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IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 05 Volume: 109

Published: 26.05.2022 <http://T-Science.org>

Issue

Article



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TEACHER PROFESSIONAL IDENTIFICATION DEVELOPMENT FACTORS

Abstract: This article highlights professionalism and professionalization, a teacher's beliefs, values, and responsibilities to become a professional. Also, the development factors of a teacher's professional identity and the beliefs, values, and responsibilities of teachers in their professional roles depend on their self-expression and their interactions with colleagues to create a specific image of the "teacher's self". It is stated that they will keep a secret.

Key words: professionalism, professional qualification, professional identification, identifier, dialogue, beliefs, values, development, individual, equality of results, constant communication, perceived roles, self-awareness, position, anthropology.

Language: English

Citation: Bazorov, H. N. (2022). Teacher professional identification development factors. *ISJ Theoretical & Applied Science*, 05 (109), 772-775.

Soi: <http://s-o-i.org/1.1/TAS-05-109-74> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.05.109.74>
Scopus ASCC: 3304.

Introduction

The professional identity of a teacher is that a person is different from other professionals in becoming a teacher, and that a certain type of teacher is, for example: a primary school teacher, an English teacher in a word, a good teacher, are defined as beliefs, values and obligations. It identified three factors that are important in shaping teachers' initial professional identities. The first round was individual factors such as personal experiences as students and pre-vocational experiences. The second group includes practice-based or class-related factors such as subject, curriculum, teaching planning, and class-based goals. Finally, the third round was related to external speech related to teaching and learning. These speeches stemmed from the contexts in which theory, policy, and teachers were involved, and from collegial or expert models of practice. While all three types of factors are important to a core group of teachers, individual teachers are focused on a specific set of factors relative to others in building their professional identities. The orientation of the teachers influenced their practice in the classroom, as well as their sense of what it means to be a teacher specialist. A teacher who emphasizes individual factors, who

builds on the teacher's professional identity around the personal image of teaching, is defined as an individual-oriented teacher. [1] There is a clear sense of external speech related to teaching and learning and they are called dialogue-oriented teachers who feel that they can influence these speeches through their professional practices. The complexity of a teacher's professional identification is that of a teacher of English, social sciences and mathematics, and so on. Teachers with a just society, equality of results, constant communication with students, professionalism and professionalization, teachers who believe in and are committed to inquiry-based communities are becoming increasingly important today.

Each teacher's beliefs, values, and commitment to being a professional showed what it means to be a teacher and how they made choices about that role. Since my evolution as a teacher, building a teacher's professional identity has been seen as a process that develops in different ways and continues in response to many conversations about teaching. I hope it will help to gain a deeper understanding of the teacher's professional identity, in particular its connection to shaping the personalities of new teachers.

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Teachers rely on the theory of speech specificity, which emphasizes the social construction of personality, to learn how to perceive and construct their professional identities in their personal speech and in other interactions about teaching. "Language was the basis for shaping my investigation. Specificity is subject to competitive tensions and is the result of active negotiations on a number of emerging discourses," says sociologist Giddens. [6]

Identification should be regularly reviewed in terms of cultural expectations based on one's role in society and individual characteristics (including gender, occupation, religion, etc.). While much effort has been made to establish a single identity that protects the individual's sense of self in the midst of various debates about their role, new discourses have emerged for consideration. Negotiations on identity are ongoing. Giddens idea of identity identification negotiations was especially important to me in my study of focus survey group meetings as an area for building identity. Colleagues presented what it means to be a professional teacher in this context and it is included in the program itself. It makes me wonder if these speeches related to the teacher's professional identity have led to identification negotiations, as well as the fact that the survey group meetings are in addition to the teacher survey meetings. led to an investigation into whether it could be a unifying or fragmenting factor associated with the occupational identities they possessed. Identification refers to perceived roles and associations in society.

Literature Analysis: Sociologist Goffman focuses his personal understanding on presentation and representation or performance in specific social situations. Self-presentation stems from a desire to achieve personal goals, to present a consistent and positive view of oneself to the world, or to adapt to social norms. Impressions are gained in a fluid, global, diffused way. Goffman suggests that each person has different levels of self-control (the ability to read others' reactions and change depending on their motivation) and self-disclosure (the ability to regulate what others know about us). . Goffman's role-playing work is central to examining my identity in relation to the role of teacher. The beliefs, values, and responsibilities of teachers in their professional roles can influence their self-expression and their interactions with their peers to create a certain image of "teacher self". It is the choice of certain aspects of one's professional identity to reveal in an interview or in a particular professional environment because of the impression one wants to make for a colleague or interlocutor.[7]

The work of James Gee, an educational sociologist, discusses personality in a number of roles. Like the work of other speech theorists, Gee considers the importance of language in creating originality. However, Gining's concept of identity also addresses

a number of speeches related to personality building, particularly in the field of education. James Gee points out that positions allowed by identification institutions are defined by institutional identities, discourse identifiers of speech-recognized features, and proximity identifiers of experiences shared in proximity groups. James Gee focuses on how individuals are used in identifying or locating, when locating themselves, or constructing their personal identities and determining whether they belong to groups.

