



The Essence of the Professional Self-Awareness of The Future Teacher

**Chulpanova Hadicha
Tashbayevna**

Senior teacher, Tashkent State Transport University Department
of Social Sciences

ABSTRACT

Self-development of a person in professional activity and optimization of the training process can be considered in the context of subject -activity and system approaches. An integrated, systematic approach to training allows you to increase the activity, consciousness, responsibility of future specialists for their professional choice and self-realization in the profession. Psychological self-awareness in the upcoming professional activity can be considered as a necessary prerequisite for the formation of a specialist in a higher education institution, the increased quality and efficiency of his training.

Keywords:

self-knowledge, self-improvement, initiation and self-assessment.

The fundamental condition for the professional development of specialists working with people is the awareness of these specialists of the need to change, transform their inner world and search for new opportunities for self-fulfillment in professional work, that is, an increase in the level of professional self-awareness. The richness, versatility and emotional richness of pedagogical activity force teachers to closely study themselves as a professional. At the same time, not only there is an awareness of certain professionally significant qualities of a person, but also a certain self-attitude is formed. In addition, the teacher experiences a sense of satisfaction or dissatisfaction with his work, emotionally experiences the correspondence of the "I-image" to the ideal image of himself as a teacher. We understand the teacher's professional self-consciousness as the teacher's awareness of himself, firstly, in the system of professional activity, secondly, in the system of pedagogical communication, and thirdly, in the system of his own personality. Based on this understanding, we propose to consider the following structure of the teacher's professional self-awareness. Each component in the

structure of self-consciousness must be considered in two ways: from the point of view of dynamics and from the point of view of the result.

In the cognitive component of the teacher's professional self-awareness, in our opinion, it is necessary to distinguish between the process of self-knowledge and the result - a system of knowledge about oneself, induced into the "image of the Self" as a professional teacher.

In our understanding, the "I-image" of a teacher is a generalized system of the subject's ideas about himself, which is formed as a result of the processes of self-awareness in three complementary and intersecting systems: in pedagogical activity, in pedagogical communication and in personal development.

The "image of the Self" of the teacher is predominantly cognitive in nature and is a relatively stable formation, although, of course, subject to periodic fluctuations under the influence of internal and external factors. It is impossible to speak of a high level of self-consciousness in the case of a shallow or incorrect understanding of oneself by a teacher in at least one of the above systems. The

cognitive component appears to be the leading one in the structure of self-consciousness.

The affective component of the teacher's professional self-awareness is characterized by a combination of three types of relationships:

1) to the system of their pedagogical actions, to their goals and objectives, to the means and methods of achieving these goals, to the results of their work;

2) to the system of interpersonal relations with students; to the implementation of the main functions of pedagogical communication - informational, socio-perceptual, presentational, interactive and affective;

3) to their professionally significant qualities and, in general, to themselves as a professional.

One of the most important concepts associated with the affective substructure of a teacher's professional self-awareness is self-esteem. Generally speaking, self-esteem in domestic psychology is considered in two aspects: in its connection with the personality and in its connection with self-consciousness. Of course, such a division is conditional, and these two approaches do not contradict each other, but rather are complementary. It seems to us that the term "self-assessment" should be used to denote an emotionally valuable attitude towards oneself. At the same time, the procedural side of self-relationship is emphasized. The result of the process of self-evaluation is a stable generalized attitude of the individual towards himself. If the teacher has knowledge about himself, about his personal and professional qualities, then on the basis of this knowledge and self-assessment, an emotional-valuable attitude towards himself arises.

External manifestations characterize the **behavioral component of the** teacher's professional self-awareness. In our opinion, the main psychological mechanism of this substructure is the teacher's satisfaction with himself and his professional activities.

The teacher, satisfied with himself, does not experience anxiety and internal tension when communicating with students. Possessing adequate self-esteem and a positive self-attitude, he is more readily than his colleague

with inadequate self-esteem and a high degree of dissatisfaction, makes contact with children, demonstrates the ability to accept them unconditionally. Thus, the teacher has a positive impact on the self-esteem and self-attitude of children, stimulates their desire for success in educational activities and, ultimately, has a developing impact on their personality.

The psychological prerequisite for the development of a teacher's professional self-awareness and his final product, the self-concept, is the teacher's constructive overcoming of difficulties that impede certain types of activities, behavioral acts, methods of self-realization

. The inability to recognize the difficulties that arise further exacerbates the situation. And vice versa - the higher the level of professional self-awareness of the teacher, due to the feeling of self-satisfaction, the clearer the teacher's understanding of the difficulties and obstacles encountered in his activity becomes. At the same time, having adequate self-esteem, positive self-attitude and self-confidence, the teacher is able to find constructive ways to overcome difficulties and thereby further expand the scope of professional self-awareness.

