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Developing Dynamics of Teacher's Professional Identity

Dilmurod Abdusamiyev

Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor of Turan International University, Uzbekistan

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*Correspondence: Dilmurod
Abdusamiyev

Email: abdusamiyev1993@bk.ru

Abstract: the article describes the main directions of the teacher's professional activity, their influence on the development of professional identity, the stages of the formation of the self-concept and the scientific-methodical analysis of the development criteria, as well as suggestions and recommendations for the effective organization of professional activity.

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Introduction

The main goal of the educational policy conducted in our country is to train qualified specialists who are competitive, responsible, who master their profession skillfully, who are ready for continuous professional growth, who have social and professional mobility. UNESCO considers the issue of effective activities of teachers in today's era of digital technologies, increasing the opportunities to achieve professional achievements as a special problem, and refers to achieving a solution to this problem, modernization of the teacher training process, achievement of teaching processes on the basis of wide use of electronic advanced technologies (UNESCO Institute, n.d.)

High demands are placed on the teacher's personality and professional skills. In today's modern education, the task of creating the necessary conditions for the development of not only knowledge, skills, competence, cognitive and operational-technological competences, but also motivational, moral, social and spiritual behavior of the teacher marked.

It follows from this that today one of the most important skills of a teacher is to evaluate his/her activities in the personal and professional sphere based on the highest criteria (Williams, 2020). The effectiveness of a teacher's work depends on many factors, in particular, the teacher's desire to improve his work, the development of the necessary

personal qualities, only this teacher sees himself as a factor that regulates his personal and professional work. is carried out on the basis of the development of awareness.

Methodology

The methodology combines both qualitative and quantitative approaches to gather comprehensive data about teachers' self-awareness, self-concept, and professional behavior.

Research Design, The study employs a mixed-method approach. This involves:

1. Quantitative Component: Surveys and questionnaires were likely used to collect data from a broad sample of primary school teachers. The survey items focused on measuring various aspects of the teachers' professional identity, such as self-esteem, professional behavior, and their ability to reflect on their performance. These factors are crucial in identifying different levels and types of professional identity, as explained in the theoretical framework (Liu, 2024).
2. Qualitative Component: The qualitative part likely consisted of in-depth interviews and observations, aiming to understand the cognitive, affective, and behavioral components of teachers' professional identity in real-world educational settings. Through interviews, teachers were able to express how they perceive their role, challenges they face, and how they reflect on their professional growth. Observations were likely conducted to analyze teachers' interactions with students and colleagues, and how these interactions contribute to their self-awareness and identity formation (Hubálková, 2024).

The methodology blends both objective measurement and subjective interpretation, allowing the study to capture a comprehensive view of professional identity development. The qualitative insights into individual experiences are complemented by quantitative data that provide broader trends and patterns among primary school teachers.

This mixed-method approach supports the study's conclusion that a teacher's professional identity is dynamic and shaped by self-reflection, external feedback, and ongoing professional growth.

Result and Discussion

The problem of the development of professional identity among primary school teachers requires important relevance, because the results of the teacher's activity, first of all, the results of the students' learning, the teacher's ability to analyze and evaluate his own activity are manifested. Also, the development of the teacher's professional identity is the main dynamic source of his personal and professional development and education (Sigurdardottir, 2024).

The result of the research analysis of Kuzmina (1990) showed that teachers with high professional identity are characterized by continuous self-knowledge based on a harmonious combination of all components of professional activity, knowledge of others and self (high self-identification competence). Such teachers are distinguished by self-esteem, sensitivity to the advantages and disadvantages of their personality and activity, the ability to understand the reasons for their creative success and failure, the ability to analyze and summarize the results of their professional activity. Due to the skillful diagnosis

of their professional abilities, teachers with a high professional identity successfully regulate their pedagogical behavior and positively solve problems in professional activity. They not only model the learning process of students, but also create conditions for the formation of necessary values and personality in students.

Professional identity – a complex integral phenomenon, the leading feature of the professional development of a person, which determines the level of acceptance as a means of self-awareness and development in the chosen professional activity, to understand and evaluate one's place in one's professional team.

The process of professional identification has a complex, crisis character, which has been studied by a number of scientists and causes professional disorders in professionals who have not achieved identification (Gümüşok, 2023).

