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The Relationship Between Professional Identity And Motivation For Learning Activities Of Pedagogical Students

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ABSTRACT

The development of learning motivation is of particular importance for the teacher training system, as only teachers motivated to continuously learn and develop themselves can effectively influence the development of relevant motivation in their students. In this regard, one of the key tasks of higher pedagogical education is developing students' sustainable motivation for learning and self-development, as highlighted in the Decree of the President of the Republic of Uzbekistan "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030". Developing the professional identity of teaching students during their professional training is a complex task. Therefore, studying the issue of professional identity in the context of academic motivation during student years could contribute to more effective learning and create favorable conditions for students' harmonious personal development.

Keywords:

Profile, professionalism, identity, student, motivation, effectiveness, learning, development.

Identity was first examined as an independent subject of scientific analysis within the psychoanalytic tradition by E. Erikson, who linked its formation to the successful passage of age-related stages of development [4].

According to E. Erikson, identity crises are particularly acute during adolescence and young adulthood, when individuals face the need to recognize their own uniqueness and place in society. Later, the concept of identity was expanded within humanistic, cognitive, and social-psychological paradigms, allowing it to be viewed not only as a stable personality structure

but also as a dynamic process influenced by social and cultural factors.

Contemporary research emphasizes the multidimensionality of identity, highlighting personal, social, gender, ethnic, and professional components.[Thus, identity in psychology appears as a complex, integrative formation that ensures the integrity of the self and the stability of self-perception in a changing world.[3]

1. Identity is a central concept in psychology, encompassing a broad range of issues related to self-awareness, personal development, social adaptation, and interaction with the outside

world. Identity is not a static characteristic, but a dynamic process during which an individual recognizes their uniqueness, place in society, and purpose in life. Social identity theory (G. Tajfel, J. Turner). This theory is based on the idea that individuals form their identity through membership in various social groups.

Group identities, such as ethnic, national, and professional, play a significant role in a person's self-perception. G. Tajfel and J. Turner argue that identity develops through a process of "social comparison," whereby an individual evaluates themselves based on their membership in various social categories [5].

Professional identity is a key concept that reflects the process of developing an individual's self-perception through the lens of professional activity. This aspect of identity is closely linked to a person's understanding of their place in the professional sphere, as well as their awareness of the significance of work as a part of their life and self-realization.

Further exploration of the problem we addressed required an empirical study of the relationship between professional identity and academic motivation among students majoring

in teaching. To this end, we organized and conducted a psychodiagnostic study of 97 students from the Mirzo Ulugbek National University of Uzbekistan, aged 19 to 26 (average age 21.3 years), both female and male, studying in various undergraduate programs: 44 in the Faculty of History, 28 in the Faculty of Mathematics, and 25 in the Faculty of Geography.

The study was conducted using the following psychodiagnostic methods: the Student Professional Identity Questionnaire (U.S. Rodygina); the Professional Identity Study Method (L.B. Schneider); the "Motivation for Studying at a University" Method (T.I. Ilyina); and the T. Ehlers Questionnaire for Studying Motivation for Achieving Success.

The study results revealed the characteristics of students' professional identity using U.S. Rodygina's method. As noted earlier, this method calculates two parameters: emotional attitude toward the chosen profession and activity in mastering this area of knowledge. Figure 1 shows the characteristics of professional identity among students in various fields of education.

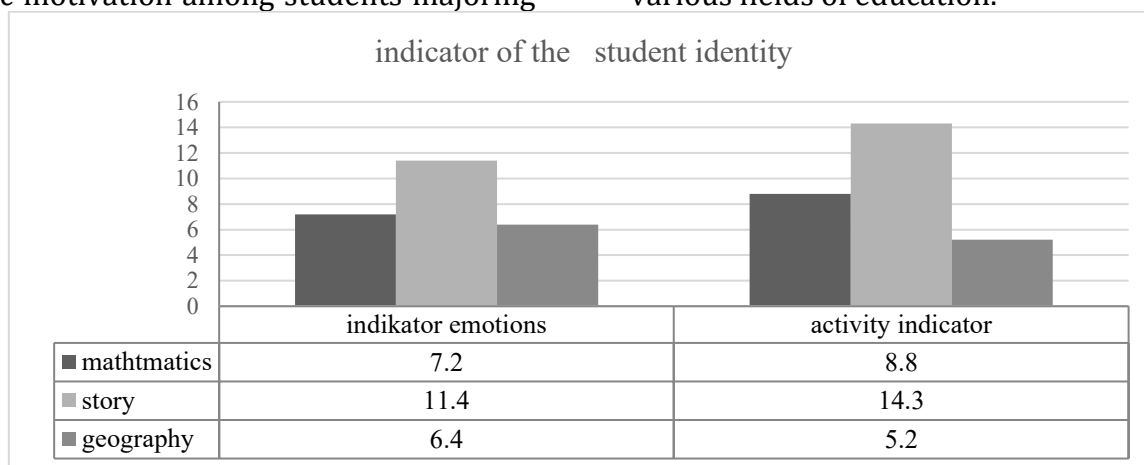


Figure 1 - Professional identity of students in various fields according to U.S. Rodygina's methodology

A comparative analysis of professional identity development indicators showed that history students are the most satisfied with their chosen profession; it meets their needs, was a conscious choice, and provides opportunities for successful self-realization. After graduation, they plan to work in their field. Professional identity is less pronounced among mathematicians and the worst among geographers.

This suggests that students in this field currently cannot say that their future professional field is their calling. Consequently, their academic activity is lower. However, given that scores on both professional identity indicators can be negative, the overall sample's attitude toward their chosen profession is positive and their academic activity is quite pronounced.

Thus, based on the research results, the rationale for training future teachers, taking into account a comprehensive approach to the process of developing professional identity, should be guided by the following key criteria: a holistic perception of one's own activity within a broad social perspective, including the formation of a professional self-image; a positive attitude toward the chosen teaching profession, i.e., the formation of a professional image;

Awareness of professional interest and motivation within the system, i.e., the development of academic and professional motivation;

The development of professional identity and sustainable academic motivation should be considered a priority task for pedagogical universities and implemented through meaningful learning, practice-oriented work, and psychological support for students.

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