

# Structure of The Process of Developing Professional Identity in Primary Teachers

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**Abstract:** This article aims to identify, analyze and propose systematic approaches to the main elements of the structure of the process of developing professional identity in primary school teachers. During the study, the factors of teachers' professional growth, meeting modern educational requirements, personal development and strengthening professional identity were studied in depth. The article, based on theoretical foundations and practical experience, identifies the structure of the process and develops strategies for effectively organizing teachers' work and supporting their professional growth.

**Keywords:** Professional identity, process structure, professional development, education system, methodology, innovative approach, personal development.

**Introduction:** Primary school teachers are one of the main pillars of the education system, and the process of developing their professional identity plays an important role in improving the quality of education and effective education of students. This article aims to identify, analyze and develop systematic approaches to the main elements of the structure of the process of forming and developing teachers' professional identity. Rapid changes in the education sector and the introduction of innovative technologies require teachers to constantly update themselves. In this regard, the process of developing professional identity creates the necessary conditions for teachers' professional growth.

The Decree "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" sets out important tasks such as "ensuring the strong integration of modern information and communication technologies and educational technologies, and creating additional conditions for the continuous development of the professional skills of pedagogical personnel in this regard. The President of the Republic of Uzbekistan Sh. Mirziyoyev emphasizes that Another important task of the education sector is to form a modern, broad-minded generation of young people who have an active

civic position, are able to firmly defend the interests of the Motherland and the people.

Teachers' confidence in their profession, motivation and personal development directly affect the quality of the educational process. The results obtained in this article serve to strengthen professional identity and develop strategies to support teachers. Through quality education, it is possible to significantly contribute to the upbringing of the future generation and the socio-economic development of society. Developing the professional identity of primary school teachers not only increases the individual potential of teachers, but also creates a basis for improving the entire education system.

## METHODS

Professional identity is central to the effectiveness, motivation, and resilience of teachers, particularly in the early stages of their careers. For primary teachers, who play a foundational role in children's education, the clarity and strength of professional identity can significantly affect instructional quality and student engagement. This article uses the following approaches in an in-depth analysis of the process of developing teachers' professional identity, each of which has its own characteristics:

1. Person-centered approach – this approach takes into account the individual potential, personal experience and specific characteristics of the teacher. As Babajanov (2014) explains that it seeks to increase the professional growth and motivation of the teacher by developing methodological approaches based on personal needs, abilities and opportunities. Thus, an individual approach to personal development serves to achieve maximum effectiveness in the educational process.

2. Axiological approach - the axiological approach is aimed at the formation of values, ethics and professional principles of teachers. IV Burtseva argues in her scientific research that “the attitude and aspirations of teachers to their profession, as well as the basic values of the education system, are strengthened. Based on values and ethical norms, the teacher's internal motivation is further strengthened and contributes to the development of professional identity,” (Burtseva, 2016).

3. Synergistic approach – The synergistic approach emphasizes the interdependence and cooperation between the elements of the education system. Through this approach, various factors in the educational process – personal, psychological, sociological and legal – create synergy, which allows

teachers to strengthen their professional growth and professional identity. Such a systematic approach helps to ensure more effective and integrated activities of teachers.

4. Activity-oriented approach - aims to develop teachers' professional identity based on practical work, experience and activities. In this approach, teachers identify problems that arise in their work and work on themselves to overcome them through experience sharing, interactive methods and experimental research. It stimulates teachers' professional growth based on the development of practical experience, strengthening relationships and developing strategies that can be used in real situations.

This set of approaches allows for a more in-depth and effective analysis of the process of forming teachers' professional identity and serves to improve the overall quality of the education system.

## RESULTS AND DISCUSSIONS

The research findings aim to identify the challenges and opportunities underlying the structure of the process of developing professional identity for primary school teachers. The results focus on the following aspects (see Figure 1):

