

THE FACTOR OF SOCIAL ANXIETY IN THE FORMATION OF PROFESSIONAL IDENTITY.

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Annotation: this article theoretically analyzes the impact of the level of social anxiety on the process of professional self-awareness and professional identification in young students. The study interprets professional self-awareness as the process of harmonizing a person's abilities, interests, values, and life goals with professional activity, and justifies its role in the professional development of a person. The negative effects of social anxiety on students' self-esteem, professional motivation, and the process of professional self-awareness are highlighted based on scientific sources. The importance of socio-psychological characteristics of the educational environment and supportive pedagogical approaches in reducing social anxiety and strengthening professional identification is also shown. The results of the study are of scientific and practical importance in improving psychological and pedagogical mechanisms aimed at supporting professional development in young students.

Keywords: young students, social anxiety, professional self-awareness, professional identification, self-assessment, professional motivation, personality development, educational environment.

In the conditions of today's globalization processes and increasing competition in the labor market, each person is required to deeply understand his professional potential, continuously develop his professional competencies, and be able to adapt to changing socio-economic conditions. The formation of a professional orientation during student life and the development of a conscious attitude towards future professional activity are one of the important factors determining the professional destiny of a person.

Therefore, the President of the Republic of Uzbekistan Shavkat Mirziyoyev, along with expanding the coverage of the higher education system, emphasized the need to create appropriate conditions for each age group by teaching foreign languages and professions during school, taking into account the fact that not all young people choose to study at a university: "We are expanding the coverage of higher education. But not everyone chooses to study at a university. That is why we have set a goal to teach our children foreign languages and professions at school. Whoever has a profession, no matter how small, will have a day off. Then they can work on themselves and improve their skills. Our goal is to create appropriate conditions for each age group"[1]. From this point of view, the process of professional self-awareness in young students depends not only on the internal motivation and abilities of the individual, but also on the social and educational conditions created by the state, and is an important factor in the formation of professional identity. Professional self-awareness is interpreted as a complex psychological process aimed at harmonizing the individual's own abilities, interests, values, and life goals with the chosen or expected professional activity. During this process, the individual evaluates his professional capabilities, understands his professional prospects, and forms internal confidence in his professional choice. As a result, professional self-awareness is one of the main mechanisms that strengthen the professional identity of the individual. In this process, motivation, that is, the motives that internally stimulate the individual's activity, are of particular importance. Individuals with a predominance of intrinsic motivation have a relatively stable interest in professional activity, a desire for self-expression, and a strong need for professional growth. On the contrary,

insufficiently formed motivation can lead to a slowdown in the process of professional self-realization and the emergence of hesitation and insecurity in the individual's professional choice. Also, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 656 dated October 17, 2025 “On Approval of the Regulation on the Procedure for Organizing Tutoring Activities in Higher Educational Institutions” states that the purpose of tutoring activities is to educate students in the spirit of patriotism and loyalty to national values, to closely assist their personal and professional development, to ensure their adaptation to educational processes, and to meaningfully organize their free time [2]. This regulatory legal document serves as an important legal basis for supporting the process of students' professional self-realization and adaptation to the social environment. Professional self-realization is the highest stage of human development in professional activity. A person's professional self-knowledge helps to clearly define what he wants for himself in this life and direct his efforts to a certain type of activity. A person is not only self-aware, but also due to the presence of factors such as an internal need, drive, and motive for self-awareness.

One of the conditions for the effectiveness of professional activity is the professional readiness of a specialist.

According to the famous Russian psychologist I.K. Platonov, “professional readiness is the subjective state of a person who considers himself capable and ready to perform the necessary professional activity and strives to perform it.” R. Ishmuhamedov,

A. Abdukodirov and A. Pardayev emphasize that the basis of professional preparation should reflect the “psychological, psychophysiological, physical, as well as scientific, theoretical and practical preparation of the future specialist”.

Professional self-awareness includes a person's perception of himself as a subject of a particular professional activity, his beliefs about his professional capabilities, competencies and professional prospects. These internal perceptions directly affect the student's professional motivation, career decisions, self-confidence, and readiness for future professional activities. In this regard, professional self-awareness and professional identification are central psychological mechanisms in the professional development of an individual. During student life, the process of active interaction with the social environment increases. Students are regularly exposed to social evaluation, communication, and social comparison processes with teachers, peers, the academic group, and the wider educational environment. Against the background of these processes, the level of social anxiety can significantly affect the student's professional self-awareness. Individuals with high social anxiety have a reduced self-esteem, avoidance of social situations, and limited opportunities for professional communication and self-expression, which is likely to lead to a slowdown in the process of professional identification. The organizational and methodological components of the educational process, the structure of curricula, teaching methodology, assessment system, and the psychological climate of the academic environment, are important factors in the formation of students' professional self-awareness. Student-oriented, activity-based, and collaborative pedagogical approaches can increase students' confidence in their professional potential and support the process of accepting themselves as professional subjects. Such conditions serve to partially mitigate the negative impact of social anxiety. At the same time, the socio-psychological environment of an educational institution, an environment based on the principles of supportive teacher-student relationships, positive peer relationships, and inclusion, encourages the formation of professional identity in students. Conversely, social pressure, discrimination, fear of evaluation, and lack of social support can increase social anxiety and negatively affect the process of professional self-realization. Analysis of the literature on the topic. Self-awareness or self-awareness is a multifaceted construct that reflects an individual's self-perception, including self-esteem, self-image, and ideal self. Self-concept is a critical

