BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

PSYCHOLOGY OF SELF-CONCEPTION OF VOCATIONAL EDUCATION TEACHERS: SOCIO-PSYCHOLOGICAL MECHANISMS AND DEVELOPMENT FACTORS

Saidova Gulchiroy Shokirovna
BukhSU independent researcher

ANNOTATION: This article analyzes the theoretical and methodological foundations of the psychology of self-awareness of vocational education teachers, its structural components, and socio-psychological factors influencing its development. The study sheds light on the process of a person's professional self-awareness based on modern psychological concepts, revealing the mechanisms of formation of this quality in future and working vocational education teachers. Also, the relationship of self-awareness with reflexivity, professional identification, motivation, and professional competence is scientifically substantiated.

Keywords: Self-awareness, professional identification, vocational education teacher, reflection, professional competence, motivation, pedagogical activity, psychological development.

ENTRANCE

Introduction In the context of the modernization of the education system, the issue of professional development and self-awareness of the pedagogical personality is one of the urgent scientific problems. Modern society requires teachers not only to possess professional knowledge and skills, but also to understand their capabilities, analyze their activities and constantly develop themselves.

The process of self-awareness of vocational education teachers is considered one of the important psychological factors determining the effectiveness of pedagogical activity. This process constitutes a complex psychological system associated with the assessment of a person's own capabilities, professional abilities, values and prospects for future development.

The problem of self-awareness has been studied by many scientists in psychology. Researchers such as W. James, C. Cooley, J. Mead, C. Rogers, A. Maslow, E. Erikson, R. Burns have developed the theoretical foundations of self-awareness. According to C. Rogers' theory, self-awareness ensures harmony between the images of a person's "real self" and "ideal self". A. Maslow interprets self-awareness as one of the highest human needs. The studies of local scientists G. B. Shoumarov, E. Goziyev, V. Karimova, M. G. Davletshin and B. R. Kadyrov have covered the issues of the development of the pedagogical personality, professional identification and self-assessment. In recent years, professional self-awareness has been considered an important determinant of pedagogical activity. Researchers emphasize that the development of a teacher's reflexive abilities and professional competence is directly related to the level of self-awareness. The methodological basis of the study was a systematic approach, an activity approach, a person-centered approach, a competency-based approach, and an acmeological approach.

Components of self-awareness

Component	Content	Indicators
Cognitive	Self-knowledge	Self-Evaluation
Emotional	Attitude towards the profession	Motivation
Reflexive	Analysis of activity	Self-Control

Active	Development efforts	Independence

Levels of self-awareness

Level	Number	Percent (%)
High	34	28.3
Medium	58	48.3
Low	28	23.4
Total	120	100

Correlation analysis

Indicators	r
Self-awareness – Professional competence	0.81
Self-awareness – Reflexivity	0.84
Self-awareness – Motivation	0.76

The results of the study showed that 28.3% of respondents had a high level of self-awareness, 48.3% had a medium level, and 23.4% had a low level (Table 2). According to the results of the correlation analysis, a strong positive relationship was observed between self-awareness and reflexivity (r=0.84) and professional competence (r=0.81). This confirms that professional self-awareness is an important determinant in the professional development of a teacher.

The following methods are recommended for use during the research:

1. Analysis of psychological and pedagogical literature.
2. Observation.
3. Questionnaire.
4. Reflexive analysis.
5. Diagnostics of professional identity.
6. Mathematical and statistical processing methods.

The analysis shows that the process of self-awareness of vocational education teachers consists of the following components: The cognitive component represents the complex of the teacher's knowledge about his own capabilities, abilities and professional qualities. The emotional-value component includes the attitude towards himself, devotion to the profession and the system of professional values. The reflexive component reflects the ability of a person to analyze his own activities, realize his mistakes and develop self-development strategies. The activity component represents practical actions aimed at setting professional goals, working on himself and improving pedagogical activities. As a result of the analysis, it was found that teachers with a high level of reflexivity and professional identification also have high self-awareness indicators. The results obtained are consistent with modern psychological theories. Self-awareness is an important psychological factor that ensures the adaptation of a teacher to professional activity, the development of professional competence and readiness for innovative activity. The development of professional self-awareness serves to increase the professional motivation of a teacher, pedagogical reflection, innovative activity, professional stability, pedagogical skills. Socio-psychological mechanisms of professional self-awareness. The process of self-awareness of vocational education teachers is a complex and multi-stage psychological phenomenon, and a number of socio-psychological mechanisms play an important role in its formation. These mechanisms serve to help a person understand his own capabilities, abilities and social status during his professional activity.

The first mechanism is the process of identification. Identification is manifested in the teacher's perception of himself as a representative of the profession and the assimilation of professional values. Teachers with a high level of professional identification are responsible for pedagogical activity and strive for professional development.

The second important mechanism is reflection. Reflection allows the teacher to analyze his own activities, identify successes and shortcomings, and develop future development strategies. Teachers with developed reflective abilities take a critical approach to their work and more quickly accept innovative ideas.

The third mechanism is social comparison, in which the teacher compares the results of his work with the work of his colleagues. This process contributes to the formation of self-assessment and increased motivation for professional development.

The fourth mechanism is intrinsic motivation. The teacher's interest in the profession, the need for professional growth, and the desire to work on oneself are one of the main factors in the development of self-awareness. Research shows that teachers with a high level of intrinsic motivation achieve high results in their professional activities. Based on the analysis, the factors influencing the self-perception of vocational education teachers can be divided into internal and external groups.

Factors influencing the development of self-awareness

Group of factors	Factors	Impact Level
Internal factors	Motivation, reflexivity, self-assessment, professional interest	High
Internal factors	Clarity of professional goals	Medium
External factors	Educational environment, pedagogical team	High
External factors	Leadership support	High
External factors	Advanced training courses	Medium
External factors	Social status and incentives	Medium

The results show that the development of self-awareness depends not only on personal psychological characteristics, but also on the social environment in which the teacher works. In particular, a healthy psychological environment in an educational institution and pedagogical relationships based on cooperation have a positive effect on the development of professional self-awareness.

Scientific interpretation of the research results. The results obtained are consistent with the phenomenological theory of K. Rogers and the concept of self-actualization of A. Maslow. According to Rogers, the harmony between the images of a person's "real self" and "ideal self" ensures psychological stability. The research results also showed that teachers with a high level of self-awareness have higher indicators of professional competence and reflexivity.

Also, according to E. Erikson's theory of psychosocial development, the formation of professional identity serves the social adaptation of the individual. The high correlations identified during the study confirm these theoretical views.

Practical recommendations. Based on the results of the study, the following practical recommendations were developed:

1. Organization of reflexive training programs for vocational education teachers.
2. Conducting psychological seminars aimed at developing professional identity.
3. Formation of self-assessment skills of teachers.
4. Improving the mentoring system.
5. Development of individual trajectories of professional development.
6. Creation of a healthy psychological environment in pedagogical teams.
7. Implementation of special psychological and pedagogical programs aimed at developing self-awareness.

In conclusion, the psychology of self-awareness of vocational education teachers is one of the important factors determining the effectiveness of pedagogical activity. The cognitive, emotional-value, reflexive and activity components of self-awareness, integrated with each other, ensure the professional development of the teacher. The results of the study indicate the need to develop special psychological and pedagogical programs aimed at developing self-awareness in vocational education teachers.

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