

MORALITY AS A COMPONENT OF THE IMAGE OF THE MODERN TEACHER

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ABSTRACT

The article considers the morality of the teacher as the most important internal component of his professional image. Separately, the authors analyzed the ethical standards of the teacher and noted the discrepancy between the personal and professional standards, which will either contribute to or hinder the development of the teacher and his image.

Keywords: Image, morality, personality, teacher, ethics, education, upbringing.

INTRODUCTION

The modern teacher is the central figure in the educational process. It is difficult to overestimate the importance of the teacher in the educational process. The teacher influences his students both with his knowledge and his appearance, in his own way. The created positive image contributes not only to the personal social success of the teacher, but also to the successful fulfillment of professional duties. Recently, society is increasingly reflecting on the problem of morality and morality; issues related to this problem are heard on television, in the press, and in literature. Along with this, the logic of the development of theoretical and applied psychology and pedagogy inevitably raises the question of the morality of the personality of a specialist working in the field of education.

Material and methods. The image problem is relevant in psychology. Analysis of studies on the image (E.B. Perelygina, G.G. Pocheptsov, V.M. Shepel, etc.), allows us to note that this phenomenon is understood as a very large layer of phenomena. The phenomenon of image is considered through the concept of an image that is created among respondents as a result of social cognition. Considering the image as a socio-psychological phenomenon, note the spontaneity of its formation. So, A.P. Fedorkina and R.F. Romashkina, analyzing the image, note its influence on the conscious and unconscious "components of the psyche of various social groups, the motivation of their behavior, as well as the formation of images that are requested by the masses today" (cited from [6, p. 18]).

Thus, the image is determined by most researchers as a symbolic, stable image, which is formed as a result of interpersonal interaction.

Results and discussion. Analyzing the image, distinguish its types. Thus, they speak of a direct and indirect image, as well as a public, professional business, political and other types of image. The shape of a personal, product and group image [3]. Considering the image problem in the framework of pedagogical activity, we note some of its features. An interesting approach to the consideration of image characteristics of the teacher is provided LM Mitina. The author identifies the image structure of the teacher, consisting of an external, procedural and internal component. Thus, the external component includes a teacher image facial expressions, gestures, voice, posture, gait, suit, manners, i.e. all external "framing" of the personality. The

process component includes professionalism, plasticity, expressiveness, expressiveness. This component of the image combines both the professional skills of the teacher and the features of his personal interpretation of this knowledge. And finally, the internal component is represented by the inner world of the teacher, the idea of his spiritual, moral and intellectual development, interests, values, his personality as a whole [4]. Thus, in the process of training the teacher "broadcast" with the image of the professional, personal and including moral characteristics.

Specialists of pedagogical professions have a serious ethical responsibility and have obligations to children and their parents, to their professional community, as well as to modern Russian society as a whole. Ethical education regulations have begun to evolve over the past decade and a half; the ethical codes of these professions exist, apply and continue to improve. At the same time, with regret, we can state the fact that in these codes, in fact, there are no requirements for the personal morality of specialists, for the observance of moral principles in their personal lives.

E.K. Veselova highlights several significant aspects of ethical issues in the activities of educators. One of the important aspects concerns the possible harm from the influence of teachers on the future development of the personality of the child and in society as a whole. The harm can have an ideological orientation and consist in the introduction of beliefs, stereotypes of behavior and lifestyle that disadapt the personality, the social results of which can be detected only after a few years. Another aspect is related to the implementation of the requirements of the professional code in specific, sometimes very complex, educational and training situations. It is sometimes difficult for a teacher - teacher, educator to follow the rules of ethics, which is connected with the uniqueness of each specific person - the teacher himself, the child, the parent - and with a huge variety of pedagogical situations. Also, the teacher may fall into ethically controversial situations when, in an effort to fulfill the requirement of one rule of the code, violates another. And finally, another significant psychological aspect is associated with the personality of the specialist teacher, with the level of his personal morality and moral reliability, with possible emotional burnout and professional deformation.

As noted, in particular, by E.K. Veselova, today more than ever, the task of psychological research of the moral foundations of the individual and their role in successful professional implementation is more relevant [2]. The study of the morality of the personality of the teacher as an internal component of his image is also significant. Today, the level of personal morality of a specialist corresponds to the average ethical standards, but it is clear that the ethical standard of the representatives of the teaching profession is much higher than these average standards.

Moral impeccability is an essential characteristic of the teacher's personality, since the personality in this case is, in fact, a professional "tool", and the absence of a certain combination of moral qualities can make a person professionally unsuitable for pedagogical activity.

The moral sphere of the personality is a multicomponent mental education, which includes the personal content of the concepts of good and evil, the ability to moral identification in interpersonal interaction.

The average level of personal individual morality of specialists studying and already working in the educational system may not meet these high standards. As E.K. notes Veselova, a

situation is possible when one ethical standard at work, and another, lower one in personal life [2]. In this case, two development options are possible. Positive option: the high ethical standard of the profession makes a person develop personally. Negative option: ethical requirements can be perceived by a specialist as a system of rules of conduct in the performance of a professional role. In this case, burnout may occur. Or, ethical rules will be implemented in that part that does not require high personal costs, as well as in a situation of external control. These rules will not be respected in situations where there is no external control, when the specialist is left alone with himself (E.P. Korablina, G.S. Nikiforov).

CONCLUSIONS

Morality is an essential component of both the mental and social health of an individual and the image of a teacher. A moral person is a person who possesses and is guided by higher, spiritual values and accepts them as guiding in situations of moral choice. The personal morality of a professional as a personal readiness of a teacher for his professional activity includes, along with professional competence, moral maturity and moral reliability.

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