
Professional Image in the Preparation of Future Teachers

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Abstract: This article analyzes the professional image, the issue of the teacher's individual image in the process of training future teachers. The concept of image is defined as a key to success, which has internal and external components as well as importance in the social and pedagogical activity of future teachers.

Keywords: a future teacher, image, component, vocational activity, individual and personal qualities, culture, voice, behavior, pedagogical activity.

Introduction

As the current consistent changes are in the social structure, economic, social and cultural processes, the modernization of education puts new demands on the quality of training of future teachers. The issue of the individual image of the teacher as a reflection of the inner culture of the individual has not been specifically studied in the science of pedagogy besides the external factor of a certain professional image was used. Today, the role of individual image as the presentation and confirmation of the identity of the person is becoming one of the current problems of pedagogy, defining not only the professional identification and self-development of the individual, but also the formation of a culture of pedagogical activity. [1]

Materials and Methods

What is "image"? Image (image in English ['ɪmɪdʒ] - "image", "visual representation", "reflection") is a set of public perceptions of a person's behavior in accordance with their status. "Image" is an image (a specific person, event, object) formed in accordance with the purpose, designed to influence someone emotionally and psychologically, emphasizing certain valuable features ... ". Thus, the successful creation of an image implies knowledge of the basic psychological and pedagogical principles in the followings:

- The principle of harmony of the visual image;
- The principle of communication - different forms and methods of information interaction;
- The principle of self-control;
- The principle of speech effect.

These are as constant factors that are skillfully integrated into various forms and methods of teacher professional development. [4] Every profession requires the manifestation of a set of skills, emotions, and thoughts. The longer a person is engaged in a certain type of activity, the more professional he will be. A distinctive feature of the pedagogical activity of the teacher is the active mental activity and the constant tension of the nervous system. The main burden falls on the brain, which, in a state of tension, controls all the resources of the body. The high nervous system is tense as it is regularly exposed to factors such as large amounts of analytical and synthetic brain activity, chronic lack of time, and high levels of personal motivation. The image needs to be constantly reinforced with real action. The relationship

with the environment is very important for a professional, so an important aspect of his/her image is:

- high self-esteem, self-confidence;
- social and personal responsibility;
- the ability to strive for change and take risks with a sense of self-preservation.

The professional image proposed by L. M. Mitina distinguishes external, procedural and internal components. The external component includes facial expressions, gestures, timbre and strength of voice, dress, manners, and behavior. However, a teacher's appearance can create a busy or non-busy mood in the classroom, create or hinder mutual understanding, and facilitate or complicate pedagogical communication. According to L. M. Mitina, professional activity is manifested through the procedural component of the image, which is concretized by such forms of communication as professionalism, flexibility and expressiveness. [3]

Results and Discussions

A teacher, who can express emotions verbally and non-verbally and apply them in their proper place, he/she can make the lesson expressive and closer to natural communication. The inner component is the inner world of a person, his/her personality in general: his/her spiritual and intellectual development, interests, and values. Thus, a teacher's image has the following components: individual and personal qualities, communicative, professional activity, and behavioral characteristics. It is possible to talk about the general image of the teacher and the situational integration of his/her image.

1. Appearance of the teacher.

- The dressing culture is no less important than the culture of behavior.
- The appearance of a teacher is very important as his/her activity is associated with many people, most of whom are children. In this case, a classic, even a little conservative look is more appropriate than very modern clothes.
- The teacher's appearance should be elegant, orderly, neat and tidy, respectable and self-confident.
- should be comfortable, without contradicting generally accepted norms of etiquette.
- The ideal form of clothing for a teacher should focus students' attention not on learning the details of clothing, but on mastering the learning material. It is important to have a formal dress that emphasizes professional, personal qualities and a formal relationship with the students.
- In the traditional tradition, the colors of gray, white and black enhance the status of the person in the eyes of others, and, conversely, the range of bright colors directly affects the quality of learning as a result of direct classroom attention.
- Jewelry and accessories should be kept to a minimum; they should not be bright and conspicuous.
- Appropriate clothing makes a positive impression on others; emphasizes his/her professional and personal qualities.

2. Sound.

- Voice - the voice image of the teacher is the main tool in his/her work.
- Correct dictation, intonation, volume, sensitivity can engage or destroy the audience.

- Work on sound image and achieve success.

3. Business qualities and good habits.

- Entrepreneurial qualities are very important for the image of a teacher including professional and social competence, punctuality, accuracy, diligence.
- Be careful with the time of others. Respect others' work. Show a constant interest in scientific and methodological innovations.
- Follow the rules of official etiquette and subordination.
- The teacher should control his/her gestures, and refrain from aggression.
- Facial expressions should be only benevolent.
- Rudeness in the teacher's speech, the presence of jargons is an indicator of professional incompetence.

4. Dress colors.

- The teacher can correct and improve his/her image, because he/she strives for balance in work with students and colleagues. Color perception depends on a person's emotional state. In fact, a person is prone to certain colors, indifferent to others, and intolerant of others, depending on their emotional state. Color not only triggers a reaction according to a person's emotional state, but also shapes his or her emotions and even character in a certain way. One of the most important qualities of a teacher is the ability and desire to "grow". [2]

Image is not just an image, but also a process of development, goal-orientation. The more confidently a person manages his image, the more he will overcome shyness and the easier it will be to achieve his goals. The image is not only the image that reflects the inside, but also the external image, which is a proportional representation of skills, abilities and dignity.

Obviously, a teacher must have certain natural abilities in order to develop pedagogical skills: external attractiveness, good voice, hearing ability, artistic ability, etc., but the acquired skills play an important role. According to Makarenko, it is possible and necessary to develop pedagogical skills. It is also impossible not to recall the words of Tolstoy: "The best teacher is someone who can explain everything that quits the student. These explanations develop the ability to develop new methods. The best way is to respond to all the challenges that students might face." [5].

Conclusion

The teacher focuses not only on the students' ability of a particular subject, literature or mathematics, but also he/she should manage the process of developing and shaping the student's personality, in particular by using both the subject being taught and the different forms and types of the variable part of the curriculum, as well as extracurricular educational activities. No matter how professionally trained a teacher is, he or she simply needs to constantly improve his or her personal qualities to create his or her own image, because teaching is not just a profession, it is a way of life.

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