must lead by example, adhere to principles and at the same time be fair. Teachers assume the most important position in the education system. Teachers not only equip us with scientific knowledge, but also develop the skills to understand life, love and be loved, hope and believe, be strong and brave, be determined and loyal, and be intelligent and self-confident (Ismikhanov, Bayramov, & Valiyeva, 2019; p. 40).

Success or failure in the process of pedagogical professional activity leads to significant changes in the teacher's cognitive and emotional functioning, including alterations in perception, memory, thought processes, attention span, and overall psychological well-being. The cumulative impact of these experiences shapes not only the teacher's professional identity but also their capacity for effective classroom management and student engagement. It is essential to conduct systematic empirical research on several interconnected dimensions: the development of

psychological support services within educational institutions, the psychological mechanisms underlying teacher personality formation, and the profound effects that experiences of success and failure exert on pedagogical effectiveness and teacher motivation. Understanding these dynamics requires a multidisciplinary approach that integrates cognitive psychology, social psychology, and educational sciences. This body of knowledge holds significance that extends beyond theoretical frameworks. It has direct practical implications for fostering positive interpersonal relationships among educational professionals, creating supportive school climates, implementing effective mentoring programs, and developing intervention strategies to prevent teacher burnout. Moreover, such research informs policy decisions regarding teacher training, professional development, and the establishment of mental health support systems within educational organizations (Huseynova, 2024).

The influence of the teaching profession is very strong. Especially in primary schools, students accept the teacher unconditionally, try to fulfill all his duties and find what he says to be the most accurate and intelligent. Teaching has always been one of the most proven and effective methods of education. Leading thinkers, philosophers, pedagogues, and writers have always highly appreciated leading by example and stated that it plays an important role in education. The personal example of the teacher is a literary work, the example of heroes who fought for the independence of our homeland, the example of friends, etc. Each of these factors has a significant impact on children's upbringing. The teacher's personal example and collective upbringing play a significant role in these influences. This is a form of self-discipline that often exerts more influence on the student's personality than the teacher. Collective power is a powerful tool in the hands of the teacher (Ismikhanov, Bayramov, & Valiyeva, 2019; p. 32).

A personality is a person who is socialized and enters into social relationships. The most important aspect of personality is not the physical nature of a person, but his social qualities, which are manifested in his social activities. They do not arise spontaneously; they are formed as a product of the social relations system of the existing society. The concept of "personality" refers exclusively to the social aspect of the human being, being a biosocial being. A teacher is a person who represents high intelligence, a sense of responsibility for one's own behavior, personal honor and other high moral qualities. The most important aspect of a personality is its social and collective activities. A person is born as an individual and gradually develops as a personality. The source of a person's personality is his needs. Need is the motive that motivates a person to act in a certain way and in a certain direction (Mirzayev and Rustamova, 2012).

A teacher should be an observer. An attentive teacher very easily notices who is ready for the lesson, who is not, who has not done their homework, who has done their homework, and knows that students always expect attention, love and respect from their beloved teachers. When they fail to see this, they lose trust in the teacher. Every teacher should treat all their students with respect and not put one before the other. Students should know that their teachers love everyone equally, and being fair is a sign of the teacher's mastery. The level of skill and pedagogical mastery of the teacher is related to the level of development of his abilities, which develop with the acquisition of various knowledge (Alizada and Alizada, 2010).

Love for children should be considered the most important personal and professional characteristic of a teacher, because without it effective pedagogical activity is impossible. The teacher instills a deep sense of respect and care for the Constitution and laws of the Republic of

Azerbaijan, state symbols, history, culture and language, traditions and customs of the Azerbaijani people, national and universal values, society and the environment (Ganizada, 1964).

The teacher always tries to convey the acquired knowledge to the students, explain it to them and give appropriate examples. Students are very impressed with the quality of the materials the teacher offers. Throughout the lesson, both the teacher and the student interact with each other. Just as the teacher teaches the student knowledge, literacy and current information, the teacher learns from the student and thus a mutual dialogue occurs between the teacher and the student (Cabbarova & Babayeva, 2024). In the pedagogical process, the pedagogical competence of the teacher becomes more evident in the teacher-student relationship. The pedagogical competence of the teacher in this relationship is an important source of encouragement and strength to improve the quality of the educational process. A teacher's pedagogical competence forms the basis of his or her pedagogical mastery, and the success of the teacher-student relationship depends on this competence in many respects (Alizada, 2010).

