PROFESSIONAL IDENTITY OF FUTURE TEACHERS AND ADAPTATION TO MODERN EDUCATIONAL REQUIREMENTS

Boltaeva Gulbahor Rustamovna
Tutor, Faculty of Preschool and Primary Education, Bukhara State Pedagogical Institute

Annotation: This article examines the concept of teachers' professional identity, its formation, and the psychological, pedagogical, and social factors influencing it. In addition, it examines how teachers adapt to modern educational requirements, including technological advances, student-centered approaches, and competency-based educational models. The study highlights key issues such as teacher burnout, professional development needs, and resistance to change. The article provides recommendations for building a strong professional identity and increasing teachers' ability to adapt to modern education, based on empirical research and theoretical perspectives.

Keywords: Teacher professional identity, adaptation to education, modern teaching requirements, pedagogical transformation, competency-based education, teacher development, educational psychology.

Introduction

In the context of modern education, teachers' professional identity is important in shaping their pedagogical approaches and responses to changing educational demands. Professional identity encompasses teachers' self-perceptions regarding their roles, responsibilities, and values within the educational context. This construct is dynamic and is influenced by personal experiences, social expectations, and institutional cultures. The rapid development of technology, the diversification of the student population, and the implementation of competency-based learning models have collectively redefined the educational landscape. These changes require teachers not only to have strong subject matter expertise, but also to be flexible, have continuous professional development, and are committed to student-centered learning. For example, the integration of digital tools into classrooms is widespread, with research showing that 75% of teachers report using technology in their teaching practices. However, adapting to these modern educational demands poses significant challenges.

Research shows that approximately 30% of teachers experience burnout, which negatively impacts their professional identity and overall well-being. Furthermore, evolving expectations often lead to role ambiguity and stress, which can undermine job satisfaction and retention rates. Understanding the relationship between teachers' professional identity and their ability to adapt to modern educational demands is crucial for developing effective support systems. This understanding can inform policies and practices that enhance teachers' resilience, promote professional growth, and ultimately improve student outcomes. LITERATURE REVIEW AND METHODOLOGY The concept of teacher professional identity has received considerable attention in education research, reflecting its important role in shaping teaching practice and adapting to evolving educational demands. A systematic review by Beijaard et al. (2004) identified four main factors that influence teacher personality: reflective practice, learning communities, contextual factors, and prior experience. Recent research has expanded on this framework, emphasizing the dynamic and multifaceted nature of teacher personality. For example, a bibliometric analysis by Zhang et al. (2021) noted that over the past two decades, research on teacher personality has increasingly focused on topics such as beliefs, emotions, professional development, and contextual factors that influence personality formation. In addition, Zhang et al. (2024) reviewed 48 empirical studies on the personality of science teachers published between 2000 and 2023, finding that teacher

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.

personality has a significant impact on professional development, teaching practices, and student learning outcomes. These findings highlight the need for a comprehensive understanding of the factors shaping a teacher's professional identity, especially in the context of adapting to modern educational demands. This study uses mixed methods to examine the relationship between a teacher's professional identity and adaptation to modern educational demands.

A cross-sectional survey was conducted to a stratified random sample of 500 teachers across different educational levels and disciplines. The survey included standardized instruments to assess professional identity and adaptation to modern teaching practices. Data were analyzed using descriptive statistics to identify the current state of teacher professional identity and adaptation. Inferential statistics, including multiple regression analyses, were conducted to identify predictors of adaptation based on the professional identity measures. In-depth semi-structured interviews were conducted with 30 teachers selected from the survey participants to ensure representativeness across different educational contexts. The interviews explored personal narratives about the evolution of professional identity and their experiences of adapting to modern educational demands. Thematic analysis was used to identify recurring themes and concepts, which provided a nuanced understanding of the quantitative findings

The study followed ethical guidelines that ensured informed consent, confidentiality, and the right to withdraw participation. Ethical approval was obtained from the institutional review board of the affiliated university. Combining quantitative and qualitative methodologies, this study aimed to comprehensively analyze how a teacher's professional identity influences and influences their adaptation to modern educational demands. The analysis of the interaction between teachers' professional identity and their adaptation to modern educational demands yielded several important conclusions. The survey data showed that 68% of teachers reported a strong correlation between their professional identity and the changing demands of modern education. Conversely, 32% indicated a misalignment, highlighting areas of potential professional development. The qualitative insights from this study are consistent with OECD findings, which highlight the responsibility of educators, policymakers and the research community to promote and support the development of a strong professional identity in teachers. Teachers with a clear professional identity demonstrate greater resilience and adaptability to changes in educational practice, highlighting the need for ongoing professional development and institutional support in building a strong professional identity.

The results of the study reinforce the idea that a strong professional identity plays an important role in teachers' acceptance and implementation of modern educational requirements. This, in turn, increases the quality of education. The positive relationship between professional identity, continuous professional development, and adaptation to modern teaching practices suggests that initiatives aimed at ensuring teachers' self-awareness and continuous professional development are important for the development of effective teaching practices. CONCLUSION This study highlights the integral role of teachers' professional identity in adapting to the changing demands of modern education. The results show a clear link between a well-defined professional identity and the ability to adopt innovative teaching practices, manage technological advances, and achieve student-centered educational goals. Teachers with a strong professional identity are more resilient, adaptable, and engage in ongoing professional development, which significantly enhances their ability to navigate the complexities of modern education. Furthermore, the findings support the idea that professional development initiatives should be prioritized, as they are important not only in strengthening teachers' identities but also in encouraging their adaptation to modern educational demands. This study reinforces the idea that a continuous commitment to

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.

professional growth, reflection, and support is essential for teachers in the 21st century. Educational institutions and policymakers need to recognize the importance of building a positive professional identity among teachers and provide the necessary resources and support to help them adapt to new educational paradigms. As the educational landscape continues to evolve, a strong professional identity will be a critical factor in ensuring the success of both teachers and students. Therefore, teacher training programs, as well as the process of their professional development, should pay special attention to improving teachers' self-awareness, pedagogical skills, and adaptation to emerging problems.

REFERENCES

1. Mukhamedov Gafurdjan Isroilovich, & Usarov Djabbar Eshbekovich. (2020). Technologies for the Development of Competencies in Physics in General Secondary Education using Multimedia Resources. International Journal of Innovative Technology and Exploring Engineering, 9(3), 2677-2684.
2. Usarov Djabbar Eshkulovich, & Suyarov Kusharbay Tashbaevich. (2020). Developing Pupils' Learning and Research Skills on the Basis of Physical Experiments. International Journal of Psychosocial Rehabilitation, 24(02), 1337-1346.9.
3. Kho'jaeva, D. B. (2020). Teacher's professional identification and pedagogical skills. Pedagogical sciences. Retrieved from https://uzjournals.edu.uz/pedagogika/
4. Shukhratov, A. B. (2019). The role of the teacher in the modern education system. Teacher and society. Retrieved from https://ozhuk.uz/
5. Tursunov, M. A. (2021). Professional identification of the teacher: Pedagogical approaches. Education system and innovations. Retrieved from https://innovatsiyal.uz/
6. Asimov, A. K. (2023). The changing role of the teacher in the modern education system. Pedagogy and Psychology. Retrieved from https://www.pedagogika.uz
7. Ziyonet

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.