determinant of a variety of life outcomes, including academic achievement, social relationships, and psychological well-being. According to Marsh and Hattie, a positive self-concept is strongly associated with higher academic achievement, better mental health, and improved social interactions. Conversely, Baumeister et al. argue that a negative self-concept can lead to lower academic achievement, low self-esteem, and psychological problems such as anxiety and depression. Therefore, understanding the factors that influence self-concept during the academic years is crucial to ensure the holistic development of students [4]. The process of self-evaluation, which is an important component of professional self-concept, is formed gradually throughout the development of the individual. Initially, it is strongly dependent on the assessments of others and external opinions, but over time it begins to acquire a relatively independent and stable character. Once a stable self-assessment is formed, it is based on the principle of self-reinforcement, that is, the individual tends to seek out behaviors and experiences that confirm the existing level of assessment. This can manifest itself both in high and low self-assessment. The quality of self-organization, which contributes to professional development, self-development, self-improvement and self-education, becomes one of the most sought-after qualities of future professionals and specialists. In the requirements for professional competencies of bachelors in the field of education of the State Educational Standards of Higher Education 110000-Pedagogy, self-organization is classified as a group of universal competencies: UK-4 - the ability to independently acquire new knowledge, to work on oneself ability to organize work and labor activity on a scientific basis. In the context of the formation of professional competencies, the all-round development of the student's personality cannot occur without self-organization skills in educational activities. The formation of social anxiety in young students is often associated with negative social experiences. In particular, discriminatory attitudes of parents or important reference persons, criticism-based upbringing styles can cause students to experience strong fear and anxiety in social situations, especially in situations related to assessment (exams, speaking in front of a team, professional communication). This social anxiety limits the process of professional self-awareness, negatively affecting the student's full manifestation of his or her potential, and the stable formation of professional identity. A person's self-awareness is manifested in the achievement of dreams, hopes, and personal goals. S. Kudinov emphasizes that the term "self-awareness" was first introduced in the dictionary "Philosophy and Psychology". In modern research, the concept of "self-awareness" is mainly interpreted as "realization of one's potential". Within the framework of humanistic psychology, self-awareness is interpreted as the main meaning of a person's life and a leading mechanism of development. In this approach, the level of a person's self-awareness is viewed inextricably linked with the realization of his individual capabilities, the manifestation of his professional potential, and his social contribution to society. Especially during the student period, the process of a person's self-awareness as a subject of professional activity is formed in interaction with the system of social relations, close people, and the wider social environment. However, the problem of the lack of methodologically clear conceptual boundaries of the concept of self-awareness in psychology remains. In particular, there are different scientific approaches to the interpretation of the phenomenon of self-awareness as a psychic process, a temporary state (need or motivational state) or a stable individual characteristic of a person. This ambiguity requires both theoretical and empirical clarification in the study of professional self-awareness and professional identification in young students. The results of the study and the analysis of existing scientific sources confirm that the level of social anxiety has a significant impact on the process of professional self-awareness and professional identification of students. In particular, students with a high level of social anxiety have a decrease in self-esteem, avoidance of participation in professional situations, and limited opportunities for self-expression. These conditions can lead to insufficient formation of

professional self-awareness and a slowdown in the process of professional identification. At the same time, it is determined that the role of motivational factors, especially internal motivation, is important in the process of professional self-awareness. Internal motivating motives form a positive attitude of the student towards professional activity, provide stability in consciously setting professional goals and achieving them. In students with a low level of social anxiety and relatively high self-confidence, the processes of professional self-awareness and professional identification are observed to be more effective. The analysis shows that the socio-psychological environment of the educational institution, supportive teacher-student relationships, and an inclusive and positive academic environment serve as important factors in reducing the negative impact of social anxiety. Such an environment encourages students to perceive themselves as professional subjects and contributes to the stable formation of professional identification. A comprehensive study of the relationship between the level of social anxiety, motivational characteristics, and professional self-awareness in young students is of great scientific and practical importance. Based on research in this area, it becomes possible to develop psychological and pedagogical programs aimed at supporting the professional development of students, to introduce effective mechanisms to reduce social anxiety and strengthen professional identity.

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