

## **PEDAGOGICAL POSITION AND PEDAGOGICAL CONSCIOUSNESS AS A CONDITION OF THE FORMATION OF A PROFESSIONAL IMAGE OF A TEACHER OF INITIAL CLASSES**

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### **ABSTRACT**

The article presents the main idea of the science of imageology - as a special science of the man, whose main goal is an individual self-realization. The article reveals the psychological and pedagogical aspect of image formation in the professional activity of a teacher. The structure of the professional image and the principles of its construction are considered.

**Keywords:** Image, professional image, image of a teacher, psychological and pedagogical model of the image of a modern teacher, pedagogical skill, image, development.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

The problem of formation of the professional image of the teacher, is one of the most pressing in modern psychological and pedagogical sciences. Taking into account the specifics of an elementary school teacher and his interaction with the younger students, it is important to note that the professional image of primary school teachers - this is a multi-level education, which integrates professional knowledge and skills, its charm, the internal appeal and all the components of culture. An analysis of the scientific literature on the problem under study showed that the necessary condition for the formation of a professional image of a primary school teacher is based on the presence of his pedagogical position and pedagogical consciousness.

In our study, we consider the personality of the teacher as a special group of professionals. The basis for this was the definition of the concept of "professional" in sociology: a special social layer, which is characterized by signs: the presence of a specific code of conduct that ensures professional identity; special competence; the performance of certain official duties for the benefit of society; special education; etc.

In our study, the psychological and pedagogical aspects of the image of a teacher, in our opinion, are in the formation of a concept of a professional image, i.e. the creation of an image, in the process of increasing pedagogical mastery, in a professional activity performs a guiding function, thereby providing a perspective of one's own formation as a professional. [1] In turn, it should be noted that imageological specialists are needed everywhere, and first of all in the educational institution. It is necessary not only a theoretical justification of the nature, characteristics and types of images of teachers, but the creation of the very tools for the formation of the teacher's pedagogical image, the arming of each teacher with methods for studying his professional image. The study of the state of development in science of the features of image formation and the state of their practical use shows an urgent contradiction between the need for a theoretical and methodological understanding of the nature, nature and characteristics of the personality image and the level of its implementation

in the activities of a professional teacher. This contradiction caused the need to study the theoretical and methodological foundations and features of the image of a professional specialist. The resolution of this contradiction and the insufficient development of the psychological and pedagogical theory and practice of developing the image of the teacher determined the choice of the topic of our study. The object of our research is the personality of the teacher in the process of developing a professional image. The subject of our study is the psychological and pedagogical conditions and the process of creating a positive image of a teacher as a professional specialist. The aim of the study is to study the essence and features of professional image as a psychological and pedagogical phenomenon, as well as the development of theoretical and scientific-practical foundations for the development of a professional image of a teacher and the technology for its implementation in practice. Research Methods. To solve our tasks, in our study we provide for the use of analysis of general psychological, socio-psychological, pedagogical and philosophical literature on this research problem; experimental research methods, such as: observation, study and analysis of documents, questionnaires, interviews, and a number of specific methods, such as: sociometry, expert assessment of personality, rating, scaling, ranking, self-assessment, introspection, testing, etc.; as well as statistical processing methods and many others.

In recent decades, many scientists (A. Berak, V. Bederkhanova, S. Stroechnikov, S. Krasnov, A. Markov, E. Yudin, G. Zuckerman) turned to the concept of "professional position". This concept was considered in the meaning of the integral characteristics of the teacher's personality, limited to his consciousness and determines the direction of activity. By definition Yudin, the professional position of the teacher - a holistic Psychological education, which includes specific installation and orientation system of personal relationships, assessments of internal and ambient experiences, perspectives, and personal requirements, implemented, in whole or in part, in their chosen profession. The method of teacher self-determination, the adoption and implementation of a personal professional-activity concept expresses a position. The position combines three aspects, and all of them are manifested through external psychic activity-activity: general social, professional and acmeological-psychological [2, p. 79-83]. V.P. Bederkhanova considers the professional pedagogical position as an integral characteristic of the personality of the teacher, is determined by his consciousness and determines the direction of his activity [3]. So, as A. Leontyev, A. Markova, V. Slobodchikov, G. Zuckerman, E. Yudina rightly remark, the professional position of the teacher determines his orientation. As a stable system of relations, she expresses his self-esteem, level of professional requirements, motivation of activity and understanding of his mission.