Every teacher has to be an observer. The ability to observe is particularly important in teacher-student relationships and pedagogical skills. Observation is not just about looking. This means studying and understanding the inner world of the student, correctly defining his inner mood, identifying his individual characteristics and approaching it on this basis. It is very easy for an observant teacher to know who is ready for the lesson, who is not, who has done their homework and who has not. Anyone who seems to be listening to the lecture and looks at the teacher's face can realize that their mind is far away (Hashimov, 1970). A teacher should always take care of his creative work. He is an effective teacher who stands out positively on every member of society thanks to his scientific knowledge, perspective, intelligence level, humanitarianism, justice, care and demands (Ismikhanov, Bayramov and Valiyeva, 2019; p. 39). A teacher who always cares about his creative work should remember that he cannot be successful without his personal work.

The teacher must always be creative, observe the principles of ethical behavior in his professional activities and strictly comply with the requirements. A teacher must play an important role in the development of moral and aesthetic education of the younger generation, ensuring that both he and his students adhere to national norms of morality, social behavior, pedagogical and ethics. Every teacher must follow the Code of Ethical Conduct. A modern teacher who follows all these rules works on himself with dignity, gaining the respect and trust of the community (Ilyasov, 2018).

Results

The personal and psychological qualities of the teacher also play an important role in the pedagogical activity process. These may include pedagogical abilities, interests and inclinations of the teacher, character, emotions, strong-willed and intellectual qualities. The formation of the personality of a modern teacher, its comprehensive development and support for the younger generation is one of the most important current issues of our time. Every Azerbaijani teacher is obliged to strengthen his professional reputation and maintain his honor and dignity. The teacher is the person who chooses the most responsible, difficult and arduous path. A teacher with a sacred vocation is chosen for his loyalty, patience, knowledge, richness of spirit and dedication. The future is the work of young people, and the future is the work of teachers.

We are proud of our teachers; They are people who are always working on themselves, looking for new ideas, and we wish them success in this honorable profession. In the case of pedagogical activity, it is understood that it is an activity that aims to educate the younger generation. In other words, it is understood that pedagogical activity implies the implementation of the educational process, educational development and the formation of the student's personality. Pedagogical activities are complex and multifaceted. Depending on the tasks before them, there are types of pedagogical activities, such as teaching, training, organization, self-education, training, retraining, etc. Each has its own unique structure. The honorable work of the teacher has produced many personalities, statesmen, commanders, prominent writers and poets, artists, politicians and scientists. That's why no matter where you are in your life, you can always make a difference in the lives of others. A teacher is rewarded with hearing good news from every student he prepares for life. The noble, honorable and sacred art of the teacher earns him respect always and everywhere; Because every teacher is not only an excellent practitioner of his profession, but also the architect and founder of the spiritual world of his students.

Based on the comprehensive discussion of teachers' personal and psychological qualities and their central role in shaping future generations, several recommendations emerge for enhancing pedagogical effectiveness and supporting teacher development:

Professional Development and Continuous Learning

Educational institutions should establish systematic and ongoing professional development programs that address both the cognitive and emotional dimensions of teaching. These programs must go beyond traditional content knowledge training to include workshops on emotional intelligence, stress management, and reflective practice. Teachers should be encouraged and supported to engage in action research within their own classrooms, fostering a culture of inquiry and continuous improvement (Campbell, 2003). Regular peer observation and collaborative learning communities can provide teachers with opportunities to share best practices and learn from one another's experiences.

Psychological Support Systems

Given the emotional demands and complexities of pedagogical work, schools and educational authorities must prioritize the establishment of comprehensive psychological support services for teachers. This includes access to professional counseling, mentoring programs that pair experienced educators with novice teachers, and structured debriefing sessions following challenging classroom situations (Huseynova, 2024). Creating safe spaces where teachers can openly discuss their struggles with failure, frustration, and professional setbacks without fear of judgment is essential for maintaining their mental health and professional efficacy.

Recognition and Validation of Teacher Contributions

The sacred and honorable nature of teaching, as highlighted in the discussion, deserves systematic recognition beyond rhetorical praise. Educational systems should develop meaningful recognition programs that celebrate not only outstanding academic results but also teachers' dedication to student well-being, innovation in pedagogical approaches, and contributions to school culture (Carr, 2000). Public acknowledgment of teachers' role in shaping personalities, statesmen, artists, and scientists reinforces the societal value of the profession and enhances teacher morale and professional identity.

Character and Ethical Development Programs

Since personal qualities such as patience, loyalty, knowledge, richness of spirit, and dedication are fundamental to effective teaching, teacher education programs must integrate

explicit character development and ethical training into their curricula. This includes case-based learning on ethical dilemmas in education, reflective exercises on personal values and their alignment with professional responsibilities, and opportunities for teachers to examine their own biases and assumptions (Campbell, 2003). Regular ethical reflection sessions can help teachers maintain their professional honor and dignity throughout their careers.