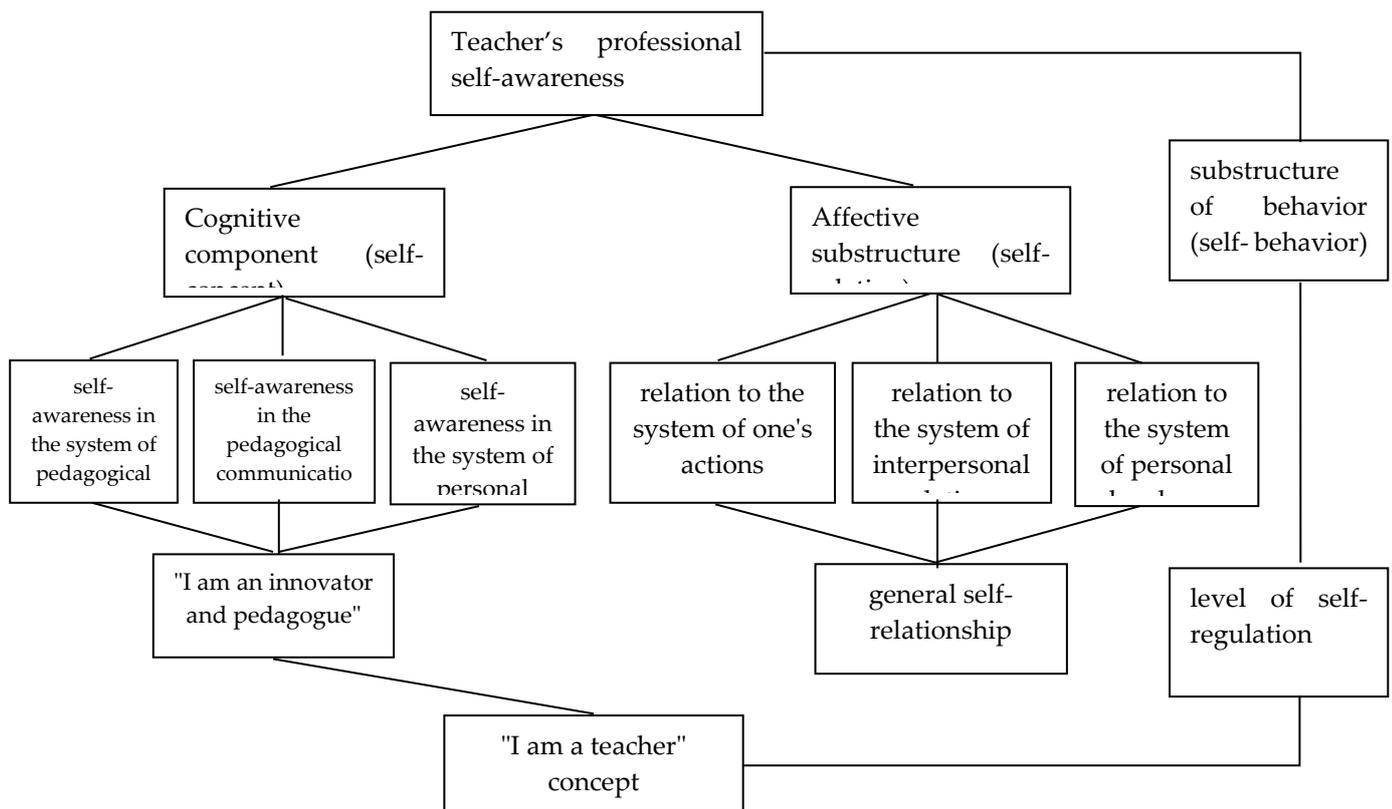
Research scientists, based on the results of studying and researching the phenomenon of professional identification, distinguish the following types of professional identification:

- *A successful professional identity* is the acquisition and development of many advantages of the individual, which indicates the successful passing of the identity crisis. A person who has achieved professional identity knows what he wants to achieve in his profession, has his own professional ambitions, and feels that he is a part of the profession and professional community. Unsuccessful professional identity is typical for a professional who has not experienced an identity crisis. This type of identity is formed through the mechanism of imitation of parents and significant others. For example, such an identification can be observed in the case of trying oneself in this profession if one's parents are teachers and one should also be a teacher.
- *Professional identity* - professionals with unclear professional interests, goals and beliefs. Such people do not feel that they belong to a certain professional group, do not share its values and beliefs, and do not have clearly expressed ambitions in the professional field.
- *Moratorium* is the absence of identity because the individual is in a state of identity crisis.

Based on this, the teacher's professional identification means, firstly, the teacher's self-awareness in the system of professional activity, secondly, in the system of pedagogical communication, and thirdly, in the system of his personality.

Based on this understanding, we propose to consider the following structure of teacher's professional identification (see Figure 1).

Each structural component of the professional identity should be considered from two aspects: from the point of view of dynamics and from the point of view of result.



1. Dynamics of professional identity development¹

We can identify the following as structural components of the dynamic process of professional identity development in primary school teachers:

- *Cognitive component:* in this component of the teacher’s professional self-awareness, in our opinion, it is necessary to distinguish between the process of self-awareness and the result. “Self-manifestation image” of the teacher is the subject’s image formed as a result of the processes of self-realization in three complementary and intersecting systems: a generalized system of the subject's ideas about himself, formed as a result of the processes of self-awareness in pedagogical activity, pedagogical communication and personal development. The teacher’s “self-image” has structures that undergo periodic changes under the influence of internal and external factors of a mainly cognitive nature. If the teacher has a shallow or incorrect understanding of himself in at least one of the above systems, it is impossible to talk about a high level of self-awareness. The cognitive component seems to be the leader in self-awareness.
- *Affective component:* this component of a teacher’s professional self-awareness is characterized by a combination of three types of relationships:
 - 1) to the system of pedagogical behavior of studies, goals and tasks, means and methods of achieving these goals, work results;

¹ The author by scientific - methodical o ' studies as a result improved

- 2) to the system of interpersonal relations with students; to implement the main functions of pedagogical communication - information, social-perceptive, presentation, interactive and affective;
- 3) to qualities of professional importance and, in general, to himself as a professional.