Thus, the professional position of the teacher is represented by the general determinant of his activity. In addition, it can serve as a measure of congruence - openness, honesty, in the performed professional activity. If the teacher's general orientation is based on socially significant values, and the field of the chosen activity is recognized and accepted by him in the sense of a vital priority, if practical actions are the embodiment of modern professional culture, the best traditions and productive innovations of modern psychology and acmeology, then the main focuses in this position interests of the teacher and socially significant interests. This position may be considered optimal. It is able to stimulate the high productivity of the teacher's professional activity and is crucial for constructing the content of the activity.

Of particular interest is the researchers' view of the "teacher" position. The teacher is able to teach anyone but nothing from anything. The teacher must instill in the student the need for the values that he is working on. The position of teacher cheating Re tsya depending on the age of

the ward. For a preschooler and primary school student, it is optimal if the teacher supports the child's desire to ask questions and develop curiosity. In adolescence, the student already knows how to learn and chooses how to relate to the acquisition of knowledge or improve in them. Pupil here - that so, who asks and doubts and the teacher - one who encourages the search. In his youth, for students priority one joint search for answers to the already significant scientific questions, the creation of new theories and ideas.

Thus, in the development and professional position of a teacher, a joint role plays a special role. The subject of joint activity defines the form and methods of interaction between community members. In joint activity, the internal plan of the subject is transformed. There is a transformation of interpersonal relationships into personal relationships with oneself, a change in the consciousness of future teachers. Any activity necessarily contains elements of mental organization, reflective design and communicative expression. These processes form a collective, and by substantially the first connection with the activities, should be regarded as having a cultural and historical nature. But they are not limited to activity. There are conditions for the formation of a pedagogical position: mastering by the teacher of the content of pedagogical education; experience of professional socialization; reflection of the genesis of their pedagogical functions; willingness to implement the principle of continuity of professional self-improvement in all subsequent phases of their professional growth; directivity continuous pedagogical formation on professional and personal self-development teacher includes its self, self-affirmation and self realization; staging in professional and pedagogical training: subject to the same principles of accounting for the specifics of their implementation in the content, methods and organizational forms of training at different levels and levels of continuing education of a teacher; teacher's self-identification as a condition of his positional self-determination [4, p. 107-108].

As we see, the concept of "professional position" gives the opportunity not only to identify and understand the level of consciousness, type of activity, nature of communication that characterize this teacher, but also the central determinant in pedagogical consciousness of a particular teacher. Pedagogical consciousness is a combination of pedagogical ideas and goals. They are the reference point and tool of pedagogical activity. The pedagogical consciousness characterizes at the same time the teacher's pedagogical thinking, certain aspects of his pedagogical culture and the socio-pedagogical characteristics of the personality — its attitudes, level of knowledge and the effectiveness of skills.

Pedagogical consciousness of primary school teachers in the structure of personal self-realization is determined Maturity of such knowledge: a) the methodology - on the ways of knowledge of pedagogical phenomena; b) theoretical - perform an explanatory and indicative function (the content of education, methods of mastering the types of education, the nature of teaching methods, the nature of educational material, signs of educational tasks, the structure of programs and textbooks); c) general pedagogical - about the methods of pedagogical actions that can be used in the organization of training and education; g) application - are suitable for specific teaching processes.

Thus, it is the pedagogical consciousness that serves as the basis for the teacher to manifest in the development process the self-realization of the elements of creativity through modeling and forecasting of the pedagogical process and educational influences. Our analysis of the scientific literature within the framework of our research indicates that the necessary condition for the formation of a professional image of a primary school teacher is based, first of all, on the presence of his pedagogical position and pedagogical consciousness.

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