Research Methodology: Taylor argues that through compulsory negotiation, people shape the narrator, emphasizing what they "value" in telling their lives. The theme emerges in constructing the uniqueness of the story. The theme emphasized by the person forms a sense of wholeness in presenting his or her uniqueness. The themes or patterns in the speeches of focal teachers about their professional personalities will be important for understanding who the person is and what his or her personality means. Taylor's theory of specificity is how teachers construct their personalities in speech to emphasize thematic or central beliefs, values, and responsibilities based on interview data and how they feel about their participation in the group. useful in verification.[3] Dutch scientists claim that identification is formed in the negotiations between and between the figurative worlds. These negotiations can nurture or distort a person's sense of identity. However, they are never neutral in terms of power. In every intelligent world, there is a dignified speech that calls on the individual to adapt or negotiate their identity in a certain way. In order to more accurately describe the identity negotiations with respect to the formed world, I have given examples of negotiations related to the teacher's professional identity and its ongoing evolution as it encounters alternative figure worlds. A person who is a successful student in a traditional classroom may have an internally credible perspective on teaching based on lecture or classroom management. If this style of teaching is effective for him, he can be sure that it is effective for others as well. It is this individual who can be introduced to advanced concepts of teaching in a teacher training program, which describes the teacher as a facilitator, leader, or expert participant in the classroom. When an individual enters the profession on his or her own, he or she may experience tension by the administration, who believe that teaching is measured by the number and type of strategies applied, ownership data, and qualified students. Each of these experiences is a source from which this person can create their own identity. Depending on the weight he puts on each experiment, these experiences can affect his personality as a teacher to varying degrees. These competing factors, viewed as individual experiences in discrete moments, can be thought of as collisions with the multi-figure

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worlds of learning over time. From the point of view of education put forward in this context, an individual is required to have certain authoritative beliefs in order to be accepted. Over time, these competitive factors may prompt an individual to reconsider or negotiate his or her own persuasive speech about the role of the teacher in building the teacher's professional identity. In this example of a teacher, there may be significant force dynamics influencing teacher adaptation, such as a teacher receiving good grades in pre-service education or being positively evaluated by his or her administration the desire may need to be restored for the person.

Analysis and Conclusions: One of the final factors in considering the development of professional identification is that even in situations where the dynamics of power are clearly curved, people may resist or show creative improvisation, which is more likely to displease them. the hegemon allows internal persuasion over authoritative speeches. This can be done through the agency of the individual in response to competitive speech in the figurative world. Creating an identity always involves some agency by adopting and introducing an authorized identity or actively creating an alternative or hybrid identity. Although the individual is always responsive to encountering an alternative figurative world, in cases where differential force dynamics are present, maintaining a persuasive speech may require a high degree of authority. The individual chooses uniqueness as a key element in building identity. Selecting an individual indicates authority. However, building personality only starts with choice. Over time, an individual's uniqueness becomes concrete through repeated practice, responses, and negotiations. Over time, consistent patterns of practice and an individual's understanding of these practices constitute their uniqueness. Self-awareness is and is dependent on social interactions and feedback in response to newly adapted identity. In practice, the notion of identity is important in reflecting the ongoing nature and negotiation of identity. If the authoritative speech of a particular figurative world occurs only for a limited time, the reconsideration of the individual to follow valuable practices in this context may occur temporarily, although if this authoritative speech is peculiar if it does not have a feature, the behavior corresponds to a specific feature. the reconsidered person disappears in the absence of authority. I was initially drawn to the idea of originality because of the professionalism of the two core teachers and their commitment to the highly contrasting normative practices of teaching. Given the idea that teachers who actively oppose the authoritative discourses of the established figurative worlds themselves require a strong sense of authority, I believe that the beliefs and commitments behind the actions of these two core teachers and how these beliefs and commitments are I

wanted to take a closer look at what happened. However, if I look closely at my data, the evolution in different directions of the professional personalities of teachers in other disciplines has been equally interesting to me. By thinking about personality building, I was able to not only investigate the agency that occurred in the focal group by these two teachers, but also consider ways to expand my research. They demonstrated in creating their own professional identifiers in response to the multi-figure worlds associated with the learning they encountered. The establishment of a survey group has become a potential internship site for a particular type of professional identification. In designing this study, I was interested in whether focal teachers chose a particular identification in the survey group, or whether this specificity was consistent with the methods used to describe their specificity outside the group. In practice, it has been a tool for me to consider teachers' copyright to their identities in survey sessions that may or may not continue in the absence of a survey team. My research focuses on how teachers present themselves as special types of teachers through speech and the resources they emphasize in their professional activities. Identities I focus on the sources from which teachers take their identities and the speeches they receive, and explore identity negotiations within and between multifaceted worlds that they emphasize are important for their development. , adapted to shape their personal teachers. Teachers were in the same place, in the same department, in the same research group, and subjected to authoritative speeches based on the same site, but they created a different sense of professional identity. Given the level of public responsibility of the main site, the ability of teachers to create such individual identifiers seemed to require them to actively negotiate with external figures and agencies. Based on each person's experience between multi-figure worlds, I will consider a wide range of resources that can constitute teachers' unique professional identities. However, realizing the importance of authority in the context of the underprivilege of urban schools, I recall an authoritative speech on specific types of achievements at the center that all center teachers need to negotiate to form their professional identities.

In conclusion, it was the basis for teachers to understand who they are as a teacher and the beliefs, values, and responsibilities that make up a teacher's professional personality. Analyzing teacher data identifies three main sources from which teachers can assume key beliefs, values, and responsibilities for their professional identities:

- student and professional experience in education;
- practice in the classroom;
- interactions with external speech related to teaching.

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Each key teacher linked his or her professional identity to multiple sources, indicating the need for a certain level of negotiation for each to form a teacher's professional identity. Negotiating this uniqueness has often been a complex process for new teachers in

research, as they have crossed several specific sources to understand their professional practice. Student and pre-professional experiences in education are structured as a source of professional identification.

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