

STRUCTURAL COMPONENTS OF A TEACHER'S PROFESSIONAL IMAGE

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ABSTRACT

The article reveals the structural components of the pedagogical image: individual and personal qualities, communicative, features of professional activity and behavior, the visual image of the teacher that meets the new requirements for the quality of training of the future teacher.

Keywords: Image, pedagogical skill, teacher, image.

INTRODUCTION

The profound changes taking place in Uzbekistan, economic, social and cultural processes, the modernization of education present new requirements for the quality of training of the future teacher. The problem of individual image as a reflection of the internal culture of the personality in pedagogical science has not been specifically studied. The external factor was the image of the profession, which was supposed to be created by the state. The modern requirements of education are such that no matter how professionally trained a teacher is, he is simply obliged to constantly improve his personal qualities, thus creating his own image.

In modern studies, the concept of the image of a teacher is interpreted ambiguously. The authors focus on its individual sides. When it comes to the image of the teacher, the socio-psychological context is taken as the basis, its manifestation in situations of interaction of the teacher with students, parents, and colleagues is considered.

Material and methods. So, A. A. Kalyuzhny understands the image of a teacher as a socio-psychological category, social perception. In his opinion, the image is an image, a representation, by the method of associations endowing the object with additional values that have no foundation in the real properties of the object itself, but have social significance for the perceiver of this object. The image of a teacher is considered by a scientist as part of a professional image and is a personality phenomenon that has a socio-psychological nature, determined by the subject of the personality of the teacher as a professional specialist. It reflects the significant features of the personality, professional activity and communication, behavior and appearance of the teacher [1].

G.M. Kodzhaspirova, A. Yu. Kodjaspurov define the image of the teacher as an emotionally colored stereotype of perception of the image of the teacher in the consciousness of the pupil, colleagues, social environment, mass consciousness [3; p. 46].

Results and discussion. V. N. Cherepanova, speaking about the individual image of the teacher in the context of the implementation of the humanistic concept of education, defines a harmonious combination of external and internal individual, personal, individual and professional qualities of the teacher, designed to demonstrate his desire, willingness and ability

to subject-subject communication with participants in educational process [6]. A. Tarasenko characterizes the individual image of the teacher as a component of the culture of pedagogical activity, which determines the success of the teacher's professional activity, as it allows him to better show personal and business qualities. In his opinion, an individual image is a system of a teacher's personal qualities (tolerance, tact, benevolence, reflexivity, etc.) and psychological tools (verbal and non-verbal, communication methods, positions, roles) that the teacher purposefully resorts to achieve the optimal result pedagogical activity [4]. L. P. Kachalova draws attention to the fact that the image of a teacher is an integrated, purposefully formed, integral, dynamic quality, due to the correspondence and interpenetration of the teacher's internal and external personal and individual qualities, designed to ensure his harmonious interaction with himself and the participants of the educational process and allowing to implement pedagogical activity through the formation of a positive opinion [2; p.28].

Noting the active development of various aspects of the image of the teacher, we believe that the problem of the pedagogical image has not yet become the subject of a special study. An analysis of the scientific interpretations of the concepts of image, the image of a teacher allows us to conclude that there is no single scientific-structured interpretation of the concept of a pedagogical image. Moreover, this term is extremely rare in literature, this concept is absent in dictionaries and encyclopedias, and there are no works revealing the essence, content, technology of forming a teacher's pedagogical image. The above allows us to say that the concept of the pedagogical image of the teacher as a scientific problem is relevant and promising in modern pedagogical science.

Given the essential characteristics of the image of a teacher available in pedagogical research, we believe that the pedagogical image of a future teacher should be defined as an image representing a combination of internal (personal, professional qualities expressed in the individual style of teacher's activity) and external characteristics (culture of verbal and non-verbal communication) in conjunction with the aesthetic design of clothing, hairstyles, makeup and other attributes of habit, which is created as a result of their direct perception I'm in the process of interaction of the teacher with the participants of the educational process, or indirectly through other people's opinion.

In the image of a specific teacher, individual, professional and age-related images are combined. People around make judgments about the personal, age, gender, and purely professional qualities of the teacher. In the structure of the professional image proposed by L.P. Kachalov, the external, procedural and internal components are distinguished. The external component includes facial expressions, gestures, timbre and strength of voice, costume, manners, gait. Appearance of the teacher, of course, can create a working or non-working mood in the classroom, promote or impede mutual understanding, facilitating or complicating pedagogical communication [2; p.29].

According to L.P. Kachalov, professional activity is revealed through the procedural component of the image, which is specified by such forms of communication as professionalism, plasticity, expressiveness, etc. [2; from. thirty]. An emotionally rich teacher who knows the methods of verbal and non-verbal manifestation of feelings and purposefully applies them, is able to revive the lesson, make it expressive, bring it closer to natural communication. The internal component is the internal world of a person, the idea of his spiritual and intellectual development, interests, values, his personality as a whole. Thus, the image of the teacher contains the following structural components: individual and personal qualities, communicative, features of professional activity and behavior, the visual image of

the teacher. The work of the teacher is altruistic, which means that the image of the teacher is not only an individual goal. The personality of the teacher contributes to the formation of the personality of the student. Everyday direct influence is more effective than template education. The care of the teacher about his image is an important task of pedagogical activity. Therefore, the teacher's concern for his image is also a professional requirement.

We know from our own experience that the visual image of the teacher "works" the first five minutes of the lesson, and then the personality of the teacher keeps the attention of students. But still, the teacher must comply with generally accepted standards in clothing, hair, makeup, so as not to distract attention to unnecessary details. The image consists of the sum: a visual image (suit, hairstyle, manners, facial expressions), acoustic (timbre, voice strength, pitch, pace of speech, features - aspiration, burr ...) and internal (temperament, mood, way of thinking, spiritual practice). Depending on the extent to which the teacher owns the art of creating his own image, we can talk about pedagogical mastery. We believe that in pedagogical higher educational institutions they should teach acting, where they put their voices, teach them smooth movements. This is either given by nature, or a thoughtful teacher learns the basics of his profession directly in practice.

Talking with students, we found out for ourselves the elements in the image of the teacher that they find most attractive to them, and realized that the external side excites them to a much lesser extent than the internal world of the teacher. The first thing students note is the optimism, fullness and taste for life that a teacher should demonstrate. "He must want to change the world for the better, and not just teach us formulas and algorithms!"

It is very important to deal with yourself, your personal growth. This is one of the most reliable ways to negotiate with others. To be cured of self-dislike - psychologists advise. Learn to manage your negative traits. Screaming has never been an effective way to communicate. Emotions arise at the forefront of the conflict, but do not help solve it. It is very important to separate personal crises and age definitions from professional activities. The ability to manage your mental state - feelings, moods, affects, stresses; the ability to see oneself from the side. Psychologists call this social perception - it is also included in the pedagogical technique.

Here we include the ability to transform, the ability to play, neuro-linguistic programming (NLP). That is our job to understand - by the way we looked, when we took the pens, when we smiled - whether we pronounce, give convincing examples, or give illustrations. Usually a student is an "indicator", by the reaction of which we verify the effectiveness of the lesson.

CONCLUSIONS

I want to end with a quote from a pedagogical magazine, in which a lot is published about the modernization of education and the introduction of new technologies. "It has been established that the only parameter that determines the success of schoolchildren and on which the quality of education depends is the level of interaction between the teacher and the student in the lesson, which, in turn, depends on the qualifications of the teacher. An important conclusion follows from this: the educational system cannot be better than the teachers who make it up "[5; p.6].

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