

The Concept of Pedagogical Identity and Its Theoretical Analysis

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Abstract: This article analyzes the concept of identification, pedagogical identification and its theoretical analysis, its role in the educational process, as well as the interpretation of this concept in scientific and theoretical sources, factors of formation and its importance in pedagogical practice. In the educational process, information about the self-attitude, assessment and self-awareness of the individual is presented.

Keywords: Identification, pedagogical identification, pedagogical process, personality development, socialization, personality of the student, self-attitude, self-awareness, educational process.

Introduction: In a dynamically developing society, self-awareness of an individual is impossible without harmonizing with the external environment so that the individual can positively occupy his status in society, of course. In this society of man, it is considered important to understand what influence an individual has on "I" and how society thinks about him and respond to him correctly consciously. Currently, the development of personality is at the heart of reforms in the educational system, pedagogical approaches and educational methodologies. Viewed from this point of view, the concept of pedagogical identification refers to the interaction, cooperation and psychological closeness between the student and the teacher, educator and educator. Through identification, social roles, values, moral criteria and professional orientations are formed in a person.

METHOD

"Identification" (Latin *identificare* – "identification", "bringing to uniformity") is interpreted in psychology and pedagogy as the process by which an individual equates himself with another individual, perceiving him as a role model. From a pedagogical point of view, identification is the spiritual – moral rapprochement of a student or educator with a teacher, parent, coach, or other important persons. One of the most popular approaches that reveals the interdependence of identification and identification (as a result of self-

identification and as its mechanism of action) is E. Erickson's epigenetic Concept [2].

According to many researchers, it has the greatest value in its manifestation as a dynamic system of self-identification. Self-identification was the first to analyze the concept of identification as a period of development. The relationship between identification and identification according to this concept lies in their interdependence. The characteristics of the identity determine the direction of the identification, through which it determines the development of the individual. The individual strives for harmony with himself and others. Such harmony is referred to as the identification mechanism of the degree of identification, the mechanism of self-identification.

It is implied that this mechanism may result from an individual's self-identification. In the epigenetic concept, there are eight universal stages, which are called Central - maturation and psychological-social development. They are the result of a genetically transmitted epigenetically distributed personality maturation plan. E. Erickson argues that the child has the ability to enter into relationships with others from the world. In doing so, he not only meets his needs, but also manifests himself in all relationships. Through this, the child is manifested in the eyes of other people, that is, he reflects himself. So in this process, the child, through communication with people, working together, forms in him the ability to pay attention to

the “I”, to know himself, to become a person.

Pedagogical identification-the self-attitude, assessment and self-awareness of the student in the analysis of educational processes in the understanding of quality education in the educational process directly in the educational process explains the essence of this concept.

Pedagogical identification can consist of the following stages:

- Observation-the reader observes the individuals around him, paying attention to their behavior.
- Assessment-the student gives a positive or negative assessment of the individual based on the relationship.
- Equalization-the reader seeks to resemble a certain person, seeing him as ideal for himself.
- Internalization-the values, way of thinking and moral positions of the person who is the role model are absorbed into the inner world of the student.

Factors affecting the formation of identity Pedagogical identification is formed under the influence of the following main factors:

- Personal qualities of a teacher: identification with educators who are fair, empathetic, demanding, but kind will be stronger.
- Psychological characteristics of the reader: emotionally sensitive individuals with low self-confidence are more prone to identification.
- Educational environment: family upbringing, classroom environment at school, peer group and social factors.
- Social roles and cultural context: values accepted in society, professional stereotypes and the media also influence this process.

The role of pedagogical identity in education

Reader by identification:

- attains personal growth and socialization,
 - the speaker decides on the professional direction,
 - accepts moral standards and seeks to follow it
- And the teacher through conscious management of identity:

- achieve efficiency in the educational process,
- a person is guided by the formation of positive qualities,
- the moment offers itself as a “psychological model”.

Theoretical foundations and scientific approaches. The issue of pedagogical identification is covered in psychological and pedagogical scientific research from different points of view. Including:

- Sigmund Freud sees identity as a personal subconscious mechanism;
- Eric Erickson, on the other hand, links identity to personal identity formation;
- Lev Vigotsky and A.N. Leontevs, on the other hand, explain identity through social activities and cultural context [3].
- In modern pedagogy, identity is studied in close connection with emotional intelligence, personal development, culture of treatment and social competence.

CONCLUSION

The idea of self - identification-a constant process of differentiation, as the range of essential needs for a person is growing, it becomes more meaningful. The personality crisis is indistinguishable from modern historical crises, that is, from the social environment. The formation of identity depends on the existing conditions. Youth, for example, is a period that has a much sharper and more fundamental turn in relation to time than the early stages of the formation of personality identity. Pedagogical identification is not only an important stage in the personal formation of the student, but also a psychological and pedagogical phenomenon that stands at the center of educational and educational processes. It forms the foundation of a reliable relationship between a student and an educator, personal growth, moral education and professional orientation. Therefore, it is necessary that each teacher can see himself not only as a cognitive giver, but also as a positive example for identification.

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