

IMPROVING THE PROFESSIONAL SELF-AWARENESS AND SELF-ASSESSMENT COMPETENCIES OF FUTURE EDUCATORS

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Аннотация: В статье раскрывается значение самопонимания и самооценки в процессе профессионального становления будущих педагогов. Анализируются психологические основы самосовершенствования, рефлексии, мотивации и метакогнитивных навыков в педагогической деятельности. Также рассматриваются препятствующие факторы в профессиональном росте и пути их преодоления, подчёркивается роль инновационных методов и психодиагностических инструментов.

Ключевые слова: Будущий педагог, профессиональное становление, самопонимание, самооценка, мотивация, рефлексия, психодиагностика, инновационные методы, компетенции.

Annotation: This article explores the role of self-awareness and self-assessment competencies in the professional development of future educators. It analyzes the psychological foundations of self-improvement, reflection, motivation, and metacognitive skills in pedagogical practice. The study also highlights the barriers to professional growth and proposes solutions, emphasizing the importance of innovative methods and psychodiagnostic tools.

Keywords: Future educator, professional development, self-awareness, self-assessment, motivation, reflection, psychodiagnostics, innovative methods, competence.

Introduction. The modern educational process requires future teachers not only to possess deep theoretical knowledge but also to master the methodological, practical, and psychological aspects of professional training, as well as to develop the ability to work independently. In today's era of globalization, young people preparing for the teaching profession must be in step with the times, think creatively, and be capable of continuous self-development. From this perspective, it is one of the urgent tasks of the education system to conduct a psychological analysis of future teachers' attitudes toward self-development, improve the methodological foundations of this process, and develop modern psychodiagnostic tools to evaluate it.

The successful implementation of pedagogical activity largely depends on the teacher's professional self-assessment, ability to identify their strengths and weaknesses, and effectively utilize them. Therefore, developing a culture of self-awareness, self-evaluation, and continuous self-improvement should be a key focus in pedagogical training.

Main Part. Self-education is a conscious and consistent activity directed at developing one's own qualities, knowledge, and skills, and it plays a crucial role in forming essential professional competencies in the teaching profession. This activity is based on the teacher's internal motivation, social need for the profession, and ability to adapt to a changing environment. From a psychological standpoint, this process is realized through metacognitive processes such as reflection, self-evaluation, and self-control.

From a psychological point of view, elements such as self-awareness (introspection), self-evaluation, reflection, and metacognitive control are decisive factors in professional development. These aspects were widely studied by psychologists such as V.S. Merlin, L.S. Vygotsky, and A.N. Leontiev, who considered internal motivation and conscious self-regulation as key foundations of personal development and self-improvement.



Problems in the Professional Development of Future Teachers Analyses show that the main problems hindering the self-development of future teachers include:

- Incomplete formation of psychological self-awareness mechanisms;
- Insufficient mastery of methods for professional growth and self-improvement;
- Low motivation, lack of initiative, and independence;
- Underdeveloped reflective thinking culture;
- Distrust and unpreparedness toward innovative educational approaches.

These factors slow down personal growth and negatively affect the full formation of pedagogical qualities.

Conditions Supporting Professional Self-Development. To ensure effective professional formation, the following conditions are of great importance:

- **Formation of internal motivation** – awakening interest in the profession and the internal need for self-improvement;
- **Encouragement of reflective activity** – keeping journals, portfolios, and self-assessment tests;
- **Positive psychological climate and supportive environment** – constructive feedback and healthy competition;
- **Mentoring and coaching** – supporting personal development through the example of experienced teachers.

In pedagogical psychology, such conditions strengthen motivation for self-development and contribute to professional stability.

Mechanisms of Encouragement and Innovative Approaches. In stimulating teachers' self-development, two main approaches—positive (reward) and negative (warning or criticism)—play key roles. Effective use of these mechanisms enhances professional responsibility, social activity, and creativity. At the same time, modern technologies — including interactive methods, reflective training, project-based learning, and approaches that develop critical thinking—accelerate teachers' professional growth.

Mechanisms to Encourage Self-Improvement. To strengthen the process of self-development in pedagogical activity, two types of encouragement mechanisms can be used:

- **Positive incentives (rewards)** – moral or material rewards such as certificates, commendations, scholarships, or social media recognition;
- **Negative incentives (penalties)** – certain restrictive measures for indifference, passivity, or irresponsibility.

The correct balance of these two mechanisms fosters initiative, responsibility, and ambition. In addition, introducing students to the experiences of advanced teachers through master classes and mentorship programs increases their readiness for active personal and professional change.

The Role of Innovative Approaches. In modern pedagogy, constructive, interactive, and reflective methods enhance students' motivation for self-development. For example:

- **Maintaining portfolios** – helps analyze personal achievements and shortcomings;
- **Reflective journals** – aid in understanding changes through daily writing and reflection;
- **Self-assessment** – enables independent evaluation of one's knowledge and professional readiness;
- **Peer review** – encourages self-improvement through feedback from peers.

Such approaches help students not only gain knowledge but also develop as individuals, understand their professional identity, and prepare for lifelong learning.

Literature Analysis. For a future teacher to be successful, they must first be able to analyze their own strengths and weaknesses. Self-awareness means identifying one's personal



circumstances, behavior, and shortcomings in professional activity. This process develops not only through introspection but also through communication and collaboration with others. The teaching profession is not limited to transmitting knowledge; it involves cultivating moral and social values, developing personalities, and harmonizing cultural and spiritual understanding. For instance, **A.V. Lunacharsky** believed that a teacher should form an internal ideal and strive toward the highest goals of humanity. Improving teachers' professional skills requires a balance between practice, theoretical knowledge, methodology, and personal qualities. Independent learning, exploring innovations, analyzing, and improving one's experience are the core elements of professional growth.

Analysis and Problems. Research shows that future teachers face the following obstacles:

- Incomplete understanding of the psychological causes and mechanisms of self-awareness;
- Inability to clearly perceive the structure and essence of professional self-development;
- Lack of knowledge or experience in methods of self-improvement;
- Fearful or passive attitude toward criticism and innovation;
- Lack of clarity in defining personal goals and tasks.

These shortcomings negatively affect not only the teacher's personal development but also their effectiveness in the educational and upbringing process.

Solutions and Effective Approaches.

To overcome these problems and enhance the professional and personal potential of future teachers, the following measures are recommended:

1. **Psychodiagnostic tools** – introduce diagnostic methods that determine personal traits, professional skills, and self-evaluation criteria;
2. **Increasing internal motivation** – create conditions that foster love for the teaching profession and the need for self-improvement;
3. **Innovative methods** – use interactive techniques, problem-based tasks, and technologies that encourage active participation;
4. **Monitoring and evaluation** – develop the ability to analyze one's work, identify shortcomings, and record achievements.

Conclusion. The professional formation of future teachers is directly linked to their attitude toward self-improvement and their aspiration for personal growth. Therefore, developing psychological skills such as self-awareness, self-control, and self-assessment deserves special attention in the process of teacher training.

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