The essence of the future teacher's professional self-awareness lies in his awareness of the personal meaning of professional and pedagogical activity, which is the experience of a value attitude to the profession, to himself as a subject of professional activity, to the student, the need for professional self-improvement and the involvement of students in self-improvement as conditions for self-determination and self-realization in the teaching profession. The structure of professional self-awareness of the future teacher makes it possible to interpret the latter as a complex system-dynamic formation, the substructures of which (cognitive, motivational-value, emotional-evaluative, cognitive) represent a unity, are characterized by interconnection and interdependence. It combines the awareness and experience of professional and pedagogical values, professional motives, personal meanings, educational and cognitive interests that reveal

the meaning of the professional "I" to the subject. The activity of self-consciousness as a dynamic system is manifested in the following functional generators; axiological, creative, adaptive, professional self-determination, self-development and self-improvement. The leading criteria, in accordance with which the qualitative state of the teacher's professional self-awareness is determined, are: the criterion of value-semantic relations to the profession, to oneself as its representative, to the student; professional identity, professional self-education. The professional self-awareness of the future teacher is a reflexive attitude towards oneself as a person and a representative of the profession, a willingness to take responsibility for introducing students to self-improvement.

The model of professional self-consciousness of the future teacher is considered as a multidimensional space containing cognitive, motivational-value, emotional-evaluative, cognitive components. The content of professional self-awareness is determined by the understanding of the professionalism of the personality of the future teacher (spiritual content of the profession and its "technological" support), its most characteristic features, the ability of the teacher to develop professional self-images, self-concept. In its qualitative development, the teacher's professional self-awareness goes through a number of levels (orientation-search, professional self-determination, heuristic self-education and self-realization), which are characterized by varying degrees of self-organization of its main substructures in the process of mastering the content of the values of pedagogical education, pedagogical culture.

The model of the process of formation of professional self-awareness of the future teacher is based on system-synergetic and hermeneutic approaches and represents the integrity, openness, integrative unity of the value-target, content, procedural-activity, criteria-evaluative components. The formation of professional self-consciousness of the future teacher is the process of generation and emergence of its components, their consistent expansion, development and self-development in the course of educational, professional and

social activities, which goes through a number of stages. The most significant of them are:

1) the stage of personal and professional identification, the expansion of cultural horizons, the acquisition of experience in a motivational-value attitude to the profession; professional and personal self-knowledge, actualization of reflective abilities;

2) the stage of self-determination and professional identification, the development of a reflexive position, a value attitude towards another person (a child as a value in itself, individuality), to a profession, the actualization of professional self-education, the development of professional "I" images (I am real, ideal, mirror), mastering technologies involving students in self-improvement;

3) the stage of creative professional self-transformation, the formation of the world of creative images that express the essence of the professional self-concept, the expansion of personal meanings of pedagogical activity, creative self-realization in professional (educational and professional) activities.

The formation of professional self-awareness of the future teacher is deterministic and factorial. The leading sense-forming factors in the development of a teacher's professional self-awareness in a higher pedagogical school are objective, subjective and random: the socio-cultural context of education; professional development and communication; teacher's personality as a self-organizing subject.

So, the effectiveness of the formation of professional self-awareness of a future teacher in the system of pedagogical education is determined by the implementation of the leading trends in its development, reflecting their principles, as well as a complex of psychological and pedagogical conditions, the most important of which are: value-semantic and subject-activity approaches to the formation of professional self-awareness future teacher, orientation of the educational process to a generalized model of the teacher as a self-organizing subject, orientation to the development of professional self-knowledge, self-improvement, initiation by the teacher of the processes of searching for personal meanings of professional activity.

References:

1. Асмолов А.Г. Психология личности. М.,1990.
2. Столин В.В. Самосознание личности. - М.: Изд-во МГУ, 2003.
3. Альберт Налчаджян. Психика, сознание, самосознание-М.: 2011
4. Чулпанова Х.Т. Сущность профессионального самосознания учителя //Иновации в педагогике и психологии №1 (2018) 83-86 стр.
5. Chulpanova X.T. *Mechanisms of Professional Competence Development in Future Teachers based on Pedagogical and Technical Knowledge*. Annals of R.S.C.B., ISSN:1583-6258, Vol. 25, Issue 2, 2021, Pages. 2950 - 2958 Received 20 January 2021; Accepted 08 February 2021. -Pages. 2950 - 2958, 2021.
6. Nazarova N.J. *The role of communicative competence in youth social activism*. Archive of Conferences, October, 50-51.
7. <https://conferencepublication.com/index.php/aoc/article/view/1584>.
8. Nazarova N.J. *Universal Factors In Provision Of Youth Life Strategy*. International Journal for Social Studies, 6(1), 157-163. Retrieved from <https://journals.eduindex.org/index.php/ijss/article/view/19580>.
9. Yunosova N.Sh. *Транспорт соҳасида мутахассисларни тайёрлашда халқ таълим-тарбияси ва маърифий изланишлари*. Transport sohasidagi xalqaro mutaxassislarni tayyorlash mavzusidagi xalqaro konferensiya. - 380-382, 2022-yil. Journal DOI: <https://doi.org/10.31150>
10. Yunosova N.Sh. *Mass culture and informational-psychological security in the modern process*. Pindus Journal Of Culture, Literature, and ELT ISSN: 2792 – 1883 Volume 9 <https://literature.academicjournal.io/>. - 68-72, 2021.