Holistic Assessment of Teacher Competence

Teacher evaluation systems should be redesigned to assess not only instructional effectiveness but also the broader personal and psychological qualities that contribute to pedagogical success. This multifaceted assessment approach should include self-evaluation, peer review, student feedback, and observation of teachers' capacity to build relationships, demonstrate emotional resilience, and contribute to positive school climate (Cabbarova & Babayeva, 2024). Such comprehensive evaluation provides a more accurate picture of teacher effectiveness and identifies specific areas for growth and support.

Work-Life Balance and Wellbeing Initiatives

Recognizing that teaching is described as "the most responsible, difficult and arduous path," educational institutions must implement policies that protect teachers' wellbeing and prevent burnout. This includes reasonable workload limits, adequate planning time, flexibility in professional responsibilities, and encouragement of activities outside of work that nurture teachers' personal interests and relationships (Huseynova, 2024). Teachers who maintain balance in their own lives are better equipped to model healthy living for their students and sustain their effectiveness over long careers.

Collaborative School Culture

Schools should foster a collaborative culture where teachers work together as a professional community rather than in isolation. Regular team meetings, interdisciplinary projects, and shared responsibility for student outcomes can reduce the sense of individual burden and create supportive networks among colleagues. This collaborative approach aligns with the understanding that pedagogical activity is complex and multifaceted, requiring collective wisdom and shared effort (Campbell, 2003).

Investment in Teacher Education Quality

Given that teachers are described as architects and founders of students' spiritual worlds, initial teacher education programs must be held to the highest standards. This requires rigorous admission criteria that assess candidates' personal qualities alongside academic achievement, comprehensive preparation in both content knowledge and pedagogical methods, and extended practicum experiences with intensive mentoring (Carr, 2000). Quality teacher education lays the foundation for the professional reputation and effectiveness that teachers will carry throughout their careers.

Declarations

Acknowledgements: Not applicable

Authors' contributions: First author conceived and designed the study and structured the sections of the manuscript. Second author contributed equally to the development of the study design and the organization of the manuscript. First author carried out the translation and final revisions, while Second author reviewed these revisions and ensured their accuracy.

Competing interests: The authors declare that they have no competing interests.

Funding: No external funding was received for this study. The research, analysis, and preparation of the manuscript were conducted independently by the authors.

Ethics approval and consent to participate: This study does not involve human participants, and therefore ethical approval and informed consent were not required.

References

- Alizada, A., & Alizada, H. (2010). *Pedagogical psychology*. Baku, Azerbaijan.
- Alizada, H. (2010). *Pedagogical psychology*. Baku, Azerbaijan.
- Cabbarova, S., & Babayeva, N. (2024). Ali Təhsil Müəssisələrində Geyim Tərzinin Tələbələrin Təlim-Tərbiyəsinə Təsiri. *Anadolu Türk Eğitim Dergisi*, 6(1), 11-21. <https://doi.org/10.29329/ated.2024.665.2>
- Campbell, E. (2003). *The ethical teacher*. Open University Press.
- Carr, D. (2000). *Professionalism and ethics in teaching*. Routledge.
- Ganizada, S. (1964). *Selected works*. Baku, Azerbaijan.
- Hashimov, A. (1970). *Some issues of Azerbaijani folk pedagogy*. Baku, Azerbaijan: Maarif Publishing House.
- Hüseynova, K. (2024). Ethical and Specific Characteristics of the Teacher's Pedagogical Activity. *Anatolian Turkish Journal of Education*, 6 (1), 166-172. <https://doi.org/10.29329/ated.2024.665.19>
- Ilyasov, M. (2018). *Modern problems of teacher professionalism and competence*., Science and Education Baku, Azerbaijan.
- Ismikhanov, M., Bayramov, H., & Valiyeva, S. (2019). *Higher education pedagogy*. Baku, Azerbaijan.
- Karimov, Y. (2009). *Pedagogical research methodology*. Baku, Azerbaijan: Azarnashr.
- Makarenko, A. S. (1953). *Pedaqoji poema* (Cilt 2). Bakı.
- Mirzayev, F., & Rustamova, Kh. (2012). *Fundamentals of pedagogical excellence*, Textbook. Baku, Azerbaijan.
- Piriyeva, R., & Məmmədova, A. (2024). Öğrencilerde Vatandaşlık Kültürünün Oluşma Sürecinin Aşamalı Olarak Organizasyonu ve Bunun Bilimsel ve Pedagojik Kadroların Yetiştirilmesindeki Rolü . *Anadolu Türk Eğitim Dergisi*, 6(1), 30-37. <https://doi.org/10.29329/ated.2024.665.4>
- Talıbov Y. (1988). Kollektiv tərbiyənin görkəmli təşkilatçısı [Outstanding organizer of collective education] Azərbaycan məktəbi -Azerbaijan school, N3, s. 27-31 [in Azerbaijani].