One of the most important concepts related to the affective substructure of a teacher's professional self-awareness is self-esteem.

In general, self-esteem is considered from two aspects: connection with personality and connection with self-awareness (Hashemi, 2021). Of course, such a division is conditional, and these two approaches are not contradictory, but complement each other.

We believe that the term "self-esteem" should be used to refer to an emotional and value-based attitude toward oneself. At the same time, the procedural aspect of self-relation is emphasized. The result of the self-evaluation process is a stable generalized attitude of the person towards himself.

If the teacher has knowledge about himself, about his personal and professional qualities, based on this knowledge and self-esteem, an emotional and value-based attitude towards himself will appear.

Behavioral component: externality describes the behavioral component of a teacher's professional self-concept. In our opinion, the main mechanism of this substructure is the teacher's satisfaction with himself and his professional activity. A self-satisfied teacher does not experience anxiety and inner tension when communicating with students. With adequate self-esteem and a positive self-attitude, he is more willing to engage with students than his counterpart with low self-esteem and high levels of dissatisfaction. demonstrates the ability to accept unconditionally. Thus, the teacher has a positive effect on the students' self-esteem and attitude towards themselves, arouses the desire to succeed in their educational activities and, as a result, has a developing effect on their personality.

- **Self-concept**

A teacher's professional self-awareness and its final result - a condition of self-awareness - it is the teacher's constructive overcoming of difficulties that hinder certain types of activity, behavior and ways of self-realization. Failure to recognize difficulties in professional activity makes the situation worse. And vice versa - the higher the level of professional self-awareness of a teacher, which is determined by the feeling of self-satisfaction, the clearer the teacher's understanding of the difficulties and obstacles he faces in his work.

- **Reflection**

This process develops due to the presence of such an important phenomenon of personal development as reflection. In the traditional sense, this term refers to the process of self-awareness of internal mental actions and states by the subject. At the same time, in social psychology, reflection is manifested in the form of awareness of how others understand the "reflector" of the subject, his personal characteristics, emotional experiences and cognitive perceptions. Learning reflection in the second sense is carried out in the process of communication and in joint activities: in

simulation and organizational-active games, conducting psychological trainings , in collective problem solving, in relations in organizational systems. Reflexive actions play a special role in developing self-awareness when communicating with other people. Reflection can be seen as a mechanism of self-awareness. In the process of reflection, it is filled and enriched, which allows a person to adjust his activity and communication, to control his behavior arbitrarily. Two psychological mechanisms - reflection and feedback - complete each other.

- **Resources for developing self-awareness**

The specificity of reflexive processes in the teacher's professional self-awareness is determined by the variety of real-practical situations of pedagogical activity, this requires the teacher to develop the ability to correctly assess himself, his place, the possibilities and options for action. The teacher's self-analysis based on the generalized principles of pedagogical activity analysis develops his pedagogical reflection as a quality of a person of professional importance. Thus, reflection in pedagogical activity is manifested in two forms: as one of the mechanisms of professional self-awareness of a teacher and as a quality of a person of professional importance. Pedagogical reflection involves affective-cognitive learning that includes empathy. Since the main sources of development of teacher's self-awareness are the teacher's own practical activities and communication, the process of teacher's professional self-awareness and, accordingly, the formation of confidence in personal and professional competence two most important groups of factors influence. The first group includes the subjects of the teacher's immediate social environment - his colleagues, school management, student body and grades. The second group of factors includes specific motivational and value orientations arising from teaching activities, professional goals.

- **The process of professional identity development**

Faced with situations where the development of a teacher's professional self-awareness requires the constant search for new effective ways to overcome difficulties in daily practice, the teacher analyzes one or another method and evaluates the results of his work. Based on this analysis, based on the system of motivational and value orientations, the teacher forms a cognitive "self-image" as a professional, experiences emotional experiences in the process of self-evaluation, is in certain specific relationships . The cognitive and affective structures of a teacher's professional self-awareness determine the substructure of behavior.

Conclusion

As a conclusion, the following points are given, through communication, the teacher captures information about his own value from other teachers, school administration and students. As a result of verbal and non-verbal communication, this information is accepted or rejected by the teacher. If the teacher receives information about himself, he will form his understanding in both cognitive and affective aspects. As a result, we can observe the dynamics of professional identity development.

The dynamics of the development of professional identity is largely determined by the teacher's ability to rationally assess his professional and personal capabilities, therefore, it seems appropriate to organize pedagogical-psychological exercises and trainings in the pedagogical team.

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