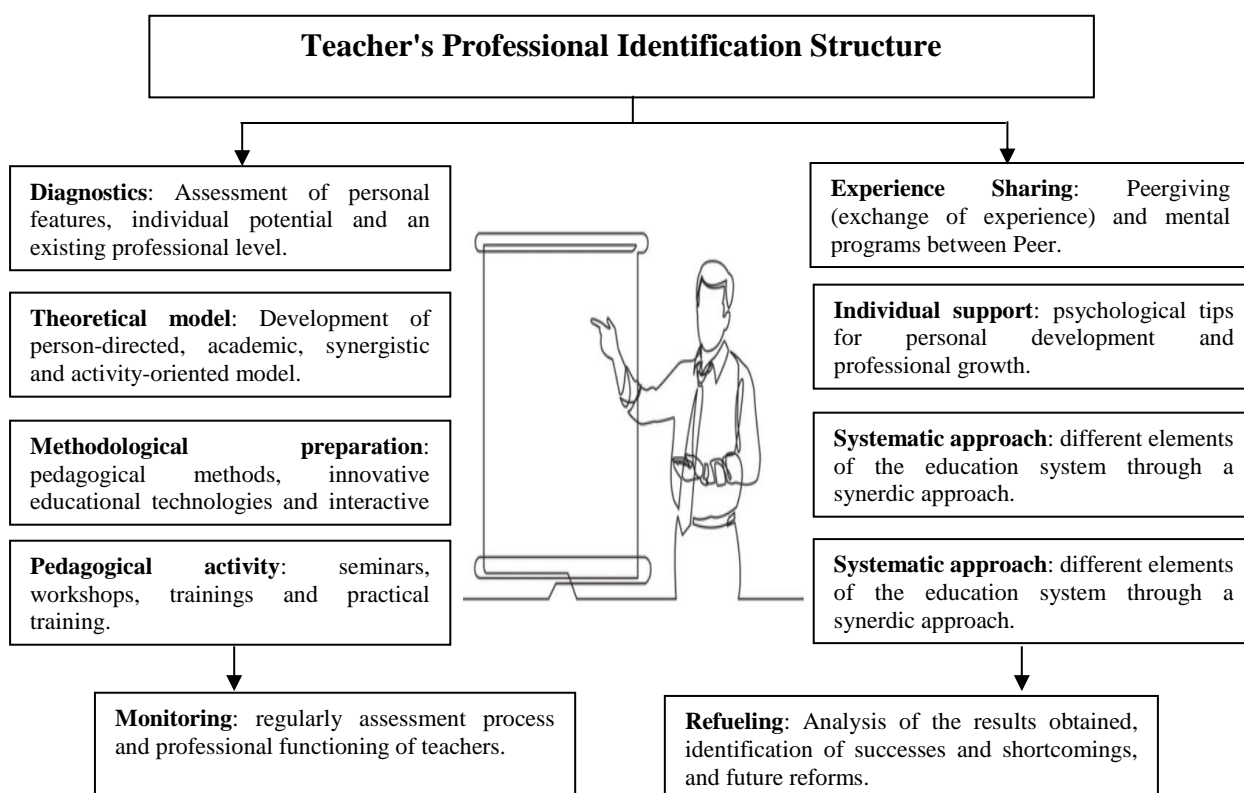


Figure 1. Structure of the development of teachers' professional identity

1. Individual and professional growth. Research has shown that teachers' personal potential and individual characteristics directly affect their professional development. Using a person-centered approach, teachers' specific needs and capabilities are identified and effective growth strategies are developed.

2. Values and ethics. The results obtained based on the axiological approach show that they play an important role in the formation of teachers' professional values, moral norms and principles. This, in turn, helps to strengthen their work activities and the process of professional self-identification.

3. Integration and Synergistic Effects. The synergistic approach emphasizes the importance of collaboration between different elements in the education system – personal, psychological, sociological and legal. The results show that these factors create synergy with each other, further strengthening the professional growth and professional identity of teachers.

4. Practical experience and activity-based solutions. The results of the activity-based approach show that recommendations developed based on real-world challenges and experiences are effective in stimulating teachers' professional growth.

The following processes were highlighted when discussing the results obtained within the article:

1) Integration of theoretical and empirical data. During the study, based on theoretical literature, scientific articles, and practical experience, the main elements of the development of teachers' professional identity were identified, and their interrelationships and role in the education system were discussed.

2) Analysis of challenges and opportunities. The practical problems identified in the study, including insufficient training, limited social support and technological capabilities, were critically examined. At the same time, solutions were proposed using new pedagogical methods and innovative technologies, despite existing limitations.

3) Formulation of strategic recommendations. Based on the results obtained, the article developed strategic recommendations aimed at further strengthening the professional identity of teachers, stimulating their personal and professional growth. During the discussion, these recommendations were aimed at reforming the education system, introducing innovative methods, and improving legal support mechanisms.

These results and discussion processes are important for in-depth analysis and development of strategic solutions for the development of professional identity of primary school teachers in the education system,

and they will determine the main directions for further research and practical reforms.

The structure of the process of developing professional identity of primary school teachers was deeply analyzed and it was found that its theoretical and practical foundations were systematically modeled on the basis of person-centered, axiological, synergetic and activity-oriented approaches. The results of the study showed that:

There is an opportunity to encourage teachers' professional growth, taking into account their personal needs, capabilities, and professional values.

Innovative methods, professional development programs, and a continuous monitoring system in a process structure created on the basis of theoretical analysis, empirical research, and legal documents have proven to be effective tools in strengthening the professional identity of teachers.

The results obtained through personal and psychological support, mentoring programs, and synergistic approaches have ensured adaptability to changes in the education system.

## CONCLUSION

In general, the strategic recommendations developed based on the results of the article are aimed at developing the professional identity of teachers, increasing their individual potential, and organizing the education system more effectively. In the future, through further research into these approaches and recommendations, the introduction of innovative technologies, and the strengthening of systemic support mechanisms, significant positive results in the field of education can be achieved.

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