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**BOOK OF ABSTRACTS**

**NOVI SAD, 2026.**

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## TEACHER PROFESSIONAL IDENTITY - A THEORETICAL APPROACH

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Teacher professional identity represents a complex and multidimensional construct that encompasses the ways in which teachers understand their professional role, values, and competencies within the educational context. This paper is based on a theoretical analysis of relevant national and international literature in the field of pedagogy. The analyzed studies approach professional identity from the perspectives of social identity, reflective practice, and professional development. Research findings indicate that teacher professional identity includes cognitive, affective, and evaluative dimensions, and that it is shaped through the interaction of personal characteristics and contextual factors, such as the school environment and professional experiences. A review of relevant literature shows that the topic of professional identity is a relatively new, yet highly actual theoretical and research area. This construct is increasingly gaining a central place in pedagogical research, given its importance for understanding teachers' professional engagement, their attitudes toward work, and the process of continuous professional learning in the contemporary educational context. It is concluded that theoretical approaches provide an important framework for understanding teacher professional identity as a dynamic process. The implications of the study relate to improving education and professional training of teachers through the encouragement of reflective practice and the strengthening of professional competencies.

**Keywords:** teacher professional identity, theories of professional identity, continuous professional development

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